



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

May 1, 2016

Board Members:

I hope this packet finds you in eager anticipation of our May meeting, where we'll be discussing many topics crucial to preparing all students for college and career. Enclosed is your board packet for the May 11-12 meeting in Yakima. This meeting is on Wednesday and Thursday at the Yakima ESD 105, with a community forum on Tuesday evening.

This particular meeting has a few unique elements to be aware of. First, we will be co-hosting the Washington Achievement Awards on Tuesday morning with OSPI, and some of us will be visiting Wide Hollow Elementary School that afternoon. As many of you know, Wide Hollow is annually one of the schools that distinguishes itself as a school with both high achievement, and high growth; I'm looking forward to knowing more about this school and its culture. Finally, on Tuesday evening, we will host our Community Forum at 5:30 pm. None of these activities is required, but we're pleased to offer a rich array of experiences in the community for those board members who choose to join us.

This meeting will be bittersweet, in that it marks the first meeting for our outstanding new student member, Ms. Lindsey Salinas from Wellpinit, but also the final board meeting for both Mr. Tre Maxie and Ms. Madeleine Osmun. We look forward to being able to recognize them for their service during the meeting, but also at dinner on Wednesday night at *Zesta Cucina* Restaurant in Yakima. Former member Ms. Phyllis Frank may be joining us for dinner, and has generously agreed to arrange for some of Yakima's famous apple pie to commemorate the occasion.

Our board meeting agenda is focused on several important and timely topics: ESSA implementation, long-term goal setting, definitions of career readiness, and preparing for phase 2 of our work on implementing the charter school legislation, among others. I will be providing my video pre-briefing in the coming days to go over some of these topics in detail, and to provide you an overview of the reading materials.

Finally, as you may recall, the Board took action at its last meeting to establish the 95%/10% goal for encouraging full participation during this year's SBAC assessment cycle. I'm pleased to highlight the recent endorsement of this goal by the Seattle Times, which you can read [here](#). Our hope is to continue to emphasize the closer alignment of high school standards and assessments to the entry requirements of post-secondary education and training opportunities, and to emphasize the value of taking the SBAC beyond satisfying a regulatory requirement. As your Chair told the Seattle Times, it's very much about equity, identifying gaps, and directing the most resources to the students who need it most.

I look forward to seeing you in Yakima!

A handwritten signature in black ink that reads "Ben Rarick". The signature is written in a cursive, flowing style.

Ben Rarick, Executive Director



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Educational Service District 105
Maggie Perez Student Success Center, Ahtanum Room
111 South Second Avenue, Yakima, WA 98902

May 11-12, 2016

AGENDA

A school site visit at Wide Hollow Elementary School has been scheduled for members on Tuesday, May 10 at 2 p.m. No official business of the Board will be discussed and no action will be taken during the visit.

*The SBE will hold a community forum at the Educational Service District 105 in the Klickitat Room at 5:30 p.m. on Tuesday, May 10. **Goal 1.A.7.***

If a quorum of members are present at either event, it will become a public meeting per RCW 42.30.030.

Wednesday, May 11

8:00-8:20 a.m.

Call to Order

- Pledge of Allegiance
- Announcements
- Welcome from Mr. Steve Myers, Superintendent, Educational Service District 105

Consent Agenda

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

- Approval of Minutes from the March 9-10, 2016 Meeting
- Delegation of Authority to Executive Director to Execute New Charter Authorizing Contract with Spokane Public Schools

8:20-9:00

Executive Director Update

Goal 3

Mr. Ben Rarick, Executive Director

- 24-Credit Implementation Workshops
- Washington Achievement Awards
- Results of Outreach on 95 Percent/10 Percent Assessment Participation Challenge
- WA-AIM Standard Setting

- Potential Amendment to WAC 180-18-055

9:00-10:00	<p>Career and Technical Education Course Equivalency Frameworks Goal 3.B.2 Ms. Linda Drake, Director of Career- and College-Ready Initiatives Dr. Gil Mendoza, Deputy Superintendent, OSPI Mr. Ken Emmil, Assistant Superintendent of Career and College Readiness, OSPI Mr. Dennis Wallace, Skilled and Technical Sciences Supervisor, OSPI</p>
10:00-10:15	Break
10:15-11:20	<p>Discussion on Career Readiness Goal 3 Ms. Linda Drake, Director of Career- and College-Ready Initiatives</p>
11:20-11:45	<p>Charter Schools Update Goal 4.C. 4.D Mr. Ben Rarick, Executive Director Mr. Jack Archer, Director of Basic Education Oversight</p>
11:45-12:00 p.m.	Public Comment
12:00-12:30	<p>Lunch and Recognition of Ms. Madaleine Osmun and Mr. Tre' Maxie Ms. Connie Fletcher, Board Member Mr. Kevin Laverty, Board Member</p>
12:30-1:45	<p>Accountability Work Update Goal 2.A.4 Dr. Andrew Parr, Research and Data Manager Dr. Gil Mendoza, Deputy Superintendent, OSPI</p> <ul style="list-style-type: none"> • Achievement Index and Long-Term Goals • <i>Every Student Succeeds Act</i> Workgroup
1:45-3:30	<p>Guiding Principles for the Statewide Accountability System and Potential Impacts of the Every Student Succeeds Act Mr. Ben Rarick, Executive Director</p>
3:30-3:45	Break
3:45-4:10	<p>Option One Basic Education Waiver Requests Goal 4.B Mr. Jack Archer, Director of Basic Education Oversight</p>
4:10-5:00	<p>Waivers of Credit-based Graduation Requirements Goal 4.B Mr. Jack Archer, Director of Basic Education Oversight Mr. Tom Venable, Superintendent, Methow Valley School District Ms. Sara Mounsey, Independent Learning Center Advisor, Methow Valley School District Mr. Barry DePaoli, Principal, Chelan High School Mr. Crosby Carpenter, Principal, Chelan School of Innovation</p>

5:00 Adjourn

Thursday, May 12

8:00-8:30 a.m. Student Presentation – My Past, Present and Future Plans
Ms. Madaleine Osmun, Student Board Member

8:30-10:00 Regional Superintendents Panel Discussion
Mr. Jack Archer, Director of Basic Education Oversight
Mr. Steve Myers, Superintendent, ESD 105
Ms. Becky Imler, Superintendent, Wapato School District
Dr. Jack Irion, Superintendent, Yakima Public Schools
Mr. Mark Heid, Superintendent, Goldendale School District
Dr. Ken Bergevin, Chair Educational Administration, Heritage University
Mr. John Schieche, Superintendent, East Valley School District
Mr. Kevin Chase, Superintendent, Grandview School District

10:00-10:15 Break

10:15-11:20 Education Data Spotlight: New Data and Work Plan for the 2016 Report to the Legislature on the Indicators of Educational System Health
Goals 2.A, 4.F
Dr. Andrew Parr, Research and Data Manager
Mr. Parker Teed, Data Analyst

11:20-11:45 Board Discussion on Option One Basic Education Act Waiver Requests
Goal 4.B

11:45-12:00 p.m. Public Comment

12:00-12:30 Lunch and SBE Award for the 2016 Superintendent’s High School Art Show

12:30-2:00 Board Discussion

2:00-3:00 Business Items

1. Approval of Option One Waiver Requests From Columbia School District #400, Davenport School District, Mukilteo School District and Riverside School District
2. Approval of Temporary Waiver for College and Career Graduation Requirements for East Valley School District No. 361, Okanogan School District and Centralia School District
3. Approval of Waivers of Credit-based Graduation Requirements submitted by Methow Valley School District and Lake Chelan School District
4. Approval of Private Schools for 2016-2017
5. Approval of Interpretive Statement on Calculation of District-Wide Annual Average Instructional Hours
6. Approval of the May 31, 2016 Special Board Meeting for Setting the WA- AIM Science Cut Score
7. Approval of Letter to the Workforce Board on Career Readiness

8. Approval of Career and Technical Education Course Equivalency Frameworks
9. Approval of Letter to the Education Funding Task Force
10. Approval of CR 101 on Potential Amendment to WAC 180-18-055 (Alternative High School Graduation Requirements)

3:00

Adjourn



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Education Service District 121, Cedar/Duwamish Room
800 Oakesdale Ave SW, Renton, WA 98057

March 9-10, 2016

Minutes for the Washington State Board of Education (SBE)'s Bi-monthly Board Meeting

Wednesday, March 9

Members Attending: Chair Isabel Muñoz-Colón, Vice Chair Kevin Lavery, Ms. Janis Avery, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Holly Koon, Ms. MJ Bolt, Ms. Mona Bailey, Mr. Jeff Estes, Mr. Randy Dorn, Mr. Bob Hughes, Mr. Baxter Hershman, Ms. Judy Jennings, Dr. Dan Plung and Ms. Madaleine Osmun (15)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, and Ms. Denise Ross (9)

Members Excused: Tre' Maxie (1)

Call to Order

Chair Muñoz-Colón called the meeting to order at 8:04 a.m. and introduced Mr. John Welch, Superintendent of the Puget Sound ESD. Mr. Welch thanked the Board for hosting its meeting in the Renton community and shared the ESD's work with local districts.

Chair Muñoz-Colón invited board members to share personal updates and their experiences at the March 8 community forum and Boeing tour.

Executive Director Update & Board Discussion

Mr. Ben Rarick, Executive Director

Mr. Rarick provided an overview of the meeting agenda and how items related to the Strategic Plan goals. He reported the following:

- The Legislature did not have a supplemental budget deal yet, but staff hoped to have more current information during the Legislative Update presentation on Thursday. A piece of charter school legislation was put on the House floor calendar and news releases report that a vote is expected to take place later that day.
- SBE applied and was selected for the National Association of State Boards of Education's Deeper Learning Grant. Board members were asked to take action on

approving the Memorandum of Understanding for the grant on Thursday during business items.

- The Workforce Training and Coordinating Board invited Mr. Rarick to engage with their members at its recent board meeting to discuss the role of work-based learning and work-based planning.
- Staff will be constructing their PowerPoints using content already in board packets in order to decrease the number of printed additional materials.

Mr. Rarick provided an overview of the letter to the National Collegiate Athletic Association (NCAA) regarding acceptance of the *Bridge to College* Transition Course. The letter was circulated to the Washington Student Achievement Council, Office of Superintendent of Public Instruction and State Board of Community and Technical Colleges. Districts have reported the NCAA has been rejecting these courses as core courses when determining the eligibility of student athletes. The purpose of the letter is to emphasize that the courses bolster the college readiness of high school students and request that the NCAA work with the state on statewide approval rather than on a district-by-district basis. Members provided feedback on the content of the letter and asked for clarifying information on why the issue is only affecting athletes and not all students trying to meet the minimum course-taking requirement.

Mr. Rarick provided an overview of the position statement addressing participation rates for the Smarter Balanced Assessment (SBA). The Office of Superintendent of Public Instruction (OSPI) will send a reminder letter to districts of the federal accountability requirement for participation in the statewide assessment. Staff anticipate the same set of challenges this year as last because the assessment is not yet a graduation requirement for high school juniors. Very few schools qualify this year for the Washington Achievement Awards because of failure to meet the participation rate requirement last year.

Mr. Rarick provided an overview of the letter addressed to the *Every Student Succeeds Act* (ESSA) Accountability Workgroup. He has been working with OSPI on convening a workgroup for the purpose of implementing ESSA accountability requirements, and OSPI has agreed to have the letter be a joint correspondence. [Board members received an updated copy of the letter, which included Dr. Gil Mendoza's edits, on Thursday during business items.]

Mr. Rarick reported he received input on the Strategic Plan from Members Avery, Member Maier, Member Koon, Member Bailey and Member Bolt and provided a summary of each submission. The Executive Committee will review them in the next few months, and proposals will come before the Board at the September retreat. Members discussed how best to move forward with the process of reviewing and processing the proposed ideas.

Competency-based Learning for Career and College Readiness

Ms. Alissa Peltzman, Vice President of State Policy and Implementation Support, Achieve

Ms. Peltzman presented on a working definition of competency-based pathways, provided a brief overview of what peer states are doing, and spoke to policies and guidance on what would help districts expand opportunities for competency-based graduation requirements. Ms. Peltzman stated there will most likely be challenges in implementing the system to ensure that

it closes achievement gaps rather than exacerbates or create new ones. She presented strategies to the Board on how SBE can create and implement a system that reflects equitable pathways.

Members discussed the following:

- More resources available for teachers on implementing a competency-based learning system are needed;
- Risk to equity;
- Best practices and communication strategies to offer alternative pathway opportunities to all students;
- Need for policies targeting specific subgroups;
- Transition from districtwide policy to statewide policy; and
- Difference between standards-based grading and competency-based crediting.

Competency-based Crediting in Washington High Schools

Ms. Linda Drake, Director of College- and Career-Ready Initiatives

Ms. Lillian Hunter, Director, OSPI Digital Learning Department

Mr. Dave Sather, Principal, Lopez Island High School, Lopez Island School District

Ms. Kathe Taylor, Assistant Superintendent, Teaching and Learning, OSPI

Ms. Drake introduced the panel members and the topic of competency-based crediting. A steering committee that included principals, guidance counselors and OSPI staff have created a draft guidance handbook to help districts implement competency-based crediting. The committee was tasked with identifying different types of competency-based credits and to develop a framework based on the rules important for competency crediting. The Board may be asked to approve the final version of the handbook at the May Board meeting.

Board members discussed the following regarding the guidance handbook:

- Narrowing the definition of competency-based crediting and competency-based learning ;
- Retroactively awarding credits to students that have failed a class, but passed the Smarter Balanced Assessment in that subject;
- Equivalency course of study options; and
- How to encourage the opportunity, but maintain rigor.

Ms. Hunter provided an overview of how students earn credits and demonstrate mastery in both CTE-based instruction and alternative learning experiences. Often a student's ability to demonstrate mastery allows them to earn college credit for the course in which they are currently enrolled. There are also often non-negotiables in performance for students who feel they've mastered a skill through other experiences outside of the classroom, but legitimate markers where the student has to demonstrate the task are still required. Ms. Hunter summarized the process for a vendor to become approved as a Washington state provider for online learning and the benefits to students engaged in online learning. Some of the challenges of competency-based crediting are ensuring parents are aware of these opportunities and students have access to the technology. Her recommendations were for well-defined outcomes and performance requirements articulated in a board policy, a broad cultural change in schools

and an active discussion around the concern for losing full-time equivalent (FTE) credit when students graduate early due to earning competency credits. Ms. Hunter said there are good benefits to offering alternative pathways to students, but it requires a good platform and thoughtfulness before launching a policy.

Mr. Sather shared details of the programs his district is doing in competency-based learning. He is interested in how his district can award credits for some of the programs they've implemented, including foreign trips and learning experiences outside of the classroom. The district has the experience of competency-based learning, but the framework doesn't necessarily fit with the Common Core. His staff are concerned about developing the rubric and metrics needed to determine mastery of a skill and how that would compare with what other districts are doing. How would credits compare across districts? He's also concerned about losing FTEs if students move through competency crediting too quickly and graduate early. Mr. Sather is interested in providing credits for alternative pathways, but feels there are many questions that can't be answered until competency crediting has been implemented.

Ms. Taylor provided a historical perspective of the Board's implementation of competency-based credit while she was the Board's Policy Director. She found trying to operationalize the process of awarding competency-based credits can be difficult. While she was Policy Director, SBE initiated a pilot project with world languages. The Board convened groups with OSPI and WSSDA to discuss what credits would look like in different scenarios and what value each credit could be. They also worked with both college and high school faculty on the policy work, since World Languages was a requirement for four-year college admission. The policy is now available for districts should they choose to use it, and many students are earning credits through it.

Members discussed the following:

- Explore the problem without losing innovation for learning;
- Economy of scale, what works in a small school or district may not work in a larger school or district;
- Coaching change management in districts; and
- Using the World Language policy as a guide for competency-based crediting in other subjects.

Option One Basic Education Act Waiver

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer reported that Mary Walker School District requested a waiver of three school days for the 2015-16, 2016-17 and 2017-18 school years for the purpose of professional development of staff. The application is presented as a renewal, but it is a new application because the district did not have a 180-day waiver for the 2014-15 school year. The district's last waiver was an Option Three waiver for the 2011-12, 2012-13, and 2013-14 school years, granted in August 2011. The Board eliminated the Option Three waiver by rule in November 2011 and Mary Walker School District did not request an Option One waiver when its Option Three expired at the end the 2013-14 school year.

Board members were asked to take action on the application during business items on Thursday.

Public Comment

Mr. David Fichtenberg, Public Member

Mr. Fichtenberg is concerned about the hazardous condition of a potential long-term power outage. A number of federal agencies have recognized that this is a serious condition and can come from many different factors. The National Aeronautics and Space Administration has indicated a chance of a massive solar storm taking down the grid. Mr. Fichtenberg feels SBE is the best voice for this concern because it has access to students, teachers, parents and community. Mr. Fichtenberg also suggested the Board advocate to Governor Inslee in getting power available during times of emergency.

Mr. David Berg, Big Picture Learning, Issaquah School District

Mr. Berg is the Learning Through Interest Coordinator at Gibson Ek High School. Gibson Ek was recently granted a credit waiver in order to provide personalized and competency-based Learning in action. Mr. Berg is also the Director of Technology for Big Picture Learning and has worked with innovative school leaders around the country. The challenges to implementing competency-based learning are teacher training, change in practice and having the right tools for competency-based learning. Mr. Berg feels there is a lack of tools for teachers to manage this learning, to communicate the learning and expectations to students and parents, and for school leaders to track quality. Competency-based learning is new and not widely implemented and there is no market for companies to invest in cutting edge competency learning management tools. Mr. Berg suggested one role that SBE can offer is to help identify the tools needed for operationalizing competency-based learning. This may be through engaging with leading technology companies in our state to build public/private innovation partnerships or technology grants.

Mr. Michael DeBell, Member of the School Facilities Advisory Panel

Mr. DeBell is concerned about meeting the goals of the class size reduction that is built into the basic education funding model. Reducing class size during the early years of learning is a research proven effective strategy and we do not have the classroom space to meet those goals or a long term plan to address it. Washington has problems of enrollment growth as well as sufficient space to redeploy the new teachers and classrooms that would be required to meet the demand. Mr. DeBell said there is a new program for class size reduction grants and several requests from schools have been received. The cost to fund those requests, which is only the first year and stage of the process, is not sufficient to what the legislature has allocated. Mr. DeBell asked the Board to be thinking about how we can develop a stronger capital program to provide high quality classrooms for the early stage of K-12 learning.

Ms. Grazyna Prouty, Teacher

Ms. Prouty stated that she is a teacher that has been targeted. She asked OSPI for assistance and is concerned that OSPI is not accountable and what is happening in our country is merging three branches of government for accountability and oversight in education. She doesn't feel they're providing accountability and oversight. OSPI has been talking about the gap for years. Ms. Prouty provided [documents](#) for the Board to review. Schools are experimenting by

targeting teachers like herself who are applying for the job from the outside. She is not sure if board members are nominated or applied for the position they hold, but if nominated, she stated they may be doing an agenda not of their own. She cautioned the Board of outside agendas and encouraged them to examine why they are making the decisions that they make in education.

Mr. Stuart Jenner, Parent

Mr. Jenner is frustrated with the emergency clause for the charter school bill being debated today by the legislature and feels the emergency is the future of all children. He's especially concerned looking forward to college and how challenging it is for Washington students to compete with out-of-state students, many of whom have exceptional backgrounds, attending our local universities. Mr. Jenner feels there is very little research for appropriate limits of screen time in the school day and Mr. Jenner would like to see SBE address it. In the Highline community, it's mathematically impossible to run a bond with enough money to pay for all the buildings that need replacement. Mr. Jenner feels school construction costs could be shared with additional city entities or private groups and the cost for school space in a new school is unrealistic. The Board may also want to consider co-location with housing, which would be providing housing above the school buildings. In regards to the Highly Capable program, Mr. Jenner feels there is room for improvement.

Ms. Jennifer Ferguson, Candidate for U.S. Congress

Ms. Ferguson read a text message to the Board she received from a parent. The message was a question directed to the Board regarding the rights of parents for special education students that have been assaulted by another student and OSPI has been unresponsive. Ms. Ferguson asked the Board to consider the protection of special needs children.

Teacher of the Year Recognition

Mr. Nathan Gibbs-Bowling, AP Social Studies Teacher, Tacoma Public Schools

Mr. Gibbs-Bowling currently teaches at Lincoln High, which has a high poverty population. He sees the impact of often well intended, but sometimes poorly implemented, education policies that come from the state level. Mr. Gibbs-Bowling feels to improve outcomes for students, it requires building intentional support to identify and retain impactful and effective educators. He believes teacher quality is the primary in-school factor that's impacting student achievement and our most effective teachers should be placed with the neediest students, especially in high poverty schools. He spoke on resolving the state's teacher shortage problem, need for job-embedded professional development, diversify the profession, and the concern of under-market pay for teachers. Mr. Gibbs-Bowling shared concerns his colleagues also have about education policies around redundancy of testing, classroom introduction for new teachers, student absenteeism, the need for teacher advisory councils for each of the policy making institutions and little oversight for dual credit programs. Mr. Gibbs-Bowling asked the Board to employ the voice of effective teachers in the policy making process because it benefits schools and the community.

Board members engaged in conversations with Mr. Gibbs-Bowling about the impact to schools and students with the number of tests required for high school and postsecondary pathways.

Mr. Gibbs-Bowling spoke about the benefits of having new teachers mentored and co-teaching their first year.

Update on the Work of the ESSA Accountability Workgroup

Dr. Andrew Parr, Research and Data Manager

Dr. Parr reported the latest Index data was provided to district for validation purposes. The OSPI is presently analyzing the latest achievement results to determine the schools eligible to be removed from the Priority and Focus School lists and will be generating an updated Priority and Focus School list. OSPI and the SBE will collaborate on identifying recipients of the Washington Achievement Awards.

Dr. Parr stated the Board will consider approving a letter to the Achievement and Accountability Workgroup (AAW) regarding the development of the statewide accountability system for the *Every Student Succeeds Act* (ESSA) state plan. With reauthorization, the SBE has the opportunity to infuse the state's accountability system with elements not previously supported by the prior law. A dual role for the AAW is to define and describe a recommended statewide accountability system for the ESSA state plan and continue to advise the Board on accountability issues. The state plan will be submitted by OSPI, but the ESSA Accountability Workgroup has the opportunity to support, provide input and make recommendations. OSPI intends to submit the state plan in the fall.

Board members gathered in small groups with discussion questions and were tasked with providing feedback for each topic, which will be reported back to the AAW at its next meeting. Members reconvened as a large group to share their feedback.

Question: If not 100 Percent, What Should the Long-term Goal be and how to Communicate This? Or do you Believe That 100 Percent Should be the Target?

Members discussed the definition of "long-term" for a goal and what period of time measurable progress would be evident. Getting all students to graduation should be the goal, but staying on track has shown to be problematic and would like to explore what other alternatives or support could be provided for those failing students. Members discussed changing outcomes when the last few years haven't shown change despite setting high standards and what other factors impact student achievement.

Question #2: What are Your Concerns About Using Non-assessment Measures as an Index Indicator?

Members discussed the following:

- If there was a need to collect additional data when the data already collected has been sufficient;
- The importance of using attendance, discipline, and community support as a measure;
- The different between highly qualified teachers and highly effective teachers in the classroom;
- How an indicator for highly effective teachers would be measured; and
- The impact of highly effective principals in a school and retaining highly effective teachers.

Interpretive Statement on Calculation of Instructional Hours for BEA Compliance

Mr. Jack Archer, Director of Basic Education Oversight

Ms. Linda Sullivan-Colglazier, Assistant Attorney General, Office of the Attorney General

Mr. Archer summarized the changes made in instructional hour requirements in past legislation. Changes made have raised questions from districts as to what a district-wide annual average is and how it is calculated. In response, SBE has advised that district-wide annual averages be an average of the instructional hours offered in each school in the district. In discussing with stakeholders and counsel, staff determined that the advice was not clearly based in the text or intent of the law, and that there were other ways to read and apply “district-wide annual average” in a district context. The Board could elect to engage in rule-making on this subject to clarify the instructional hour requirement for districts or issue an interpretive statement under the Administrative Procedures Act, as proposed.

Mr. Archer defined what an interpretive statement is and how it may be used. Staff determined there is no single method of calculating district-wide annual average that comes out of the text of the statute, no definition of district-wide annual average in current or prior law, and no discernible intent in the statute that one specific way is exclusively correct.

Ms. Linda Sullivan-Colglazier spoke on the benefits to districts from issuing an interpretive statement on the calculation of instructional hours. Mr. Archer recommended the Board issue an interpretive statement advising that either a simple average of schools or a weighted average by student is seen as consistent with basic education law and valid for assuring compliance with instructional hour requirements. The statement acknowledges that there may be still other legitimate ways of making the calculation of district-wide annual average instructional hours, and SBE would ask districts to bring any such methods forward for the Board’s consideration before certifying basic education compliance through the standard annual SBE process.

Staff did not request action on the proposed interpretive statement. Board members may be asked to take action at the May meeting after staff have received feedback.

Communication Plan Update

Ms. Stefanie Randolph, Communications Manager

Ms. Randolph presented the communication and outreach efforts recently made by the Board. Staff have changed their online marketing provider for electronic communications, which has resulted in reaching wider audiences, better analytics, improved tracking methods and the ability to target specific audiences. Ms. Randolph reported the gains made in communication plans, blog posts, and social media posts. Ms. Randolph also reported the most popular topics the public and stakeholders have shown interest in through the various communication outlets. She is currently working on communication preparations for the spring WSSDA regional meetings, developing better video strategies to improve video viewership, and improve technology for live streaming. Members reviewed the analytics of the attendance and topics of the 2015 community forums.

Board members suggested focusing on specific topics the board is currently seeking public feedback on at future community forums. Board members discussed the positive outcomes and public feedback gained from the community forums.

Board Discussion

Position Statement on the Smarter Balanced Assessment Participation

Mr. Rarick has received feedback from the education community that there is a lack of clarity in what districts are required to do for administering the assessment, consequences of not meeting participation rates and what benefits students receive from taking the test. Although OSPI has authority to require districts to administer the tests, Mr. Rarick stated it's appropriate for the Board to provide this clarity for districts. OSPI is in support of the content of the letter and SBE will have a communication plan on how it will be shared with stakeholders.

Board members provided suggested edits for the position statement and various ways to share it with stakeholders. Board member were asked to take action on the position statement on Thursday during business items.

Every Student Succeeds Act (ESSA) Accountability Workgroup Letter

Dr. Parr highlighted the revisions that were made from the original letter in the board packet to include Dr. Gil Mendoza's edits. Board members proposed further edits to the letter and were asked to take action on the document during business items on Thursday.

Meeting adjourned at 5:02 p.m.

Thursday, March 10

Members Attending: Chair Isabel Muñoz-Colón, Vice Chair Kevin Laverty, Ms. Janis Avery, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Holly Koon, Ms. MJ Bolt, Ms. Mona Bailey, Mr. Jeff Estes, Mr. Bob Hughes, Mr. Baxter Hershman, Ms. Judy Jennings, Mr. Randy Dorn, Mr. Dan Plung and Ms. Madaleine Osmun (15)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, and Ms. Denise Ross (9)

Members Excused: Tre' Maxie (1)

Call to Order

The meeting was called to order at 8:03 a.m. by Chair Muñoz-Colón.

Implementing the 24-Credit Graduation Requirements from a Student's Perspective

Mr. Baxter Hershman, Student Board Member

Ms. Madaleine Osmun, Student Board Member

Ms. Osmun and Mr. Hershman provided updates of their personal and academic lives.

Ms. Osmun presented the history of Washington school credit requirements and shared her own class schedule that aligns with a 24-credit format.

Ms. Osmun and Mr. Hershman independently interviewed some of their local educators, parents and students to gather feedback on implementing the 24-credit graduation requirements and shared their findings with the Board. Ms. Osmun's district has received a waiver to delay implementation. There is currently no competency-based crediting offered, but her school is considering it. Ms. Osmun's principal is most concerned with credit retrieval, which will include offering options that require time and funding. Ms. Osmun presented her school's communications efforts to inform parents and students of the new graduation requirements. Her district has created a user-friendly website on graduation requirements to guide incoming students through high school. School counselors are concerned about credit retrieval and a possible decline in graduation rates. Mr. Hershman reported that his district's biggest concern about implementation is budgeting for programs to help with credit retrieval, providing enough options for students to earn and retrieve credits, and a clear line of communication on the requirements.

Update on the 24-Credit Graduation Requirements Implementation Workshops

Ms. Linda Drake, Director of College- and Career-Ready Initiatives

Ms. Stefanie Randolph, Communications Manager

SBE has offered several workshops to the public on implementing the 24-credit graduation requirements in various locations in the state. Ms. Randolph reported the workshops were originally targeted to teachers and principals, but found counselors were an additional audience interested in the information as well. In-person participants and videoconference participants were both given opportunities to ask questions and receive information during the workshop. Ms. Randolph presented the attendance numbers and locations of the workshop already held around the state, as well as upcoming ones. Ms. Randolph reported staff have compiled the participant questions and answers generated from those workshops and posted them on the SBE web site for others to benefit.

Ms. Drake has been encouraged by the level of creativity and professionalism on the parts of workshop participants in their intentions to implement the new requirements.

Members reviewed the summarized question topics from workshop participants and requested to revisit the district feedback data in May or July to determine if possible rule revision is needed. Members were concerned about the possible drop in graduation rates across the state, how the Board will monitor it and how to provide policy guidance if rates decrease.

Legislative Update & Discussion

Mr. Ben Rarick, Executive Director

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Rarick provided an overview of the proposals by the Senate and House on the 2015-2017 Omnibus Budget – 2016 Supplemental for public schools. The supplemental budget had not yet passed the Legislature.

Mr. Archer presented a comparison of the Board's 2016 Legislative Priorities to the legislative actions that have taken place this session. He presented a bill tracker document, which included the SBE position, summary and the current status of each bill related to SBE policy work. Mr. Archer said the presentation document will be updated when the Legislature completes its work.

Mr. Archer reported on E2SSB 6194 relating to public schools that are not common schools passed on March 9, 2016. He said that amendments were adopted in the House the day before, one of which added the Superintendent of Public Instruction, or a designee, and the Chair of the SBE, or a designee, to the membership of the Washington State Charter School Commission. The Senate still had to vote on the House amendments. Mr. Archer stated that most of the Board's duties under the prior charter school law remain the same in E2SSB 6194, but that there would be immediate work required by the Board around certain dates written into the new law.

Education Data Spotlight: New Data on the Statewide Indicators of Educational System Health and Disaggregation of SBE Results

Dr. Andrew Parr, Research and Data Manager

Mr. Parker Teed, Data Analyst

Dr. Parr reported the next ESSB 5491 report is due to the legislature in December 2016 and if indicators are not on track to meet targets or endpoint goals, the SBE must recommend reforms to address those indicators in the report. Staff intend to enhance the next report by adding descriptions of achievement gaps and the Opportunity to Learn Index. Dr. Parr presented the following:

- Recommended statewide indicators;
- Indicators not meeting their annual targets;
- Minimum reforms staff plan to recommend;
- Percentage of high school graduates attaining a credential, certificate or apprenticeship prior to age 26;
- Percentage of students graduating high school on-time;
- Percentage of eight graders meeting standard on all three eighth grade Smarter Balanced Assessments (SBA) with comparison to Measurements of Student Progress (MSP) results;
- Percentage of third graders meeting standard on the third grade English Language Arts (ELA) assessment with comparison to Measurements of Student Progress (MSP) results; and
- Percentage of Asian students meeting standard on the third grade ELA assessment.

Dr. Parr reported the OSPI chose not to conduct any linking, bridging, or concordance studies for the transition from the MSP to the SBA because the SBA results are considered a new baseline.

Dr. Parr advised the Board while reviewing the data that the MSP and SBA are based on two different set of standards and another year of SBA data is needed before conclusions can be made. He noted some disproportionate impact for the Students with Disability and English

Language Learners subgroups and speculated it may be related to their accommodations provided for the assessments.

Mr. Teed presented the following:

- History of how Washington has disaggregated and reported data for student subgroups;
- The gaps found in performance between Asian Student group and the Pacific Islander Student group by subject area and grades;
- The stages of disaggregation for the 2015 SBA results by grades and various subgroups;
- 2015 ELA and math SBA third, fourth and fifth grade results combined for Asian student group;
- 2015 ELA and math SBA sixth, seventh and eighth grade results combined for Asian student group;
- 2015 Science measurements of student progress on fifth grade and eighth grade results for Asian student groups; and
- 2015 ELA and Math SBA Results combined for third, fourth and fifth grade for Pacific Islander Student Group.

Dr. Parr and Mr. Teed requested feedback from board members on resetting new goals for third and eighth grade indicators based on the SBA results and if the data should be used or reported in the next ESSB 5491 report to the legislature.

Board Members discussed resetting the targets, but using the methodology that's been used in the past and what would those same targets look like using that the methodology.

Board Discussion of Basic Education Act Waiver

Ms. Sue Mclsaac, Business Manager, Mary Walker School District

Dr. Cathy Froome, Consultant, Mary Walker School District

The Board asked Ms. Mclsaac to explain why a waiver was not submitted in advance for the 2015-2016 school year. Ms. Mclsaac responded that the district's former business manager was in a serious car accident and was unable to submit a waiver application in a timely manner. When Ms. Mclsaac accepted the position as the district's new business manager at the beginning of the current school year, she discovered a waiver was missing and inquired immediately with SBE to resolve the issue.

Board members asked clarifying questions regarding the district's transformational goals and if the professional development days were mandatory. Dr. Fromme replied the district will be implementing an AVID school model for elementary, middle and high school to reach their goals and confirmed that the professional development days were mandatory for teachers.

Public Comment

Mr. Bill Keim, Washington Association of School Administrators

Mr. Keim feels there hasn't been a policy-level discussion about what additional resources may be needed to get all students to graduation. When looking at a graduation requirement improvement, the percentage goal for 2020 results in a percentage reduction in students not

reaching graduation. He encouraged the Board to look at a percent improvement in the rates of students not graduating because that's adjustable to what the problem is and can be a consistent rate.

Ms. Keitha Bryson, Retired Teacher

In her retirement, Ms. Bryson connects educator and community voices to solutions. She feels impartiality is missing for the Senate in their budget proposal. Ms. Bryson recently heard from a student from Spokane about his inability to pass the end-of-course biology exam. He is an honor roll student and musician, but was told he couldn't graduate this year nor take music classes. This student didn't know how to study for the test and his teacher couldn't help him. Ms. Bryson appreciated that the Board has lobbied to suspend the end-of-course biology test. She also knows a candidate for teacher certification that has passed all her college classes and has taken the Pearson ES test, and the test is just another obstacle that needs to be removed. She provided board members supporting [documents](#). Ms. Bryson asked the Board to consider eliminating obstacles in testing.

Mr. Brian Jeffries, Washington Roundtable and Partnership for Learning

Mr. Jeffries said that much of the discussion around the challenges students and schools are facing to achieve 24 credits is related to time. State law says all students have access to a free public education through the school year of their 21st birthday. Mr. Jeffries feels there is a long-standing and rigid cultural expectation that students will graduate in four years, and a stigma has been created for students who don't graduate in the four years. Mr. Jeffries acknowledges there are challenges to extending a student's access to high school beyond four years, but schools have addressed them. We need to start strengthening relationships between K-12 and post-secondary sectors to begin transferring the support of kids who have not met the 24 credits beyond the traditional four years.

Mr. Dave Larson, Member for Tukwila School Board

Mr. Larson feels a discussion of advocacy to meet the basic needs of students is missing from the SBE Strategic Plan under Goal 1 for gap closures. The achievement gap in Washington between low income and high income students has widened more than any other state. Students can't meet their full academic potential if their basic personal needs aren't met. More support for homeless students and more social workers in schools are needed. Mr. Larson encouraged the Board to advocate for meeting the basic human needs of students as part of a plan to close the achievement and opportunity gap.

Ms. Sarah Butcher, Parent and Advocate for Students with Disabilities

Ms. Butcher spoke on the drop in percentage of students with disabilities meeting standard in the transition to the SBA. In talking with parents and districts, Mr. Butcher found that special education teachers were not getting trained for the new standards at the same time as the other teachers. A vast majority of IEP goals aren't always connected to standards, and if they were, they may not have shifted to the new standards. Ms. Butcher cautioned the Board about assuming that the percentage drop is related to an issue with the SBA. She feels there is lack of coordinated, intentional and proactive statewide effort around how to increase access, opportunity and outcomes for students with disabilities. Ms. Butcher said she sees an opportunity in the conversations SBE is having around achievement and accountability to embrace this work.

Mr. Don Bunger, Retired Teacher

Mr. Bunger has a long history of teaching in high school. He used to worry about the pensions for retired teachers. Recently he was asked by Mr. Robert Butts at OSPI about how to keep teachers and he referred to a [chart](#) he provided board members. The original person who wrote the chart defined it as the corporate global privatization complex. Mr. Bunger is concerned about suicides occurring nationwide among active teachers. Teachers don't feel they have any power. He referenced the web site on the chart and suggested members visit it. Mr. Bunger asked the Board to consider what's being asked of teachers and give them ownership.

Ms. Grazyna Prouty, Teacher

Ms. Prouty stated that she was a teacher and her career was ended in a brutal way. She stated that teachers are losing their careers and urged the Board not to support the loss of teaching careers. She is awaiting restoration of her teaching position. Many board members are nominated, others ran unopposed, and that is like not really being selected. She voiced support for open-source education. Students can work on their own time with open-source education. She said that there is not a shortage of teachers. Good teachers are being pushed out of their careers. Tahoma School District is building new buildings while teachers have been let go. Legislators should be kept out of education. There is no real accountability in education. She wants to teach and awaits restoration of her teaching position.

Mary Jean Ryan, Community Center for Educational Results

Ms. Ryan invited board members to attend an event her organization is holding in the coming months. She is working with districts and organizations to improve student achievement and the event will be a celebration of success. She expressed a desire to collaborate with SBE on this work towards closing gaps and equity. Ms. Ryan requested the Board help build awareness of the new federal education law.

Board Discussion**Position Statement Addressing Participation Rates for Smarter Balanced Assessments**

Mr. Rarick presented proposed edits to the original position statement, which strengthened language on the ability to monitor and support the progress of all students, particularly those not on track to graduate. Board members discussed having the goal challenges be a single page with the position statement linked to it.

Members discussed the benefit of providing the [Smarter Balanced Assessment Agreement](#) as a resource to schools and students.

Letter to National Collegiate Athletic Association

In order to expedite the mailing of the letter, Mr. Rarick requested to remove the SBE Chair's signature and replace it with the directors of State Board of Education, Office of Superintendent of Public Instruction, Washington Student Achievement Council and State Board of Community and Technical Colleges instead. Chair Muñoz-Colón agreed.

Achievement Workgroup Letter

Members discussed the membership of the Achievement and Accountability Workgroup, now known as the Accountability Workgroup, tasked with providing input for the work of state implementation of the Every Student Succeeds Act.

Business Items

Motion made by Member Lavery to approve the consent agenda.

Motion seconded.

Motion carried.

Motion made by Member Koon to approve Mary Walker School District's waiver request from the 180-day school year requirement for three school days, for the 2015-16, 2016-17, and 2017-18 school years, for the reasons requested in its application to the Board.

Motion seconded.

Motion carried.

Motion made to by Member Lavery to approve temporary waivers of the career- and college-ready graduation requirements for the following districts for the reasons requested in their applications to the Board:

- Bremerton School District for the 2019 and 2020 graduating classes
- Crescent School District for the 2019 and 2020 graduating classes
- Port Angeles School District for the 2019 and 2020 graduating classes

Motion seconded.

Motion carried.

Motion made by Member Jennings to approve the position statement addressing participation rates for the Smarter Balanced assessment, as shown in Exhibit A.

Motion seconded.

Member Bolt declared she won't vote in favor of the motion and is concerned about linking graduation to one test isn't what's in the best interest of students.

Superintendent Dorn said the state is only requiring one test in high school and the AP classes. Pre-SAT, SAT and ACT tests are all voluntary.

Members discussed the focus of the position statement is on how the test will benefit students and that students, parents and educators will need to be educated on it.

Motion carried.

Motion made by Member Jennings to approve the letter to the National Collegiate Athletic Association regarding acceptance of the Bridge-to-College transition courses, as shown in Exhibit B.

Motion seconded.

Motion carried.

Motion made by Member Bailey to approve the letter to the Achievement and Accountability Workgroup regarding the Every Student Succeeds Act, as shown in Exhibit C.

Motion seconded.

Motion carried.

Motion made by Member Fletcher to approve the Memorandum of Understanding from the National Association of State Boards of Education for the Deeper Learning Project stipend, as shown in Exhibit D.

Motion seconded.

Motion carried.

Superintendent Dorn reminded members that districts now have the option to offer the math Smarter Balanced Assessment to students during their sophomore year in order to reduce the number of tests required during their junior year. Member Bailey reported that big conversations are taking place in the state regarding the over-testing movement.

Chair Muñoz-Col adjourned the meeting at 1:51 p.m.



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Feedback Summary of the March 8, 2016 Community Forum

Twenty participants, plus six board members and seven staff, attended the January community forum in Tumwater.

Parents, educators, community leaders, and administrators attended the forum. The notes below are collected from board and staff members' notes and nine feedback forms. Many expressed concerns about the following topics (bold and bold underlined items indicate high relative frequency):

Washington's Education system:

- **Need more consistency and communication between Legislature, OSPI, and SBE, local districts – all directions**
- **Need more flexibility to adapt to growing educational opportunities (STEM)**
- Structural money and power systems create non-responsive systems
- Provide diversity training to educators

Opportunity and Achievement Gaps:

- **Provide interventions for struggling students**
- The opportunity gap starts in early learning
- Norming of privileged power structure creates problems with over-discipline and lack of respect for all students' needs
- Need more ELL supports – currently sink or swim

Career and College Readiness

- Prepare kids to be "contingent worker of the 21st century"
- 24 credit graduation requirements challenging for high poverty schools

Assessments

- Put a temporary moratorium on changing assessments
- Smarter Balanced Assessments need time to grow on educators and parents

School administration

- Kids' experiences of school system is a deterrent for teaching – not just salaries

High School and Beyond Plan

- It's a good tool

Feedback on Outreach Efforts

- **Please continue the face-to-face meetings**
- **It's meaningful to see the board listen and ask questions**

If you have questions about this feedback summary or future community forums or outreach efforts, please contact Stefanie Randolph, Communications Manager, at Stefanie.randolph@k12.wa.us

Washington Achievement Awards

Strategic Plan Goal 2: Accountability

2.a.3: Publicly report the Achievement Index results through a website that enables summary and disaggregated profiles

Achievement Awards and Achievement Index released 4/18

258 schools earned Achievement Awards

Each year, Office of the Superintendent of Public Instruction and State Board of Education send a joint press release

The challenge: How can we extend the reach of the press release and better celebrate school successes?

How can we extend the reach of the joint press release and better celebrate school successes?

Twitter #WaAchievement

Schedule a tweet for every school earning an award from 4/18 - 4/22

Tag districts with twitter handles: @auburnSD, @LakeWashSchools, etc

Tag ESDs with twitter handles: @PSESD, @newesdnews, etc

Tag local news outlets: @issaquahpress, etc as appropriate and possible

Include a link to the Washington state Achievement Index

Retweet every district that tweets about #WaAchievement

Tweet and retweet media stories about Achievement Awards

311
tweets

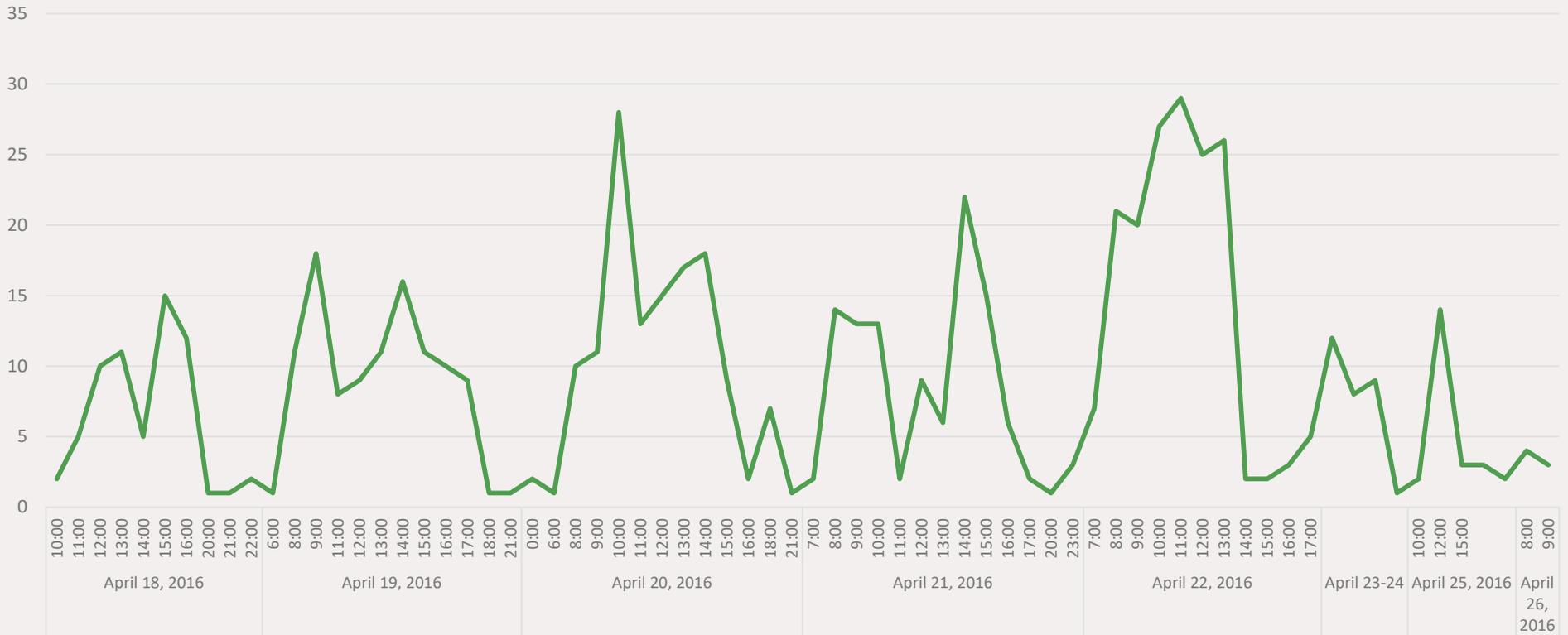
358
retweets

107
users

79,782
people reached

1,825,122
impressions

Chart Title



Twitter #WaAchievement

WA Board of Ed. @WA_SBE Follow

2015 #WAachievement Awards will be held May 10 at UnionGapSchool in @UnionGapWA. #waedu @kimatv @KAPPKVEW bit.ly/1QcF7bg

10:00 AM - 18 Apr 2016

5 retweets 3 likes

WA Board of Ed. @WA_SBE Follow

Special congrats to @UnionGapSchool for FIVE #WAachievement Awards! bit.ly/WAIndex #waedu 1/2 @kimatv @KAPPKVEW

10:00 AM - 18 Apr 2016

3 retweets 1 like

Lake Washington SD @LakeWashSchools Follow

Cobras! Keller Elementary is 1 of 25 LWSD schools to earn #WAachievement Awards! bit.ly/1Vyz7SF

10:00 PM - 19 Apr 2016

1 retweet 1 like

Bellingham Schools @BhamSD Follow

Seven of our elementary schools earned #WAachievement Awards! @waOSPI ow.ly/4mS3rf

10:05 PM - 19 Apr 2016

4 retweets 8 likes



CK Schools @CentralKitsap Follow

Continuous progress at PineCrest earned the state's highest education award! #WAachievement bit.ly/26dBP3f

12:20 PM - 19 Apr 2016

2 retweets 4 likes



The Issaquah Press @issaquahpress Follow

A total of 11 @IssaquahSchools win #WAachievement Awards: bit.ly/20Rn4iH #Issaquah

12:40 PM - 18 Apr 2016

4 retweets 4 likes



Puget Sound ESD @PSESD Follow

137 Schools in PSESD Region Win State's Highest Honor bit.ly/1NzpoDq #WAachievement Awards #WAedu #SchoolPR

9:21 AM - 19 Apr 2016

2 retweets 3 likes

WSIPC Data @WSIPCDATA Follow

Love the reports of #WAachievement awards! The #MySchoolData team is proud of our schools and their hard work. Let us know how we can help!

2:42 PM - 20 Apr 2016

1 retweet 1 like

Adam Bullock @addybojangles Follow

Woo woo! Spent my last quarter as an intern at Lacamas and they 100% deserve this #WAachievement award! twitter.com/WA_SBE/status/...

10:14 AM - 22 Apr 2016

1 retweet 2 likes

MOST ACTIVE CONTRIBUTORS

BY NUMBER OF TWEETS



@WA_SBE

296



@wagov

149



@LakeWashSchools

25



@WSASCD

19



@seapubschools

11

MOST POPULAR CONTRIBUTORS

BY NUMBER OF FOLLOWERS



@seapubschools

10,714



@issaquahpress

9,352



@waOSPI

6,991



@WA_SBE

4,285

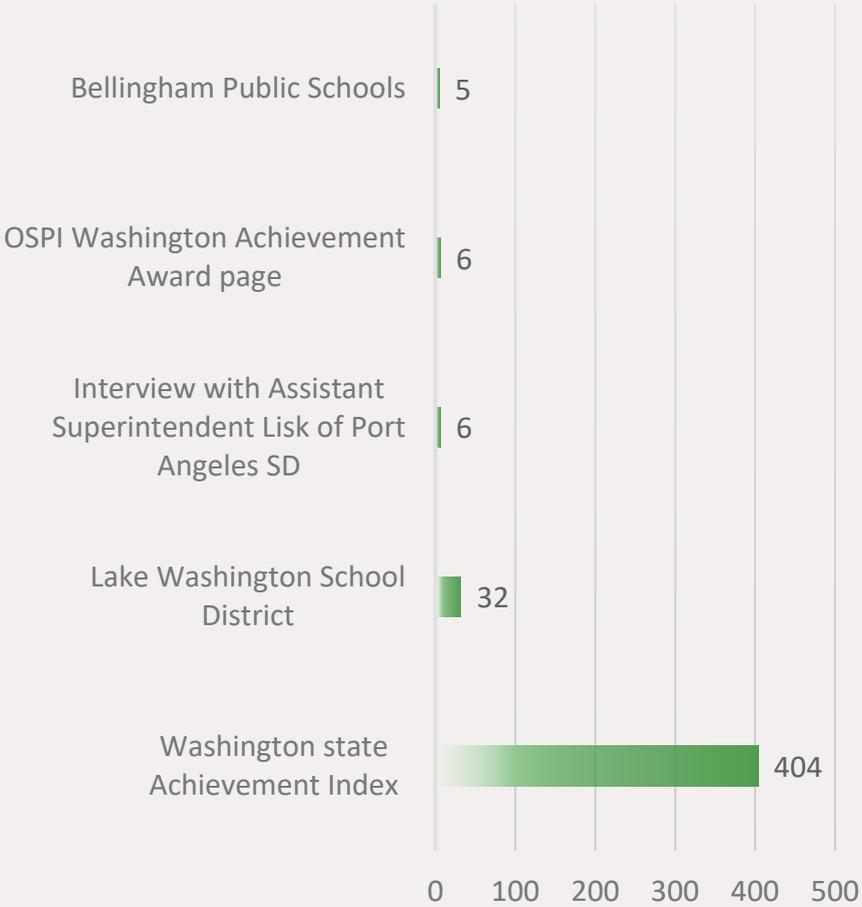
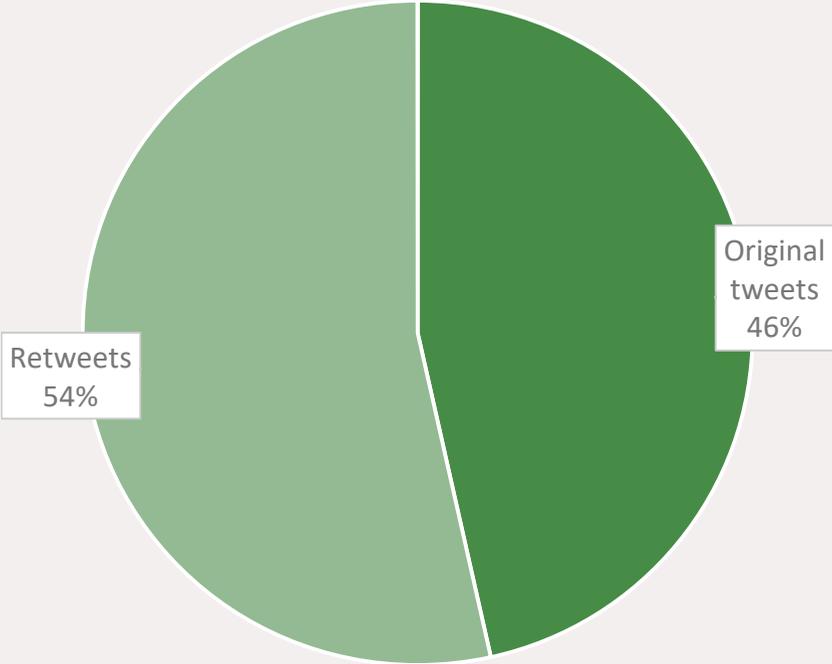


@IssaquahSchools

3,142

669 total tweets:
311 tweets, 358 retweets

Top 5 link clicks



Takeaway

107 districts, education organizations, ESDs, teachers, students, and other stakeholders participated in the campaign.

Almost every tweet was retweeted at least once.

Almost 80,000 people saw multiple tweets – for a total of 1.8 million impressions. For reference: SBE typical monthly impression rate is 20K-45K

We drove traffic to the Achievement Index – if a person clicked a link, they overwhelmingly clicked the Achievement Index link

Lots of positive conversations about Washington school successes

We amplified stories about school successes

Improved exposure for the Achievement Index



THE WASHINGTON STATE BOARD OF EDUCATION

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TITLE: Guidelines for Appropriate Conduct with Student Board Members and Responsibilities of Mentors and Chaperones for Student Board Members

APPLIES TO: All State Board of Education Employees and Board Members

EFFECTIVE DATE: April 20, 2016

WRITTEN: Denise Ross, Executive Assistant
Linda Sullivan-Colglazier, Legal Counsel

PURPOSE

Establish State Board of Education (SBE) Guidelines for Appropriate Conduct with Student Board Members.

Set out the roles and responsibilities of staff and board members who serve as mentors and/or chaperones for student board members, including background check requirements.

POLICY

All board members and staff are expected to follow the Guidelines for Appropriate Conduct with Student Board Members set out in this policy.

The SBE will request that some SBE board members and staff volunteer to be designated as mentors and/or chaperones to provide assistance to the student board members. Designated mentors and chaperones will perform the duties as set out in this policy.

DEFINITIONS

Student Board Member – High School student selected by the Association of Washington Student Leaders to serve one two-year term on the State Board of Education.

Background Check – Washington State Patrol WATCH Program Background Check for Conviction Criminal History Record Information (CHRI).

Mentor – An adult board member, one from the western region and one from the eastern region of the state, available to a student board member for mentoring and guidance as requested by the student during the student's term of service.

Isabel Muñoz-Colón, *Chair* • Ben Rarick, *Executive Director*
Mona Bailey • Kevin Lavery • Madaleine Osmun • Bob Hughes • Dr. Daniel Plung • Baxter Hershman • MJ Bolt
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Jeff Estes
Randy Dorn, *Superintendent of Public Instruction*

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(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov

Chaperone – Adult staff or board member who is responsible for the well-being and safety of the student board member while traveling or conducting state business at board meetings and board-sponsored events.

Responsible Party – Person over the age of 21 listed with the hotel as the contact person should a problem or emergency arise during the student’s stay.

Staff Member – Person employed to provide administrative support and/or research to the State Board of Education.

Board Member – Person appointed or elected to serve on the State Board of Education.

CRITERIA FOR BACKGROUND CHECK APPROVAL

Prior to being designated as a mentor or chaperone, a staff or board member must consent to a background check and be approved by the SBE Chair or Executive Director. A person will not be approved as a mentor or chaperone if the background check shows any of the disqualifying criteria listed below. While serving as a chaperone or mentor, all individuals are responsible for reporting any new convictions or arrests within (1) business day to agency staff or the Board Chair. The SBE Chair or Executive Director may choose to exercise their discretion at any time to not approve or to revoke approval of a person as a mentor or chaperone.

Disqualifying Criteria

Convictions or arrests pending final disposition for any of the crimes listed in [WAC 170-06-0120](#) will disqualify an individual from serving as a mentor or chaperone. Conviction for any crimes listed in column (a) in the table in [WAC 170-06-0120](#) will permanently disqualify an individual from serving as a mentor or chaperone. Conviction for any crimes listed in column (b) in the table in [WAC 170-06-0120](#) will disqualify an individual from serving as a mentor or chaperone for five (5) years from the date of conviction. Arrests pending final disposition for any of the crimes listed in [WAC 170-06-0120](#) will temporarily disqualify an individual from serving as a mentor or chaperone until final disposition.

Any conviction under [RCW 46.61.502](#), Gross Misdemeanor, Driving Under the Influence within five (5) years would disqualify a person from transporting a student board member.

Any conviction under [RCW 46.61.502](#) (6), Driving Under the Influence Class C Felony, would permanently disqualify a person from transporting a student board member.

DUTIES OF MENTORS

- Be available to student members to provide information regarding how the Board operates, substantive issues, current policy work of the Board and provide guidance.
- May be designated as the responsible party for the student at the hotel if both the mentor and student are staying overnight, which includes signing the student’s registration card upon check-in.
- Be familiar with the parental permissions restrictions of the student.
- Must complete and sign a background check authorization form every four (4) years.

DUTIES OF CHAPERONES

- Be responsible for student's health and well-being during board meetings and board sponsored events.
- Designated as the responsible party for the student at the hotel, which includes signing the student's registration card upon check-in, if the student's mentor is unavailable.
- May be the emergency contact for the student while in travel status.
- Be responsible for accompanying the student during travel, including airplane or ground transportation.
- Be responsible for ensuring the student is accounted for during travel to and from meeting and event locations, including the hotel.
- Be familiar with the parental permissions restrictions of the student.
- Must complete and sign a background check authorization form every four (4) years.

Many of the duties of the mentor and chaperone may overlap. An individual may be designated as both a mentor and a chaperone.

GUIDELINES FOR APPROPRIATE CONDUCT WITH STUDENT BOARD MEMBERS

It is the responsibility of all staff and board members to maintain appropriate professional boundaries with student board members. Staff and board members are expected to use good judgement when interacting with students and be good role models in conduct, speech and dress.

- No touching or embracing with a student that is not acceptable or is uncomfortable to the student.
- Agency staff and board members are prohibited from engaging in any sexual contact and intrusive touching with the students.
- Agency staff and board members are prohibited from engaging in any inappropriate, sexually-oriented conversations with students.
- Agency staff and board members must not use inappropriate language or behavior in working with the students, which includes inappropriate email communication.
- Agency staff and board members should avoid giving or receiving inappropriate gifts or make gift-giving a frequent act with the students.
- Agency staff and board members should not speak to the students in a way that is harsh, threatening, intimidating, shaming, derogatory, demeaning or humiliating and are expected to refrain from swearing in the presence of the students.
- One-on-one meetings with students should be held in public areas that are visible and accessible.
- Agency staff and board members are prohibited from using illegal drugs or prescription drugs that impair judgement when in the presence of a student. Agency staff and board members are prohibited from excessive use of alcohol when in the presence of a student. Excessive use is considered to be when a person is visibly intoxicated. Agency staff and board members are also prohibited from offering or providing illegal drugs, prescription drugs or alcohol to the students.

- Agency staff and board members are prohibited from lodging overnight in the same room with a student.
- Agency staff and board members must follow the permissions set by the student's guardian(s) as indicated in the student's Parental Permission Form for traveling with the student in a vehicle.
- While students are serving on the Board, agency staff and board members should not have inappropriate interaction with the student members on their personal social media accounts.
- Agency staff and board members must follow the permissions set by the student's parent(s) in the Minor Student Travel Permission form. This includes permissions for who can be the driver of the vehicle in which the student is riding as passenger when traveling to and from board meetings or board sponsored events.



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Board Meeting Travel Rules and Appropriate Conduct

Washington state travel rules have very specific requirements. Because of this, it is important that you follow these directions to ensure a smooth process for your travel and reimbursement. If the state rules are not followed, you run the risk of not being reimbursed for travel expenses.

We need to be informed of your whereabouts at all times. In case of an emergency during board meetings or while traveling you should contact one of the designated board member mentors or designated board or staff member chaperones. The Executive Assistant will provide you with their names and cell phone numbers.

Students may need to miss up to three days of school when traveling to a part of Washington distant from their home for a board meeting.

The Executive Assistant makes all travel arrangements. If you have any questions regarding travel please contact her.

Travel Arrangements

Board meeting travel arrangements will be made using the following process:

Six weeks before the upcoming board meeting, the Executive Assistant will email you and your parent/guardian a link to an online Meeting Notice. You and your parent/guardian should respond immediately to the request for information, which will include the following:

- Confirmation of attendance at the meeting.
- Lodging needs (if eligible; see travel policy pages 3-4) .
 - You will receive an email seven days before the meeting with your hotel confirmation information based on what you requested on your Meeting Notice. SBE pays for room, tax, and parking on direct-bill with the hotel. Any phone calls, room service, or other extra charges will be your responsibility to pay upon checkout.
 - **The parent/guardian will be required to fill out a credit card authorization form prior to each hotel stay.** All guests at hotels are asked to provide a credit card for incidentals. Since student Board members typically do not have credit cards of their own, hotels require a parent/guardian to submit a credit card

authorization form before the student member arrives at the hotel. **If a credit card cannot be provided**, please let the Executive Assistant know to discuss alternative arrangements.

- Transportation needs.
 - Flights needed must be purchased by the Executive Assistant using state contracts with Alaska Airlines; airline tickets will not be reimbursed if purchased on your own. We will need to know any preferences you have for flight times. Baggage fees will not be paid in advance to the airline, but you may claim them for reimbursement. You will receive an Alaska Airlines ticket confirmation upon receipt of your completed meeting notice. If you need to make any changes to your flight(s), please contact the Executive Assistant immediately.
 - You are responsible for making reservations for train, bus, taxi or any other modes of transportation. SBE will reimburse most travel expenses, except upgrades from coach airline and train tickets.
 - Your parents can claim car mileage for one round trip per meeting to the airport or other drop-off site for your transportation to board meetings. Current mileage reimbursement rate is 0.054 per mile.
 - The Executive Assistant will arrange ground transportation needed with a board member mentor or Board or staff member chaperone, unless your parent/guardian has given approval for you to drive yourself to the meetings.
 - ❖ **Please note:** There are additional rules for students who are 16 years of age.
 - 1) At 16 and within the first six months of obtaining a driver's license you are not allowed to have anyone in your car under the age of 20 years old.
 - 2) Within the second six months of obtaining a drivers license, you can have up to four people under the age of 20 years old in your car.
- **Advance notice and parent/guardian approval of unchaperoned after-hours personal activities is required.** Board members and staff will not be responsible for transporting you to and from any after-hours personal activities. SBE will only provide transportation to and from the Board meetings and board-sponsored events (such as community forums or board dinners). If your parent/guardian approves of and notifies SBE of any unchaperoned after-hours personal activities, you must arrange your own transportation.
- Meals provided or reimbursed
 - SBE always provides lunch at board meetings. Depending on the location of the meeting, breakfast may be provided.
 - You are usually on your own for dinner, except the first night of the annual retreat meeting when the Board will gather for a team dinner.

- Your meeting notice will have details of what meals will be provided and what the reimbursement (per diem) rate is for the county of the meeting. If a meal is not provided as part of the meeting or hotel stay, you may claim reimbursement. If the price of your meal is greater than the per diem rate, you will only be reimbursed the per diem amount. You must be in travel status during the following time intervals to be eligible for meal reimbursement:
 - Breakfast: 6:30-8:00 a.m.
 - Dinner: 5:00-6:30 p.m.

Travel Restrictions and Policy

The Washington State Office of Financial Management (OFM) has set certain restrictions for travel. They are summarized here as follows:

Board members must reside/work more than 50 miles from the Board meeting location in order to qualify for lodging. Please contact the Executive Assistant if you feel lodging is necessary even within 50 miles due to special circumstances or if health and safety is a concern. Special circumstances may include transportation issues that would require a parent/guardian to do an excessive amount of back-and-forth driving for a two-day period of time.

Receipts for reimbursement are required for the following:

- Parking
- Tolls
- Taxi fares
- Airport luggage fees
- Shuttles (although airport shuttles are often direct billed to SBE)
- Train tickets

Items that cannot be reimbursed include:

- Valet services
- Entertainment expenses such as radio, television rental and other items of a similar nature
- Taxi fares for any non-business or entertainment at meeting location
- Personal telephone calls
- Tips or gratuity
- Out of pocket charges for service calls for problems caused by you, such as if you lock keys in the car.

It is important to remember the following when traveling:

- Travel is reimbursed from your “home station” ONLY. For example: You are on vacation with your family in Florida and you want to fly back for the Board meeting. You’d be responsible for purchasing your own one-way flight ticket from Florida to the meeting location. OSPI would reimburse you at the cost it would be to fly on state contract from your home residence to the meeting location. The difference in fare (if any) will be your responsibility to absorb.
- All reimbursement forms should be received by the SBE office no later than the end of the month when the travel occurred. We recommend you complete your travel reimbursement form before leaving the Board meeting on the last day and submitting it to the Executive Assistant.

Mentors and Chaperones

There is a board member mentor for both the eastside and westside student board members. This adult board member is available to you for mentoring and guidance at your request any time during your term on the Board. Other board members and staff may also serve as a chaperone for you basic well-being and safety needs. Hotels require an adult be designated as the responsible party for any minor lodging alone. Your board member mentor or an approved adult chaperone will be listed with the hotel as your responsible party should any emergency take place during your stay, including health and safety issues. In the event of a health and safety issue, the adult mentor or the Executive Assistant would contact your parent/guardian immediately. All assigned board member mentors and chaperones are required to pass a background check with Washington State Patrol every four (4) years.

You will be introduced to your mentor at your first board meeting.

Westside Board Member: Connie Fletcher (female)

Eastside Board Member: MJ Bolt (female)

Guidelines for Appropriate Conduct as a Student Board Member

Student members are expected to use good judgement when interacting with staff, other board members, and the public. Be appropriate in conduct, speech, and dress. Student members must maintain appropriate professional boundaries with staff and other board members, including other student board members. If anyone does something that the student member feels is inappropriate or that makes them uncomfortable, the student member should tell a designated chaperone or mentor.

- Student members should not meet alone with a staff or board member in a closed room or other non-public area that is not visible and accessible to others.
- Student members are prohibited from lodging overnight in the same room with staff or board members, including other student board members.

- Student members should avoid touching or embracing the other student member in any manner that is unacceptable or uncomfortable to the other student.



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DRAFT

IMPLEMENTATION OF 24-CREDIT GRADUATION REQUIREMENTS—FREQUENTLY ASKED QUESTIONS

The following are draft questions and answers based questions asked at the 24-credit implementation workshops that were held in February through April 2016.

Definition of a Credit and Competency-Based Crediting

1. Are there seat-time requirements for earning a high school credit?

No. The Board adopted rules in November 2011 removing the seat-time requirement from the definition of a high school credit. The applicable rule is [WAC 180-51-050](#).

2. If seat time is not a requirement for earning a high school credit, does this mean we can give credit for Advisory regardless of the seat time?

Yes, credit may be awarded for Advisory regardless of seat time. Several districts are awarding 0.25 to 0.5 credits per high school year for Advisory.

3. Can a district award credit for successful completion of state assessments? Could such a credit meet a graduation requirement (i.e. Algebra I or a credit in English)?

Yes, the definition of a high school credit allows for competency-based credit that could meet graduation requirements. To award competency-based credit, a district would need a written policy and would need to identify an assessment that aligns with high school learning standards for the subject. Several districts award 0.5 credits for meeting standard on a Math End-of-Course assessment to students who were not successful in passing the required course.

4. If there is a sequence of courses and a student does not satisfactorily pass the course in the first semester but successfully completes the second semester, can the student earn credit for the first semester retroactively after completion of the second semester? Can a student “back-earn” credit?

If the district has a policy in place to award competency credit for previous courses in a course sequence, and success in the second semester demonstrates competency in the knowledge and skills aligned with the standards covered in the first semester, then yes.

5. How much discretion does a teacher have over competency-based crediting? How much discretion does the district have?

The district must have a written policy in order to award competency-based crediting. The district’s policy may specify discretion for the teacher.

6. How many credits can a student earn through competency-based crediting?

There are no limits on the number of credits that a student may earn through competency-based crediting.

7. What is the most common subject area for competency-based crediting?

Currently, the most common subject area for competency-based crediting is World Languages.

8. What is needed to do competency-based crediting?

A written district policy that identifies the learning standards to be addressed and the assessment(s) that will allow students to demonstrate proficiency or mastery of those learning standards. The Washington State School Directors Association has a model policy for competency-based crediting in World Languages that could be modified for other subjects.

[WAC 180-51-050](#) defines high school credit as:

As used in this chapter the term "high school credit" shall mean:

- (1) Grades nine through twelve or the equivalent of a four-year high school program, or as otherwise provided in RCW [28A.230.090](#)(4):
 - (a) Successful completion, as defined by written district policy, of courses taught to the state's essential academic learning requirements (learning standards). If there are no state-adopted learning standards for a subject, the local governing board, or its designee, shall determine learning standards for the successful completion of that subject; or
 - (b) Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements (learning standards).
-

**Career Technical Education (CTE) Course Equivalencies and
"Two-for-One" Crediting**

9. Do students earn double credit for CTE classes such as completion Drafting/CAD to earn one CTE credit and one credit of Geometry? Does the student earn two credits and meet two requirements?

No. Under the CTE "Two-for-One" policy, they may meet two graduation requirements by completing one class that is recognized by the district as a CTE equivalency, but students would receive only one credit.

10. If students meet two graduation requirements with only one CTE equivalency credit ("two-for-one"), do they still need to earn a total of 24 credits in order to graduate under the 24-credit graduation requirements?

Yes. Earning such credit will allow them more flexibility in their schedule but they will still need to earn 24 total credits.

11. What is the difference between CTE course equivalencies and 2-for-1 crediting?

CTE course equivalencies permit students to meet core subject area graduation requirements through a CTE course. All CTE course equivalencies may be used for 2-for-1 crediting but they don't have to be used in that way.

12. Can courses other than CTE Course Equivalencies meet two graduation requirements with only one credit?

Yes. For example, a physical education dance course could be recognized by a district as meeting two graduation requirements (i.e. fitness and an arts requirement).

13. What documentation is required when students access the two-for-one credit?

The documentation requirements would be locally determined. A reasonable place to record the two-for-one crediting is the High School and Beyond Plan. However, the transcript should reflect the College Academic Distribution Requirements if possible.

14. If a student meets two graduation requirements with one credit, does the student still need to earn 24 credits in total?

Yes, meeting two graduation requirements with one credit does not preclude the student from the requirement to earn 24 credits. However, it does provide flexibility for the student to take an additional elective course.

15. What resources are available for districts to use course equivalency frameworks developed by other districts or the state?

Consult with the Office of Superintendent of Public Instruction CTE Office.

“Unusual Circumstances” Waivers for Individual Students

16. Where can the Washington State School Directors Association model policy for the two credit waiver for individual students for “unusual circumstances” be found?

The Washington State School Directors Association provides a model policy through its [policy and legal services department](#).

17. Is the two-credit waiver for individual students for “unusual circumstances” at the district’s discretion? In other words, can the district choose not to have it, or choose to have it with more limiting “special circumstances?”

Yes. The Washington State School Directors Association provides a model policy but districts are not required to use the model policy. They may create their own or choose not to have a policy.

18. How is the “unusual circumstances” waiver developed? Who decides?

The school board may decide to adopt a written policy for the “unusual circumstances” waiver. The district may consider the Washington State School Directors Association model policy or may develop its own. The model policy is number 2409.

19. Can any type of credits be waived for “unusual circumstances?”

No. The waiver is limited to the flexible credits within the 24-credit framework. The flexible credits are the Personalized Pathway Requirements and elective credits (WAC 180-51-068).

20. Does a student have to attempt 24 credits in order to receive a two-credit waiver for “unusual circumstances?”

No.

21. Can the “unusual circumstances” waiver be applied to an individual student during the ninth grade year?

Yes.

Awarding High School Credit in Middle School

22. For high school credit to be granted for courses taught in middle school, is the middle school teacher required to be Highly Qualified and certified to teach high school?

No. Educators teaching outside of their endorsement is not a best practice but a high school endorsement is not a requirement. Highly Qualified has been eliminated under the new federal Every Student Succeeds Act.

23. Can a 6th grader take Algebra I or Spanish I and earn high school credit?

Yes. There is nothing to preclude a younger student from earning high school credit as long as high school standards are met. [RCW 28A.230.090](#) (4) specifies circumstances under which a student may earn high school credit before high school.

24. Can a middle school student satisfy graduation requirements without earning high school credit?

Yes, in math and Washington state history. A student may take Algebra I prior to ninth grade but elect not to put the credit on his or her transcript. The student would still need to earn three credits of high school math, but the requirement to take Algebra I would have been met.

A student may take Washington state history prior to ninth grade but the district is not required to award high school credit. The student would meet the Washington state history graduation requirement. Washington state history is a non-credit graduation requirement. However districts may award credit for Washington state history if it is taught to high school learning standards.

25. What are subjects that students are earning high school credit for during middle school?

Most common are Algebra I, Geometry, Washington state history and World Language. Any subject could be offered for high school credit if the high school learning standards are taught (RCW 28A.230.090).

Definition of Laboratory Science

26. What does the National Collegiate Athletic Association (NCAA) define as lab science?

The NCAA does not explicitly define what a lab science is, but does identify courses that they accept as a lab science on their High School Portal.

27. Which courses can be considered lab science?

Rules adopted by the State Board of Education, WAC 180-51-068, defines laboratory science:

"Laboratory science" means any instruction that provides opportunities for students to interact directly with the material world, or with data drawn from the material world, using the tools, data collection techniques, models and theories of science. A laboratory science course meeting the requirement of section (3) may include courses conducted in classroom facilities specially designed for laboratory science, or coursework in traditional classrooms, outdoor spaces, or other settings which accommodate elements of laboratory science as identified in this subsection;

This definition allows districts flexibility in offering science laboratory courses. Laboratory courses do not need to be offered in a dedicated laboratory facility, but could also be conducted in a traditional classroom, outdoors, or in a combination of settings.

High School and Beyond Plan and Personalized Pathway Requirements

28. What if a student changes his or her mind about career and education goals? How should that be handled in the High School and Beyond Plan?

A best practice is to revisit the High School and Beyond Plan with each student at least once a year.

29. Are the Personalized Pathway Requirements a sequence of three courses? Do students need to complete a sequence of three courses to meet the Personalized Pathway Requirements?

No. The student's Personalized Pathway Requirements need to align with the student's career and education goals, but the student's goals may change during high school. If a student changes his or her mind about their career and education goals, their next choice for a Personalized Pathway Requirement should align with their new goals. However, they do not need to start over with a new sequence of three courses. The purpose of the Personalized Pathway Requirement is for the student to have intentionality in their high school course choices.

30. Are Personalized Pathway Requirements simply electives?

Personalized Pathway Requirements are similar to electives, but electives allow students to explore, while the Personalized Pathway Requirements are meant to relate to their education and career goals as expressed in their High School and Beyond Plan.

31. How can we implement individual High School and Beyond Plans if counselors have a large caseload and the district does not yet have a district-wide electronic system for the HSBP?

WSIPC (a public cooperative that provides information services to school districts) offers an online tool that is available for use at no cost to the districts. A one-time nominal set-up fee is applicable for districts that are not already WSIPC clients. The fee is for connecting the student information system to the WSIPC High School and Beyond tool so that the tool can automatically populate with data. Contact [WSIPC](#) for more information.

32. Do Personalized Pathway Requirements need to be documented on the student transcript?

No.

33. Where should a student’s Personalized Pathway Requirements be documented?

The Personalized Pathway Requirements should be documented in the student’s High School and Beyond Plan.

34. What are College Academic Distribution Requirements in Washington state?

The Washington Student Achievement Council provides [information on admissions requirements to four-year institutions](#) in Washington State.

35. Do students have to choose between three Personalized Pathway Requirement courses and two language and one arts course?

No. Personalized Pathway Requirements may be used in any combination.

What Are Other Districts Doing to Implement 24-Credit Requirements?

36. What are some innovative ways that districts are changing their schedules to increase the opportunity to earn more credits?

The Association of Washington School Principals is researching ways that districts are increasing their credit offerings. They have produced a video featuring notable school and district examples. They are preparing a report featuring ways that schools and districts can prepare for implementation of 24-credit graduation requirements. Examples of ways to increase the opportunity to earn credits include changing from a semester to a trimester or changing from a six-period to a seven-period day. For more information, please visit www.awsp.org or contact Scott Seaman at scott@awsp.org

37. How many districts already require students to earn at least 24 credits to graduate as part of their locally adopted graduation requirements?

Based on data for the Class of 2016 from the Basic Education Compliance reports that the State Board of Education receives from all school districts, 41 percent or 103 school districts out of 249 high school districts require at least 24 credits. There are 295 school districts in the state but only 249 have high schools.

38. What percentage of high schools offer competency-based crediting?

Based on data for the Class of 2016 from the Basic Education Compliance reports 36 percent or 89 school districts out of 249 high school districts offer competency-based crediting.

39. Where can I find more information about district graduation requirements? Which districts already require 24 or more credits? Which districts allow for competency-based crediting?

Each year the State Board of Education collects data from all school districts through its Basic Education Compliance report. The district graduation requirements comparison spreadsheets can be found in the “Resources” section at the bottom of www.sbe.wa.gov/graduation.php

Other Questions

40. Has the Legislature allocated funding for the implementation of the 24-credit graduation requirements?

\$97 million dollars was allocated to districts for the implementation of the 24-credit graduation requirements in the 2013-2015 Washington state budget. That funding carries forward, with growth for enrollment and increased staff counts in subsequent budgets.

The budget notes from the 2014 supplemental budget (page 176) provide further explanation:

Opportunity for 24 Credits and Instructional Hours

Funding in the amount of \$97.0 million is reallocated within the program of basic education from implementation of increased instructional hours as directed under Chapter 4, Laws of 2013, 2nd sp.s., to implement Chapter 217, Laws of 2014 (E2SSB 6552). Under the reallocation, funding is provided for a class size enhancement for two laboratory science classes within grades 9 through 12, increased prototypical high school guidance counselor allocations, and an additional MSOC allocation for grades 9 through 12. A proportional increase for educational staff associate ratios in career and technical education and skill center allocations is also provided. Additionally, funding is provided for rule making at the State Board of Education and for the Office of the Superintendent of Public Instruction (OSPI) to develop curriculum frameworks for a selected list of career and technical education courses. The net impact of this shift is a reduction of \$0.2 million.

41. Will completion of a *Bridge-to-College* course count as meeting the testing requirement for high school graduation?

No, not under current law.

42. Given that some districts will have a temporary waiver to delay implementation of the 24-credit graduation requirements, how should students who are transferring from a district requiring only 20 credits to a district requiring 24 be addressed?

Districts should have a policy for addressing the needs of transfer students.

43. Is the physical education requirement waiver still available for students?

Yes (RCW [28A.230.050](#)). The fitness waiver was unchanged by the 24-credit graduation requirements.

44. If the CTE (Occupational Education) course is not taught by CTE-certificated staff, can the district access state CTE funding for that course?

No.

If you have any questions about 24-credit graduation requirements, please contact Linda Drake at linda.drake@k12.wa.us

If you have questions regarding this memo, please contact Parker Teed at parker.teed@k12.wa.us



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Title:	<u>Career and Technical Education Course Equivalency Frameworks</u>	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>The Board will review the Career and Technical Education (CTE) course equivalency list and frameworks and consider approving statewide course equivalencies. Key questions include:</p> <ul style="list-style-type: none"> • Does the process for developing the course equivalencies and frameworks support strong incorporation of math, science and CTE standards? • Have the proposed CTE course equivalencies undergone appropriate review to confirm a sufficient commitment and fidelity to math, science and CTE standards to meet graduation requirements? • From the perspective of non-content-experts, do the CTE standards and the core content standards appear to mesh well into a single course? • Is the course likely to help students meet both academic and career goals? <p>The frameworks are available in the online meeting packet at: http://www.sbe.wa.gov/materials.php#_VyGRGDbn9D8</p>	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>E2SSB 6552, passed in 2014, increased the responsibility of districts to provide students access to CTE course equivalency credit. In addition, the bill directed the State Board of Education (SBE) to review a list of equivalent CTE courses developed by the Office of the Superintendent of Public Instruction (OSPI), provide an opportunity for public comment, and approve the list. In May 2015 the Board approved 21 statewide CTE equivalency frameworks.</p> <p>At the May 2016 Board meeting a panel including Gil Mendoza, Deputy Superintendent, OSPI; Ken Emmil, Assistant Superintendent of Career and College Readiness; and, Dennis Wallace, Skilled and Technical Sciences Supervisor, OSPI, will present on the process of developing course equivalencies. Members will have the opportunity to ask questions about the frameworks, their development, and how they have been reviewed and evaluated by content specialists.</p> <p>The Board will consider approval of the course equivalency list and course frameworks at the May 2015 Board meeting.</p>	



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CAREER AND TECHNICAL EDUCATION COURSE EQUIVALENCY FRAMEWORKS

Policy Considerations

E2SSB 6552, enacted in 2014, increased the responsibility of districts to provide students access to Career and Technical Education (CTE) course equivalency credit. Course equivalencies are CTE courses identified as meeting academic core subject graduation requirements. The bill directed the Office of the Superintendent of Public Instruction to develop course frameworks from a list of CTE courses equivalent to core math and science subject graduation requirements. E2SSB 6552 further directed that “The office shall submit the list of equivalent career and technical courses and their curriculum frameworks to the state board of education for review, an opportunity for public comment, and approval.”

In May 2015, the SBE approved 21 CTE course equivalency frameworks. Frameworks considered for approved by the Board this year would be the second group of statewide CTE course equivalency frameworks.

At the May 11-12, 2016 Board meeting, the Board will:

- Receive an update on the development of new CTE course equivalency frameworks.
- Hear from representatives from the Office of the Superintendent of Public Instruction and content specialists involved in developing and reviewing the frameworks.
- Consider approving new CTE course equivalency frameworks.

The language in the bill authorizing the SBE to approve course equivalencies does not provide any criteria or basis for approval, however, one stated purpose for the Board’s involvement is to provide an opportunity for public comment. By providing time on the agenda at the Board’s public meeting for discussing the equivalencies and through the public comment time scheduled during the meeting, the Board is meeting the legislative directive to provide an opportunity for public comment. Notice of the opportunity for public comment on the course equivalencies will be sent to SBE distribution lists, which includes superintendents, school board members, education professional associations, and others.

Without any stipulated basis in law for approval of course equivalencies, what criteria for approval should the Board apply? The staff recommendation is that the review should focus on broad questions:

- From the perspective of non-content experts, do the CTE standards and the core content standards appear to mesh well into a single course?
- Is the course likely to help students meet both academic and career goals?
- Is the course framework logically presented and understandable for an educator, student, parent or member of the public?

In addition, staff recommends that the Board examine the process that was used to develop and review the frameworks. OSPI staff will present on the process at the meeting. Key questions about the process include:

- Does the process for developing the course equivalencies and frameworks support strong incorporation of math, science and CTE standards?

- Have the proposed CTE course equivalencies undergone appropriate review by both core and CTE content experts to assure a sufficient commitment and fidelity to math, science and CTE standards to meet graduation requirements?

The frameworks are available in the online meeting packet at: <http://www.sbe.wa.gov/materials.php#.VyGRGDbn9D8>

Background

CTE equivalency credits, CTE courses that meet core subject graduation requirements, have been recognized and encouraged by the Legislature since 2006 (SHB 2973, Chapter 113, Laws of 2006). RCW 28A.230.097 requires that each “high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to students in high schools and skill centers.”

An SBE legislative priority for 2014 was to expand CTE math and science course equivalencies, so the Board strongly supported the actions of the Legislature to expand math and science course equivalencies through E2SSB 6552. The bill increased the opportunities for students to access course equivalencies by mandating that in addition to any locally established course equivalencies, each district offer at least one math or science equivalency from the approved list of statewide equivalencies. A waiver from the requirement to offer at least one of the courses from the approved list of statewide equivalencies is available to districts with fewer than 2,000 students. The SBE adopted rules on this waiver in July 2014. As of April 2016 no district had applied for such a waiver.

The language in law authorizes the Board to approve equivalencies in math and science. Along with new equivalencies for math and science, OSPI, in collaboration with the Boeing Company, developed a manufacturing framework for English Language Arts. This framework is included in the online packet, but the Board will not be considering it for approval.

CTE programs and courses are characterized by:

- Alignment with proven workforce needs.
- Alignment with industry standards.
- Advisory committees of industry representatives.
- Teachers with substantial work experience in their teaching assignment.
- A curriculum framework: a document that describes the state core content standards, industry standards, and leadership and employability skills associated with the course. Frameworks are reviewed annually by program advisory committees and by OSPI program supervisors.

Resources and Past Work of the Board

High School Graduation and Career-Technical Education Program Completion: A Status Report to the State Board of education, January 2008.

(<http://www.sbe.wa.gov/documents/2013.04.25%2011%20Career%20and%20Technical%20Education%20Study.pdf>.)

Report to the Legislature: Statewide Strategic Plan for Secondary Career and Technical Education. December 2012.

(<http://www.k12.wa.us/LegisGov/2012documents/StrategicePlanforCTE2012.pdf>)

Equivalency Credit Toolkit 3.3. September, 2013.

(<http://www.k12.wa.us/CareerTechEd/Forms/EquivalencyCreditToolkit.PDF>)

Memo on CTE Equivalency Credit—A Practitioner’s Perspective, prepared for the May 2013 board meeting.

(<http://www.sbe.wa.gov/documents/2013.05.01%20CTE%20Course%20Equivalency.pdf>.)

Memo on CTE Course Equivalency, prepared for the July 2014 board meeting.

(<http://www.sbe.wa.gov/documents/BoardMeetings/2014/July/07CTEEquivalency.pdf>)

Memo on CTE Course Equivalencies, prepared for the March 2015 board meeting.

(<http://www.sbe.wa.gov/documents/BoardMeetings/2015/Mar/02CTE Course Equivalencies.pdf>)

Memo on CTE Course Equivalencies, prepared for the May 2015 board meeting, when the Board approved the first 21 statewide CTE course equivalencies.

(http://www.sbe.wa.gov/documents/BoardMeetings/2015/May/04CTE_CoursesMay2015.pdf)

Information on CorePlus: <http://core-plus.org/contact/>

Action

The Board will consider approval of CTE course equivalencies, including manufacturing frameworks for math and science developed in collaboration with the Boeing Company, called CorePlus Frameworks. Some Board member had the opportunity to tour a Boeing facility and discuss the frameworks with Boeing personnel prior to the March 2016 Board meeting.

If you have questions regarding this memo, please contact Linda Drake at linda.drake@k12.wa.us.

The Career and Technical Education course equivalency frameworks that the Board will be considering for approval are available online only at:

<http://www.sbe.wa.gov/materials.php>

Tab #7: Career Readiness



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Title:	<u>Discussion on Career Readiness</u>	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>The Board will continue discussing career readiness with the goal of furthering the work started with the Workforce Training and Education Coordinating Board (Workforce Board) at the January 2016 meeting.</p> <ul style="list-style-type: none"> • What are the foundational elements of career readiness? 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The Board will engage in small group discussion, followed by general Board discussion, to identify and articulate the foundational elements of career readiness. (The set-up of the discussion is described on the following page.) The Board will craft a letter to the Workforce Board asking that they discuss and respond to the foundational principles. The purpose of this work is to forge a statewide common understanding and formal definition of career readiness, as a first step to an aligned system that supports all students to career and college readiness.</p> <p>Included in this packet to guide the discussion are:</p> <ul style="list-style-type: none"> • A draft “white paper” on career and college readiness • A draft template for a letter to the Workforce Board • A 2013 report “Knowledge, Skills, and Dispositions: The Innovation Lab Network State Framework for College, Career, and Citizenship Readiness, and Implications for State Policy,” prepared for the Council of Chief State School Officers. <p>Members who would like more information on other states’ definitions may review the American Institutes for Research report on states’ definitions of career and college readiness (not included in this packet but available at: http://www.ccrscenter.org/sites/default/files/CCRS%20Defintions%20Brief_REV_1.pdf)</p>	

Career Readiness Discussion

Time on the agenda is set aside for the board to consider:

- What are the foundational principles of career readiness, within the context of career and college readiness?
- Does the draft “white paper” included in your packet capture your thinking on career and college readiness?
- How should the Board identify the foundational principles of career readiness in its letter to the Workforce Board, to further the collaborative work on readiness?

Small group discussion (30 minutes):

Members will divide into 4 small groups to discuss principles of career readiness, within the context of career and college readiness. Each group will consider the questions above, and identify five foundational principles of career readiness.

Large group discussion (35 minutes):

Members will come back together for a large group discussion. The five foundational principles identified by each small group will be compared and discussed. The Board as a whole will choose the principles that best represent the Board as a whole.

Staff will incorporate the principles identified by the Board into the draft letter from the SBE to the Workforce Board. The Board will approve the letter during business items.



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

The mission of the Washington State Board of Education is to provide a high quality education system that prepares all students for college, career, and life. This language closely mirrors the commitments in Washington state law, which declares that the purpose of a high school diploma is “to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner.”¹

Washington state law provides further definition to these requirements, indicating that a basic education is “intended to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives.” The law goes on to articulate four fundamental goals for all students in RCW 28A.150.210, including the ability to read, write, and communicate effectively; to know and apply concepts in core subject areas; to think analytically, logically, and creatively; and to understand the importance of work and finance, and understand how performance, effort, and decision-making impact future opportunities. The full statutory language is rich and expansive, and provides legal form and structure to what we might consider a high school graduate fully prepared for the challenges of the post-secondary landscape.

Here in Washington, and across the country, the term ‘career and college readiness’ (CCR) has become the short phrase to encapsulate these complex values. For many, the term essentially signals the broad array of knowledge and skills necessary to succeed in life. Increasingly, it has come to serve as a sort of short-hand mission statement for all public schools. In Washington State, the strategic plans of most of the major education governance organizations rely on this term, or versions with minor embellishments or modifications². Many of the national education governance and advocacy organizations rely on the term, as well. It is not hyperbole to suggest that this three-word phrase has become a fundamental underpinning of most high-level education policy conversations in Washington, and the nation at large.

Defining the Term

“Career and college readiness” is a powerful term, but it also can be fragile. The term has been essential in facilitating an important national conversation about connections between the exit requirements of high school and the entry requirements to living wage career pathways. However, many use the term interchangeably with what they might think of as a generically “good education,” without clear regards for what set of underlying policies and practices this phrase implies. Policymakers have often found the CCR phrase comfortable to say but, ultimately, difficult to define.

What is meant by getting all students “career and college ready”? This paper offers some basic principles of career and college readiness to help frame state definitions. The purpose is to help policymakers define the term, and understand whether they would indeed support the policies that

¹ RCW 28A.230.090

² Examples include reversing the order of ‘career’ and ‘college’ in the sequence to emphasize one over the other, adding a reference to citizenship, quality of life, or life-long learning.

their use of the term would imply. This policy framework helps inform conversations in Washington State, but could potentially be helpful elsewhere.

The following are basic tenets of a college and career readiness definition to guide policy implementation.

1. A Career- and College-Ready Diploma is based on a standard; its purpose is to signify readiness for living wage career pathways.

Perhaps above all, a career- and college ready-diploma is based on a standard. The standard is based on the knowledge and skills necessary for students to succeed in post-secondary education and access to living wage careers. This distinguishes it from a minimum proficiency diploma, or diploma based solely on participation, effort, and/or attendance. The distinction is critical in Washington State, where statute establishes the purpose of a diploma to prepare students for success in post-secondary education, gainful employment, and citizenship. Our state statute essentially renders illegal a minimum proficiency standard diploma.

The challenge presented by implementing a standards-based diploma is the natural tension with struggling students and increasing graduation rates. Graduation rates can often be immediately increased when the standards for a diploma are reduced. The fallacy of this approach is reflected in the loss of meaning in the diploma conferred. Without the standards, the diploma gradually loses currency in the marketplace, and fails to confer meaningful long-term benefits to the recipient.

2. The Career- and College-Ready Diploma is not a Career- or College-Ready Diploma.

The inclusion of “career” and “college” in this phrasing should not imply that either career-ready skills or college-ready content are optional for students. What is critical about the diploma is the uniform standard it establishes for all students. What should all students know and be able to do? When a state such as Washington establishes math content standards, it does not do so for only a subgroup of the student population; e.g. students who “like math” or plan to go to a four-year university. Rather, the diploma reflects basic fundamental standards for all students, so that everyone may be prepared for future success regardless of personal circumstance. The flexibility and the incorporation of “multiple pathways” for students comes into play in offering personalized curriculum and course offerings as varied paths to the same standard, rather than different pathways to different standards.

It is perhaps most helpful to think about the “career” and “college” ready aspects of the diploma as two stops along the way to the ultimate destination - living wage employment pathways – with one coming before the other. Indeed one can read “college ready” liberally to apply to all post-secondary educational pathways that prepare for living wage jobs, and one can understand “career ready” as the knowledge, skills, and attributes that help one access and succeed in living wage employment and civic engagement. Career-ready skills are what help you apply the ‘college-ready’ knowledge and skills effectively in career settings. ***Under this formula, it is possible to be college ready without being career ready, but it is impossible to be career ready without being college ready.*** Career readiness works with content knowledge at its foundation.

3. Career-ready standards should apply to all students, and all courses.

There might be a tendency to see career readiness as an optional track to college readiness, and as such, to apply it to only to subset of students. On the contrary, career-ready standards should apply to all students, just as academic standards do.

For states that have dedicated funding programs or courses with the word “career” in them (e.g. Career and Technical Education - CTE), there may additionally be a tendency to think about the development of career-ready skills as something that general education classes do not need to concern themselves with. But correctly applied, career-ready standards apply to all students, in all classes. Students pursuing a purely academic or Advanced Placement track have every bit the need to develop career-ready skills as students applying to enter a welding apprenticeship program.

4. Career readiness for students is not “learning to work with your hands.”

There is nothing inherent about technical or applied content that makes it more akin to comprehensive career-ready standards. At its core, career readiness prepares all students to succeed in a career, regardless of the content knowledge applied. Accordingly, career readiness standards should not be viewed as the exclusive responsibility of the Career and Technical Education (CTE) community.

The career-ready standards from the 21st Century Learning initiative help illustrate this. In addition to foundational content knowledge, the frameworks includes three additional components:

- Learning and Innovation skills (Creativity, Critical Thinking & Problem Solving, and Collaboration and Communication)
- Information, Media & Technology Skills (Media and Information Literacy)
- Life & Career Skills (Flexibility, Initiative, Social & Cross-Cultural Skills, Productivity, Accountability, and Leadership)

Additionally, Dr. David Conley³ provides a helpful and more detailed framework for visualizing three separate components of a career and college-ready diploma: knowledge, skills, and dispositions. It is the skills and dispositions that may be seen as most closely aligned with career readiness. Conley defines the terms in the following ways:

Knowledge: Mastery of rigorous content and the facile application or transfer of what has been learned to complex and novel situations.

Examples: Common Core State Standards (reading, writing, speaking, listening, language and mathematics), Career & Technical Education, Other Content (Science, the Arts, civics, Economics, Geography, U.S. History, Health & Physical Education, World Languages, Information, Media & ICT Literacy), Global Competence, Applied Knowledge.

Skills: The capacities and strategies that enable students to learn and engage in higher order thinking, meaningful interaction with the world around them, and planning for the future.

³ Council of the Chief State School Officers; Knowledge, Skills, and Dispositions: The Innovation Lab Network State Framework for College, Career, and Citizenship Readiness, and Implications for State Policy (2013)

Examples: Critical thinking, problem solving, working collaboratively, communicating effectively, metacognition & self-awareness, study skills & learning how to learn, time and goal management, creativity and innovation.

Dispositions: Socio-emotional skills or behaviors that associate with success in college, career and citizenship.

Examples: Agency (self-efficacy), initiative, resilience, adaptability, leadership, ethical behavior & civic responsibility (personal & social responsibility), social awareness & empathy (collaboration), self-control.

Note that the skills and dispositions included in this framework are not especially technical in nature, and in most every case would apply equally to a student in an Advanced Placement course just as much as a student participating in a course at a Skills Center. All students need to learn the behaviors and problem-solving skills that help employees thrive in civic and professional opportunities.

5. Assessment scores are necessary and important, but not nearly sufficient, in a well-rounded definition of CCR.

In a well-intended effort to emphasize the importance of standardized assessments (particularly in an era marked by strong parent refusal movements), there may be an tendency to conflate a Level 3 passing score on a Common Core-based assessment with a student's career and college readiness. This pattern threatens a dangerously reductionist view of CCR in two ways. First, the skills and dispositions illustrated in Conley's model are not fully assessed by Washington's Smarter Balanced assessment, implying (perhaps unintentionally) that CCR is merely a function of demonstrated knowledge only. Second, these assessments focus exclusively on Mathematics and English Language Arts content, with emerging efforts to include science in Washington. Particularly in view of the 'citizenship' components of CCR in the Conley model, one should not discount the importance of other subject areas (government and social studies). This is particularly true in Washington, where statute has provided a clear roadmap of the necessary subject matter knowledge associated with a high quality diploma.

Math and English Language Arts are important but do not represent the breadth of content necessary to claim readiness for success in a variety of post-secondary education and training venues. It is both wise and practical to limit assessment to a few content areas but, on the other hand, what is assessed should not limit the operating definition of career and college readiness; this amounts to an education policy version of the "tail wagging the dog."

6. Career-ready standards are not limited to high school.

Career-ready standards are most frequently invoked with high school students, in preparing them for post-secondary pursuits. However, the skills and dispositions implicit in career readiness have their roots in the social skills that we reinforce with our youngest students, as early as kindergarten. Career readiness is, at minimum, a 12-year journey. Career readiness has a kinship with social-emotional learning standards. Indeed, states such as Illinois⁴ and Iowa⁵ articulate socio-emotional standards that have both elementary and secondary benchmarks. As an example, Illinois' state goal of developing self-

⁴ http://www.isbe.net/ils/social_emotional/standards.htm

⁵ <https://iowacore.gov/iowa-core/grade/1/21st-century-skills/employability-skills/21.k-2.es.1>

awareness and self-management skills to achieve school and life success has both an early elementary standard (demonstrate control of impulsive behavior), and a secondary standard (analyze how thoughts and emotions affect decision-making and responsible behavior).

7. Career and college readiness includes important elements of civic responsibility & engagement (a “career” is comprised of more than activities tied to earning wages).

States are increasingly emphasizing civic responsibility in their definition of career and college readiness. This was done in part to combat the natural inclination to define career readiness in ways that are relegated to wage-earning endeavors. In truth, one’s career can and should be more broadly construed to include the manner and effectiveness with which one engages communities; including political, civic, or social communities. Washington state law emphasizes the goal of helping all students “become responsible and respectful global citizens,” and establishes as one purpose of the high school diploma to “declare students... ready for success in postsecondary education, gainful employment, and **citizenship.**”⁶ Reflecting these values, the credits required for a high school diploma require 3 credits of social studies, including a .5 credit in civics, aligned to the states Essential Academic Learning Requirements in social studies.⁷ Accordingly, Washington’s definition of career and college readiness must be inclusive of a knowledge of civics, but also instruction on the tools available to effectively engage in civic life.

Summary thoughts:

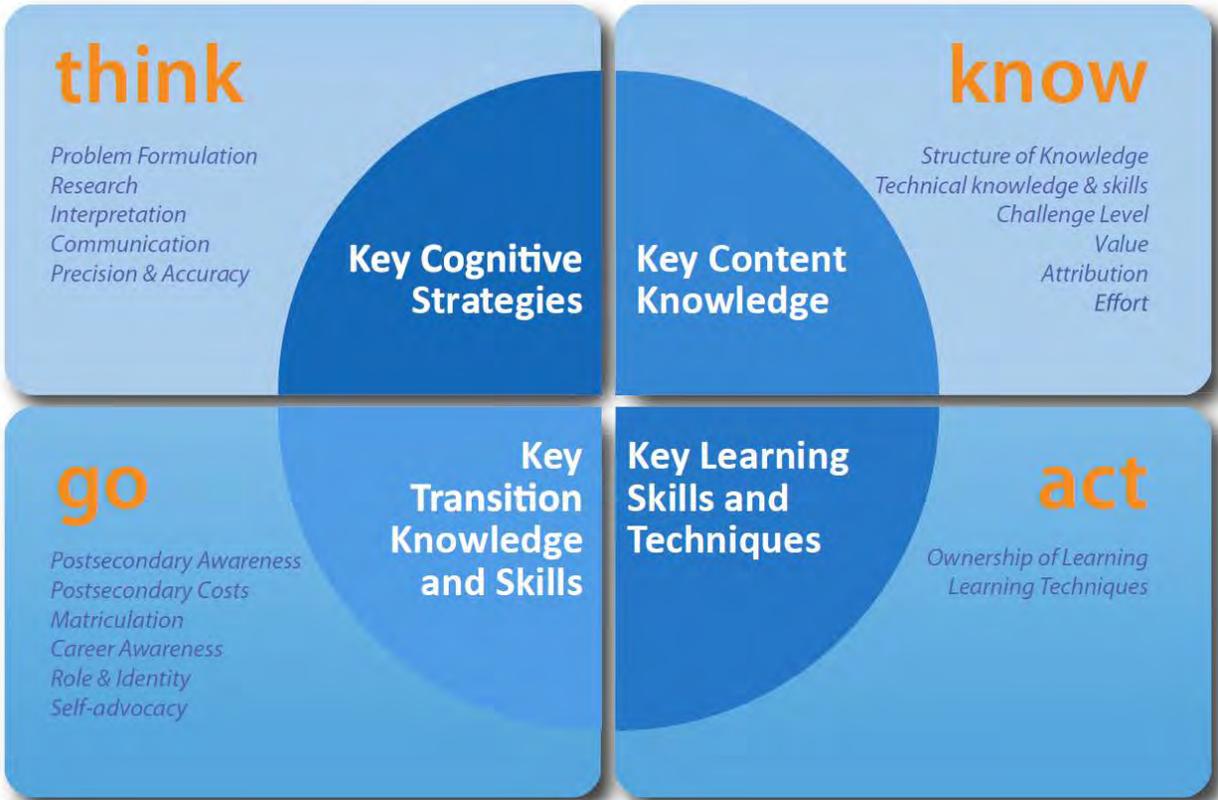
Like many states, through the incorporation of CCR content standards and aligned assessments, Washington has a solid foundation for emphasizing and measuring the “college-ready” knowledge necessary for success in postsecondary education and training. The skill and dispositional elements of career-readiness – perhaps because they are more difficult to measure or quantify – remain a relatively modest aspect of both how we talk about career and college-readiness in Washington State, but also, how we operationalize it.

While Washington State has certain elements in place - including several strong district-level efforts to implement [Multi-Tiered Systems of Supports \(MTSS\)](#) structures - it is perhaps worth considering a set of *state* standards that more fully reflects a value for career readiness beyond funding and implementation of Career/Technical Education (CTE) programs. Similar to the way that clear academic expectations have been established through the development of Essential Academic Learning Requirements (EALRs), policymakers may also consider building out a set of career-ready standards for students at all levels of the system. This may help deliver on the bold and multi-faceted promise of state law (RCW 28A.150.210), which envisions a basic education that not only confers basic core subject knowledge to students, but also challenges them to think analytically, logically, and creatively, and to understand the importance of work and finance, and understand how performance, effort, and decision-making impact future opportunities.

⁶ Emphasis mine. Citation from RCW 28A.150.210

⁷ Graduation requirements for the Class of 2019; found [here](#)

Appendix 1 – David Conley: A Complete Definition of Career & College Readiness, EPIC Consulting (2012)





THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

[Date]

Mr. Perry England, Chair
Workforce Training and Education Coordinating Board
PO Box 43105
Olympia, WA 98504-3105

Dear Chair England and Members of the Workforce Training and Education Coordinating Board:

Thank you for the thought-provoking and productive board-to-board discussion on career readiness at the January 2016 State Board of Education meeting. As a result of that discussion, the State Board of Education applied for and received a National Association of State Boards of Education Deeper Learning grant. The grant will support work in developing a statewide shared definition of career readiness, aligning policy to the shared definition, and exploring career readiness measures in the state accountability system.

The State Board of Education invites the Workforce Board to continue to engage in board-to-board exchange toward the goal of developing a shared understanding of what it means for all students in our state to be both career and college ready. The following draft foundational principles were discussed and approved by the State Board of Education at the May 2016 meeting. Our two boards began to develop these principles in January and we wish to work with the Workforce Board to further this effort. We see these principles as the foundational elements upon which to build a shared statewide definition of career readiness and we ask that the Workforce Board discuss and respond.

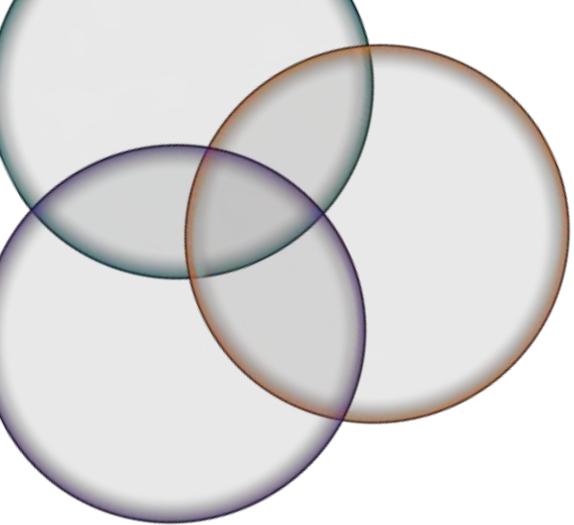
The Board will discuss and identify the principles at the May 2016 meeting,
and insert them into this letter.

We look forward to continued productive cross-agency work that will benefit Washington's students, workforce, economy, and communities.

Sincerely,

Isabel Muo z-Col
Chair, State Board of Education

Cc: Washington Student Achievement Council
State Board of Community and Technical Colleges



Knowledge, Skills, and Dispositions:
The Innovation Lab Network State Framework
for College, Career, and Citizenship Readiness,
and Implications for State Policy

Council of Chief State School Officers

February 2013



Introduction

In 2011, member states of the Innovation Lab Network (ILN or Network), facilitated by the Council of Chief State School Officers (CCSSO), agreed to work together under the shared belief that their states face a great opportunity to transform their education systems to new designs that prepare all students for postsecondary learning, work, and citizenship. Gathering as a Network, these states aimed to define the challenge, establish shared objectives, and support one another in identifying, testing, and sharing replicable, cost effective models that will compel system-wide changes in lab states, in other states, and in federal policy. First among their objectives was to create a shared framework for understanding the definitional elements of “college, career, and citizenship readiness” (CCCR) that will serve as a compass for state-to-local actions.

Stemming from the collective work of ILN states, this white paper communicates the shared framework and definitional elements of CCCR accepted by ILN chief state school officers in June 2012. Going forward, each ILN state has committed to adopting a definition of college and career readiness that is consistent with these elements, although precise language may be adapted; and to reorient its education system in pursuit of this goal.

The Innovation Lab Network

The Innovation Lab Network (ILN) is a group of states brought together by CCSSO taking action to identify, test and implement student centered approaches to learning that will transform our public education system. With a constant focus on student outcomes, the goal of the ILN is to spur system level change, scaling from locally led innovation to wider implementation, both within and across states.



ILN state to local innovations are grounded in six critical attributes that serve as design principles for transformed systems:

- World class knowledge and skills
- Performance based learning
- Personalized learning
- Comprehensive systems of learning supports
- Anytime, everywhere opportunities
- Student agency

All states in the ILN which currently includes **California, Iowa, Kentucky, Maine, New Hampshire, New York, Ohio, Oregon, West Virginia and Wisconsin** are committed to working collaboratively with key players at the local, district and state levels and from outside stakeholder groups, including the business and higher education communities. As the ILN states pressure test new student centered policies and practices, they are continuously sharing their success stories and supporting the work of others in the network.

Background

In 2011, amid an amplifying national conversation around “college and career readiness for all” as a new “north star” for education systems, ILN member states convened its own Task Force on College and Career Readiness. Comprised of ILN chief state school officers and their deputies, key stakeholder groups, and national thought leaders, the Task Force sought to guide state education systems toward a more clearly articulated definition of CCCR consistent with a broadened understanding of the student characteristics necessary for success in the 21st century. Reflecting on the Common Core State Standards, members asked what kinds of young people their parents and communities hoped would emerge from their transformative state education systems. Unanimously, they acknowledged that the Common Core Standards are foundational to preparing students for college and career – and as such are absolutely essential – but alone they are not sufficient. Along with mastery and application of essential content as typically prescribed and monitored in state standards, assessments, and accountability systems, it is necessary that students cultivate higher-order cognitive and meta-cognitive skills that allow them to engage in meaningful interaction with the world around them. Further, members agreed that these knowledge and skills are not achieved in a vacuum but require the development of underlying dispositions or behavioral capacities (such as self-regulation, persistence, adaptability) that enable lifelong pursuit of learning.

The vision put forth by ILN state education leaders and stakeholders was buoyed by increasing literature and analysis from the field. Researchers and national thought leaders provided guidance to the Task Force regarding the kinds of skills that most directly support college and career readiness and lifelong success. Shaping the intellectual basis for the definitional elements, David Conley’s “Four Keys to College and Career Readiness,” the Partnership for 21st Century Skills’ “Framework for 21st Century Learning,” and the Hewlett Foundation Education Program’s definition of “deeper learning” have served as primary influences. Each of these guiding frameworks has helped the ILN expand their understanding of CCCR and are reflected in the definitional elements.

In addition to referencing influential intellectual frameworks, the Task Force has distilled and evolved its definitional elements by consulting several additional sources, including:

- International definitions and skills frameworks (e.g. the OECD Definition and Selection of Competencies project to examine expansion of the Programme for International Student Assessment (PISA) into additional domains, the Asia Society’s analysis of knowledge, skills, and dispositions necessary for global competence, and public education goal statements and skills frameworks articulated by high-performing nations such as Finland, South Korea, Singapore, Canada, New Zealand, Australia, and the European Union, among others)

- Industry-specific skills frameworks (e.g. the Industry Competency Models facilitated by the U.S. Department of Labor, and the National Association of State Directors of Career Technical Education Consortium’s “Common Career Technical Core”)
- Literature reviews and meta-analyses of 21st century or deeper learning skills that correlate with achievement and success (e.g. recent work by the National Research Council, the Consortium on Chicago School Research, Mathematica, and a self-commissioned study completed by the Educational Policy Improvement Center identifying key skills and dispositions supported by research as strongly predictive of academic and lifelong success, Figure 1).
- College and career readiness frameworks and definitions from leading national experts (e.g. Achieve, ACT, Center on Education Policy, ConnectEd, Data Quality Campaign, National Council of Social Studies, National High School Center at the American Institutes of Research, Next Generation Science Standards, Southern Regional Education Board, and Ready By 21, among others).

By cross-walking each of these referenced skills frameworks, the Innovation Lab Network arrived at the set of three domains (knowledge, skills, and dispositions) and example elements described in this paper. They not only embody research consensus but also epitomize the vision of college and career ready student-citizens put forth by ILN state chiefs and their stakeholders.

Core Skill	Current Evidence of Relationships with Academic Outcomes						
	K–12 Success	College GPA	College Performance	College Credits Earned	College Retention	College Absenteeism	Career Success
<i>Self-Efficacy</i>	Strong	Moderate	Moderate	NA	Strong	NA	NA
<i>Initiative</i>	Strong	Strong	NA	Small	Moderate	NA	NA
<i>Integrity</i>	Strong	Moderate	Moderate	Small	Small	No/Negative	NA
<i>Intellectual Curiosity</i>	Strong	Moderate	Moderate	Small	Small	NA	NA
<i>Adaptability</i>	Strong	Moderate	Small	NA	NA	No/Negative	Moderate
<i>Study Skills</i>	Strong	Small	Moderate	Small	Small	No/Negative	NA
<i>Time and Goal Management</i>	Strong	Small	Small	Small	Small	NA	NA
<i>Leadership</i>	Moderate	Strong	Small	NA	NA	NA	NA
<i>Collaboration</i>	Strong	Moderate	Small	NA	NA	NA	NA
<i>Communication</i>	Strong	Moderate	NA	Small	No/Negative	No/Negative	NA
<i>Problem Solving</i>	Strong	Small	NA	NA	No/Negative	No/Negative	Small
<i>Critical Thinking</i>	Moderate	Strong	NA	NA	NA	NA	NA
<i>Self-Awareness</i>	Moderate	Small	NA	NA	NA	NA	Small
<i>Self-Control</i>	NA	Moderate	NA	Small	Small	No/Negative	NA
<i>Applied Knowledge</i>	NA	Small	NA	Small	No/Negative	No/Negative	NA
<i>Social & Personal Responsibility</i>	NA	Small	NA	NA	No/Negative	No/Negative	Small

Figure 1. Key skills and dispositions supported by research as strongly predictive of academic and lifelong success. Findings resulted from a literature review of current research on skills and dispositions completed by the Education Policy Improvement Center.

ILN Framework for College, Career, and Citizenship Readiness

The ILN's CCCR framework consists of underlying assumptions, definitional elements, and a sample definition for states to adapt to their specific contexts.

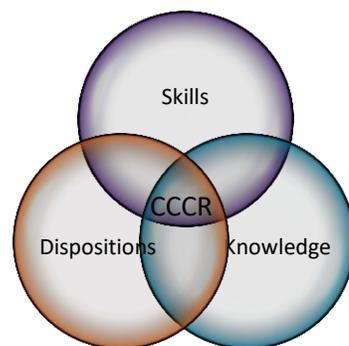
Underlying Assumptions

Several underlying assumptions were agreed upon and informed the ILN CCCR framework. These assumptions include: (For further detail, please see the Appendix.)

1. *Every student* should graduate college, career and citizenship ready.
2. Causing consistently high levels of learning among young people from widely varying backgrounds and with diverse needs will require *radical changes in current beliefs, policy, practice and structure*.
3. The *Common Core State Standards* are foundational to college and career readiness; they are absolutely essential, but not sufficient.
4. There is a significant overlap between the profiles of *college readiness* and *career readiness* that should be fostered in all students, although additional technical skills may be required for one versus the other.
5. *Citizenship readiness*, or preparing America's youth to be contributing members of the larger society, is a fundamental mission of public schools

Further, the Innovation Lab Network believes that all students must cultivate increasingly complex higher-order cognitive and meta-cognitive skills that will allow them to engage meaningfully with the world around them. Content knowledge is an important factor in student success, but is only part of the equation. Students must graduate possessing:

- **Knowledge** - mastery of rigorous content knowledge across multiple disciplines and the facile application or transfer of what has been learned,
- **Skills** - the strategies that students need to engage in higher-order thinking, meaningful interaction with the world around them, and future planning, and
- **Dispositions** - mindsets (sometimes referred to as behaviors, capacities, or habits of mind) that are closely associated with success in college and career.



The ILN believes that these domains of knowledge, skills, and dispositions (KSD)—deeper learning outcomes—are mutually reinforcing, and not contradictory. They have concrete meaning and can be expressly taught, learned, and measured. This will require multiple, robust measures that help us examine how they interact to advance learning.

The ILN also holds that the same set of knowledge, skills and dispositions is vital for student success in terms of citizenship readiness, including the ability to contribute and succeed in our increasingly diverse, democratic, global society.

Definitional Elements of CCCR

The following table represents sample definitional elements within the domains knowledge, skills and dispositions that most likely have the highest impact on college, career and citizenship readiness. They are not meant to be comprehensive or definitive, but provide examples for consideration.

<p style="text-align: center;">Knowledge</p> <p style="text-align: center;"><i>Mastery of rigorous content and the facile application or transfer of what has been learned to complex and novel situations</i></p>	<p style="text-align: center;">Skills</p> <p style="text-align: center;"><i>The capacities and strategies that enable students to learn and engage in higher order thinking, meaningful interaction planning for the future</i></p>	<p style="text-align: center;">Dispositions</p> <p style="text-align: center;"><i>Socio emotional skills or behaviors that associate with success in college, career and citizenship</i></p>
<ul style="list-style-type: none"> • Common Core State Standards • Career & Technical Education • Other Content Areas & Essential Literacies • Global Competence • Applied Knowledge 	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Working collaboratively • Communicating effectively • Metacognition & self-awareness • Study skills & learning how to learn • Time/goal management • Creativity & innovation 	<ul style="list-style-type: none"> • Agency (Self-efficacy) • Initiative • Resilience • Adaptability • Leadership • Ethical behavior & civic responsibility • Social awareness & empathy • Self-control

Sample Definition of CCCR

In addition to the above definitional elements, the ILN has suggested the following sample definition of CCCR which states may adapt according to local contexts:

“College, Career, and Citizenship Readiness” means that students exit high school qualified to enroll in high-quality postsecondary opportunities in college and career, including the U.S. Military, without need for remediation and equipped with the knowledge, skills and dispositions to make that transition successfully. This means that all students must graduate having mastered rigorous content knowledge and demonstrated their ability to apply that knowledge through higher-order skills including but not limited to critical thinking and complex problem solving, working collaboratively, communicating effectively, and learning how to learn. Students must also be prepared to navigate the pathways and systems that will allow them to gain access to positive postsecondary opportunities.

Implications for State Policy

The ILN framework for College, Career, and Citizenship Readiness implies considerations for several domains of state policy and implementation, including how the state will establish CCCR as the goal of its education system;; how delivery systems will be redesigned to ensure each child’s development of CCCR; how educators will be prepared and supported to develop students’ knowledge, skills, and dispositions; how state and local systems will measure student progress toward CCCR; how systems will hold students, schools, districts, and educators accountable for fostering CCCR; how K-12 diplomas, credentials, or certificates articulate with postsecondary opportunities including higher education and the workforce; and how the system will pursue continuous improvement and innovation. Some key questions and considerations for state policymakers are suggested.

Establishing the Goal of the Education System

States adapting the ILN framework for CCCR must consider how they will create institutional commitment to college and career readiness (as the knowledge, skills, and dispositions that result in deeper learning) as the goal for their education systems. States are encouraged to consider:

- Taking formal action (via the state board, commissioner, governor or legislature) to adapt a definition of college and career readiness consistent with the framework
- Ensuring that their legislative body has an understanding of the definition and officially supports it as the goal of the education system for all students
- Reaching out to every local community (parents, higher education, business) to embrace the goal and definition, including involving them in the process of adapting the CCCR definition to local contexts
- Redesigning advising and support services to ensure that the goal of CCCR for every child is internalized throughout the system from early learning forward

Redesigning Delivery Systems

Ensuring that every child masters key knowledge, skills, and dispositions for lifelong learning and success necessitates a system that is able to track and support each student’s individual learning progression. Therefore, states that accept the ILN framework for CCCR should consider how they design learning delivery systems to be personalized, competency-based, and to encourage student agency. Key considerations include:

- Setting conditions where students co-design learning, set goals and map their progress (e.g. creating individualized learning plans for all students or implementing online systems for students to plan and monitor their learning)

- Setting conditions where students progress toward mastery and credentials based on competency (e.g. passing policy to replace seat time requirements with student competencies or to set guidelines for competency-based diplomas)
- Setting conditions where students have multiple, anytime/anywhere, high-quality pathways to demonstrate progress and mastery (e.g. a statewide program awarding credit for extended learning opportunities; providing supports to students making choices that support individual college and career goals; adopting analytical tools that enhance the learning process and personalize learning at scale; adapting instructional materials policy to incentivize high-quality resources in digital formats that are modular, customizable, accessible 24x7, and available as OER)
- Supporting student demonstrations of progress through complex challenges (e.g. replacing seat time graduation requirements with deeper learning-aligned competency demonstrations; replacing exit exams with a high-quality program of capstone projects or performance-based demonstrations of mastery)

Preparing Educators

States pursuing systems where every child masters CCCR knowledge, skills, and dispositions must place considerable emphasis on preparing educators to thrive in personalized, competency-based systems. Therefore, states are encouraged to consider:

- Aligning educational professional development initiatives to support strategies for developing students' KSD and delivering personalized learning
- Aligning teacher preparation programs to support strategies for developing students' KSD and delivering personalized learning
- Providing educators with dynamic technology to support individualized instruction, and training to use the technology successfully
- Aligning educator accountability systems with CCCR outcomes

Assessing Progress

States wishing to pursue development of all students toward CCCR will need to establish comprehensive systems of assessment capable of measuring all the dimensions of knowledge, skills, and dispositions. It becomes no longer sufficient to measure students' attainment of knowledge alone. States are encouraged to consider:

- Assessing college and career readiness against the Common Core State Standards via a valid and reliable assessment
- Adopting a comprehensive system of multiple measures of student progress towards college and career readiness, balancing formative and summative assessments, some adjudicated locally

- Adopting performance based assessments that combine measures of knowledge, skills, and dispositions
- Mandating and funding assessment of student knowledge and skills in content areas beyond the Common Core (which may include performance assessments)
- Mandating and funding implementation of student skills and dispositions assessments (which may include performance assessments)

Holding Systems Accountable

States that adapt the CCCR framework must consider how they use CCCR data to hold systems accountable, modify practice, and continuously improve. States might consider:

- Tailoring data systems to track multiple measures of student knowledge, skills, and dispositions to inform system decisions
- Transitioning from point in time to point of readiness assessments for student accountability
- Adopting accountability designs that value continuous progress and advancement, for both low scoring and high scoring students
- Including measures of post-secondary placement and/or success in system accountability measures
- Mandating and conducting a review of accountability systems to ensure compatibility with new learning delivery models
- Conducting reviews to ensure that local systems provide college-ready curriculum to every student

Linking to Postsecondary Learning and Work

States can ensure college, career, and citizenship readiness for all students to the extent that they have achieved alignment with and secured endorsement from institutes of higher education and workforce systems. States must take active steps to ensure successful transitions from the K-12 to postsecondary learning and work. States are encouraged to consider:

- Working with post-secondary systems to tie early entry or placement in credit-bearing courses to CCCR-aligned assessments from the K12 system
- Ensuring that credits and certificates awarded to K12 students have value and transferability to advanced credentials beyond a single program or institution
- Merging higher education and P-12 data collection and reporting
- Convening a private sector working group to review and endorse career-ready curricula

- Enlisting business and industry assist with redesign of career and technical education programs and certificates to align with college and career readiness goals
- Working with business and industry to adapt their systems to accept and use CCCR assessments and performance-based credentials in selection and placement
- Enlisting business and industry personnel to serve in instructional roles, both in and out of school
- Offering all students the option to earn post-secondary credits and vocational certificates before graduation is available to every student
- Engaging higher education and workforce involvement in providing supports to all students and families in navigating college and career planning, admissions, and financing decisions
- Encouraging educators and employers to offer scholarships and aid to high performers

Supporting continuous improvement

Because transforming education systems to support CCCR for all students consistent with the ILN framework involves often radical changes in current beliefs, policies, practices and structures, states will require key enabling levers such as systems of support, shared learning, and continuous public engagement in the transformation agenda. States are encouraged to pursue:

- Establishing vertical and horizontal collaboration structures across and within system levels statewide (and with other states, as with the Innovation Lab Network)
- Creating a diffusion strategy for sharing and scaling successful models
- Implementing policies and programs in a manner aligned with an articulated strategy for research and evaluation for continuous improvement
- Providing flexibility or customized assistance to districts or schools to innovate
- Pursuing public engagement around vision and next steps (e.g. with students, families, community members, educators, social services, early childhood community, higher education, workforce, philanthropy, research community etc.)

APPENDIX

Underlying Assumptions

1) Every student should graduate college, career and citizenship ready.

Every student is entitled to an education that provides a foundation for success in lifelong learning, career and citizenship. Every graduate should be able to find a pathway toward both a career and a postsecondary degree or advanced credential, and a one-size-fits all approach will short-change those for whom pursuit of a traditional four-year degree is not the best option.

This will require that we open up more options and opportunities to help students set goals, ready themselves and transition from high school graduation to career – whether they go through a more traditional college route or into a career induction program. It will also require that systems build more opportunities for students to engage with higher education, business and community so that they can better understand the relationship between what they are being asked to learn and do in school, and the expectations that will be placed on them in postsecondary learning and work.

2) Causing consistently high levels of learning among young people from widely varying backgrounds and with diverse needs will require radical changes in current beliefs, policy, practice and structure.

The education system must meet the dual challenge of expanding high-quality choices and options as it creates efficiencies at scale. Well beyond improvements to current systems, success will require openness, incentivizing and testing of new models and a commitment to continuous innovation that honors the notion of multiple pathways to postsecondary success, emphasizes the importance of progress based on demonstrated competency, and is vigilant about maintaining high expectations for all students.

States have opportunity to catalyze these changes, from both the design and implementation perspectives, through new accountability systems and the development of comprehensive and balanced systems of assessment.

3) The Common Core Standards are foundational to college and career readiness; they are absolutely essential, but not sufficient.

CCSS require emphasis on mastery of essential content and higher-order skills and the application of knowledge so that all students are challenged to higher levels. Building on

this foundation, states must decide the extent to which other disciplines are represented in the profile of a college, career and citizenship ready individual, which cognitive and contextual strategies and skills students must possess, and what non-cognitive skills or behaviors are most important if students are to be successful.

4) There is a significant overlap between the profiles of college readiness and career readiness that should be fostered in all students, although additional technical skills may be required for one versus the other.

It is acknowledged that college readiness and career readiness may not be exactly the same constructs, and that some knowledge and skills – particularly discipline- or industry-specific technical skills – may be implicated in college or career readiness but not both. The ILN holds, however, that there remains significant overlap between the kinds of knowledge, skills, and dispositions that enable success in college or career. Furthermore, implications for systems transformation at the level of policies, practices, and structures are largely the same between preparing students for college or for career. Therefore, states may pursue developing students’ college *and* career readiness so that all students have the full range of options available to them at the point of graduation.

5) Citizenship readiness, or preparing America’s youth to be contributing members of the larger society, is a fundamental mission of public schools.

Schools are places where qualities of citizenship can and should be promoted with the support of the community. As students are preparing for college and career, schools can provide positive experiences that develop understandings about the responsibility to care for one another, to contribute to the community, to behave ethically, and to use the knowledge and capacities they are developing to do good. Civic learning or literacy is essential if students are to develop capacity to reflect on and respond to challenges in the world around them.

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THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Title:	<u>Charter Schools</u>	
As Related To:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	How have the State Board of Education’s responsibilities for charter schools changed by enactment of E2SSB 6194 in the 2016 Legislative Session? What immediate duties does the Board have under the act, and how will it carry them out?	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>On March 11, the Legislature passed E2SSB 6194, Relating to public schools that are not common schools. E2SSB 6194 re-enacted, with amendments, the charter school law that was invalidated by the state Supreme Court in September 2015. On April 1, the bill became law without the governor’s signature as Chapter 241, Laws of 2016. In this agenda item we will review the changes made from prior law by E2SSB 6194, with particular attention to impacts on the duties of the SBE. Staff will brief the Board on immediate responsibilities of the Board under the act, as well as on the timeline for resumption of the Board’s duties for approval of school districts as charter authorizers.</p> <p>In your packet you will find:</p> <ul style="list-style-type: none"> • The final bill report to E2SSB 6194; • A staff summary of changes made by E2SSB to the prior charter school law; • A CR-101 (Preposal Statement of Inquiry) filed with the Code Reviser for technical changes to Chapter 180-19 WAC (Charter Schools); • The text of sections of E2SSB 6194 concerning execution of a new contract with the present district authorizer; • A timeline showing key dates for the charter school process in statute and rule; and • A map chart showing the locations of the 12 currently approved charter schools. 	



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Changes Made to Chapter 28.710 RCW (Charter Schools) by E2SSB 6194

Chapter 28A.710 Section	E2SSB 6194 Section	Change
.010	101	<p>Clarifies that “authorizer” means the Washington State Charter School Commission or a school district approved to be a charter authorizer by the SBE.</p> <p>Strikes definitions of “conversion charter school” and “new charter school.” Conversion charter schools are eliminated by the act.</p>
.020	102	<p>Provides that a charter school established under this chapter is operated separately from the common school system as an alternative to traditional common schools.</p> <p>Adds the McKinney-Vento Homeless Assistance Act of 1987 to the federal laws with which charter schools must comply.</p>
.030	103	<p>Requires a charter school board to contract for an independent performance audit of the school, to be conducted the second year following the school’s first school year of operation and every three years thereafter.</p> <p>Requires a charter school board to advise families of new, ongoing and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations.</p>
.050	105	<p>Clarifies that the “capacity” of a charter school, for purposes of enrollment, means “enrollment capacity.”</p> <p>Strikes provision on enrollment in conversion charter schools.</p> <p>Amends provision on use of a lottery for enrollment in the event that capacity is insufficient to enroll all students who apply. The charter school must grant an enrollment preference to siblings of enrolled students, with any remaining enrollments allocated through a lottery. A charter school may offer, pursuant to an admissions policy approved by the Commission, a weighted enrollment preference for at-risk students or children of full-time employees of the school if the employees’ children reside in the state.</p>

.070	107	<p>Adds the Superintendent of Public Instruction or designee and the chair of the State Board of Education or designee to the membership of the Washington State Charter School Commission.</p> <p>Revises legislative appointments to the Commission. Two members are appointed by the Senate Majority Leader and one by the Senate Minority leader, rather than three by the President of the Senate, and two are appointed by the Speaker of the House and one by the House Minority leader, rather than three by the Speaker. The Governor continues to have three appointments to the Commission.</p> <p>Requires that initial appointments to the Commission be made by July 1, 2016.</p> <p>Provides that the Commission resides, for administrative purposes only, in OSPI, rather than in the governor’s office.</p>
.090	109	<p>Requires the State Board of Education to establish an initial process and timelines for applications from districts to be charter authorizers by July 1, 2016, rather than no later than 90 days after December 6, 2012. (The Board established a process and timelines in WACs 180-19-020 through 180-19-040.)</p>
.130	113	<p>Strikes requirements for an application to create a conversion charter school, as conversion schools are eliminated.</p>
.150	115	<p>Provides that the five-year period over which a maximum of 40 charter schools may be established begins with the effective date of this act.</p>
.160	116	<p>Requires the SBE to take reasonable and necessary steps to provide parties (i.e., school districts) to contracts entered into under the prior charter school law that were in effect on or had been executed on or before December 1, 2015, with an opportunity to execute new contracts with the same or substantially the same terms and duration as were in effect on December 1, 2015. Sec. 140, as referenced in Sec. 116, requires that the re-execution of such contracts take place within 60 days of the effective date of this act.</p> <p>Requires each authorizer to take reasonable and necessary steps to provide parties (i.e., charter school boards) to contracts entered into under the prior charter school law that were in effect or had been executed on or before December 1, 2015, with an opportunity to execute new contracts with the same or substantially the same terms and duration as were in effect on December 1, 2015. Sec. 140, as referenced in Sec. 116, requires that the re-execution of such contracts take place within 60 days of the effective date of this act.</p> <p>Provides that contracts executed pursuant to this provision do not count against the annual cap on the maximum number of charter schools.</p>
.220	122	<p>Specifies throughout this section that operating funding is “distributed” rather than allocated to charter schools by the SPI.</p>

		<p>Strikes prior language on state allocation of operating funds to charter schools and replaces it with new sections addressing the funding by program.</p> <p>Strikes provisions concerning eligibility of charter schools for local levy funds.</p>
.230	123	<p>Specifies that appropriations for facilities for charter schools may not be made from the Common School Construction Fund.</p> <p>Amends and clarifies provisions on a charter school’s right of first refusal to purchase or lease at fair market value if a school district decides to sell or lease a school facility or property.</p> <p>Strikes provision on use of facilities by a conversion charter school.</p>
NEW	127	<p>Provides that the Legislature shall, at each regular session in an odd-numbered year, appropriate from the Washington Opportunity Pathways Account for the operation of charter schools, amounts as determined in Sec. 128 of this act, and amounts authorized under RCW 28A.710.230(1) (Facilities) for state support to charter schools during the ensuing biennium.</p>
NEW	128	<p>Declares the intent of the Legislature that state funding for charter schools be distributed equitably with state funding provided to other public schools.</p> <p>Provides that for eligible students enrolled in charter schools, the SPI shall transmit to each charter school an amount calculated as provided in this section and based on the statewide average staff mix factor for certificated instructional staff, including any enrichment to statutory formulas specified in the budget act.</p> <p>Requires the SPI to separately calculate and distribute to charter schools moneys appropriated for General Apportionment under the same ratios as in RCW 28A.150.260 (Allocation of state funding to support basic education).</p> <p>Requires the SPI to separately calculate and distribute to charter schools, in accordance with the applicable formulas, moneys appropriated for categorical programs including Learning Assistance Program, Transitional Bilingual Instruction Program, Special Education, Highly Capable and Pupil Transportation</p> <p>Requires the SPI to adopt rules necessary for the distribution of funding required by this section and to comply with federal reporting requirements.</p>
NEW	129	<p>Provides that the eligibility of a charter school student to participate in interschool athletic activities or other interschool extracurricular activities is subject to rules adopted by the Washington Interscholastic Activities Association. Places certain conditions on participation by a charter school student in interschool athletic or other interschool extracurricular activities.</p>
NEW	130	<p>Requires appointed members of the Commission and members of a charter school board to file personal financial affairs statements with the PDC.</p>

NA	131	Amends RCW 28A.150.010 (Public schools) to clarify that charter schools are public schools but not common schools.
NA	132	Amends RCW 28A.315.005 (Governance structure) to delete the Washington Charter School Commission from the entities making up the governance structure for the state’s common school system.
.005	139	Repeals the “Findings” section of I-1240 as codified in Chapter 28A.710 RCW.
NEW	140	<p>Declares that sections 101 through 139 are remedial and curative in nature, and that the Washington State Charter School Commission and school district authorizers, and actions related to their establishment and operation that were in compliance with state laws before the effective date of this section, or that substantially complied with the provisions of this act before its effective date, are valid.</p> <p>Provides that contracts entered into under I-1240 that were in effect on December 1, 2015 may, with the agreement of all parties and within 60 days after the effective date of this section, be executed as new contracts with the same or substantially the same terms and duration as were in effect on December 1, 2015.</p> <p>Declares that nothing in this section entitles a charter school to retroactive payments under this act for services rendered after December 1, 2015 and before the execution of new contracts pursuant to this section.</p>
NEW	201	Amends the Washington Opportunity Pathways Account statute to add Chapter 28A.710 RCW (Charter schools) to eligible uses for expenditure from the account, while deleting Chapter 28B.101 RCW (Educational opportunity grant) and RCW 43.330.280 (Recruitment of entrepreneurial researchers, innovative partnership zones and research teams).
NEW	301	Declares that if any provision of the 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.
NEW	302	Adds an “emergency clause” providing that the act takes effect immediately. The effective date of E2SSB 61294 is April 2, 2016.

FINAL BILL REPORT

E2SSB 6194

Synopsis as Enacted

Brief Description: Concerning public schools that are not common schools.

Sponsors: Senate Committee on Ways & Means (originally sponsored by Senators Litzow, Mullet, Fain, Hobbs, Becker, Rivers, O'Ban, Dammeier, Angel, Hill, Bailey, Sheldon, Miloscia, Braun, Baumgartner and King).

Senate Committee on Early Learning & K-12 Education
Senate Committee on Ways & Means
House Committee on Education

Background: Initiative 1240. In November 2012, Washington State voters approved Initiative 1240, which established a process for creating and operating a limited number of publically funded charter schools that operate independently of an elected school district board of directors as well as most state laws and school district policies. The first charter school began serving students in the 2014-15 school year. Nine charter schools served students in the 2015-16 school year. Seven of the schools were authorized by the Washington Charter School Commission and two were authorized by Spokane Public School District.

Charter School Lawsuit. On September 4, 2015, the Washington Supreme Court ruled the charter school law unconstitutional and declined to reconsider the ruling on November 19, 2015. The Court found that charter schools are not common schools because they are not subject to and under the complete control of the qualified voters of the school district. The Court also found that since charter schools are not common schools, they cannot receive funds from the common school construction fund or be funded by the common school state property tax, because under the state constitution both are to be used exclusively for common schools. The Court declared that because the charter school law could not be implemented without the impermissible funds the law in its entirety was unconstitutional and void.

Local School Levies. Article VII, section 2 of the Washington State Constitution requires that local school district levies be used for the support of common schools.

Prototypical School Funding Formula. In 2009, the Legislature adopted a statutory framework for a funding allocation model for public schools based on prototypical schools. The statute provides that the use of prototypical schools is intended to illustrate the level of resources needed to operate a school of a particular size with particular types and grade levels of students using commonly understood terms and inputs, such as class size, hours of

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

instruction, and specified staff positions. Actual state funding allocations are adjusted from the school prototypes based on the actual number of students in each grade level at each school in the district.

Summary: Initiative 1240 is reenacted and amended to designate charter schools as schools which are not common schools which operate separately from the common school system. Charter schools are funded by the Washington Opportunity Pathways Account (WOPA). Additionally, clarifying grammar, terminology, and format changes are made.

Charter School Definition. A charter school is not a common school. It operates separately from the common school system and is open to all children. A charter school is exempt from most state laws and rules. It may offer, tuition-free, any program or course of study that a non-charter public school may offer, including one or more K-12 grades. It is managed and operated by a Charter School Board of Directors and governed by the terms of a renewable 5-year charter contract.

Chartering Process. An authorizer must annually solicit applications to establish a charter school. An applicant submits an application that contains specified information to an authorizer. An authorizer must evaluate and approve or deny the charter application. Authorizers must give preference to applications for charter schools that are designed to enroll and serve at-risk student populations but nothing limits a charter school to serving a substantial portion of at-risk students. If the application is approved then the authorizer and the Charter School Board must execute a five-year charter contract that contains specified components, including a student performance framework and targets. Authorizers must provide an opportunity for previously established charter schools to execute new contracts with the "same or substantially the same terms and duration." "Substantially the same terms and duration" includes contract modifications necessary to comply with applicable law.

Applicant. A charter school applicant must be a nonprofit corporation. Applicants may not be a sectarian or religious organization.

Authorizers. Two entities may be authorizers of charter schools: the Washington State Charter School Commission (Commission) and school district boards of directors that have received approval by the State Board of Education (SBE) to be an authorizer. Authorizer duties include approving and monitoring its authorized charter schools and may include taking corrective actions; imposing sanctions; and revoking, renewing or non-renewing a charter.

The Commission is established as an independent state agency to authorize charter schools throughout the state. The Commission has 11 members: the Superintendent of Public Instruction (SPI) or SPI's designee, the chair of the SBE or the chair's designee, three members appointed by the Governor, three appointed by the President of the Senate, and three appointed by the Speaker of the House of Representatives. The legislative appointments will be made as follows: the largest caucus in each chamber will appoint two members of the Commission and the minority caucus in each chamber will appoint one member. The leaders in the caucuses in the Senate will make the appointments for the Senate and the Speaker of the House of Representatives and leader of the minority caucus will make the appointments for the House. No appointed member may serve more than two

consecutive four-year terms. The appointing authorities must ensure the diversity of the Commission members, including representation from various geographic areas of the state, who collectively possess relevant experience and expertise and have a commitment to charter schooling. At least one member must be a parent of a public school student. The members serve without compensation but may be reimbursed for travel expenses. Commission members must file personal financial affairs statements with the Public Disclosure Commission. The Charter School Commission resides within the Office of the SPI for administrative purposes only.

If approved by the SBE, a school district board of directors may authorize charter schools within the school district. The SBE must establish a process and timeline for approving school district authorizers, which includes specified information that must be submitted by the district. The authorization lasts for six years and may be renewed.

The SBE must establish an authorizer oversight fee for authorizers to use in order to fulfill its duties. The fee is deducted from each charter school's funding distribution and cannot exceed four percent of each charter school's annual funding.

Authorizers must establish reasonable preopening requirements or conditions to monitor the start-up progress of newly approved charter schools, ensure that they are prepared to open smoothly on the date agreed, and ensure that each school meets specified requirements for school opening.

Caps and Limits. A maximum of 40 charter schools may be established over a five-year period. The five-year period begins immediately upon the signature of the legislation by the Governor. No more than eight charter schools may be established in a single year. If fewer than eight schools are established in a year, additional schools up to the difference between the number established and eight may be established in subsequent years. Schools established on or before December 1, 2015 do not count against the annual cap.

Charter School Board. The charter application provides for the formation of a charter school board to manage and operate one or more charter schools. The members of the board must file personal financial affairs statements with the Public Disclosure Commission.

The charter school board must:

- through website postings and written notice, advise families of new, ongoing, and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations; and
- contract for independent performance audits after the second year following the first school year of full operation and every three years thereafter. The performance audit must be conducted in accordance with United States General Accounting Office Government Auditing Standards. This performance audit does not inhibit the state Auditor's Office from conducting a performance audit of the school.

In accordance with the charter contract, the board may:

- hire, manage, and discharge charter school employees;
- establish additional graduation requirements and issue diplomas;
- receive and disburse funds;

- enter into contracts for management and operation - only with nonprofit organizations - for real property, equipment, goods, supplies, and services;
- rent, lease, or own real property;
- solicit and accept gifts, but not from sectarian or religious organizations; and
- issue secured and unsecured debt, which is not an obligation of the state, the charter school authorizer, the school district in which the charter school is located, or any other political subdivision or agency of the state.

A charter school board may not levy taxes, issue tax-backed bonds, or acquire property by eminent domain.

State and Federal Law. A charter school is exempt from all state laws and rules as well as school district policies, except those specifically in the legislation and in the approved charter contract. All charter schools must:

- comply with state and federal education, health, safety, parents' rights, civil rights, and non-discrimination laws applicable to school districts including the McKinney-Vento Act; employee record check requirements; the annual performance report; the Open Public Meetings Act; the Public Records Act; and future legislation enacted governing charter schools;
- provide a program of basic education that meets the basic education goals, and includes the essential academic learning requirements, participation in the statewide student assessment system, and be subject to the SBE's performance improvement goals;
- employ certificated instructional staff, except in exceptional cases, the same as public non-charter and private schools;
- adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor; and
- be subject to the supervision of the Superintendent of Public Instruction and the SBE, including accountability measures.

Student Admissions. A charter school is open to all children, tuition-free, and may not limit admission except by age group, grade level, or enrollment capacity. However, a charter school may organize around a special emphasis or theme, including focusing on services for particular groups of students. If student applications exceed the enrollment capacity of a charter school, then the school must grant an enrollment preference to at-risk students and siblings of enrolled students, with any remaining enrollments allocated through a lottery. A charter school may offer a weighted enrollment preference for at-risk students or to children of full-time employees of the school if the employee's children reside within the state and the Commission has approved the admission policy. If a student transfers from a charter school to a non-charter school, the non-charter school must accept the student's credits in the same manner as non-charter school credits. School districts must provide information to parents and the public that charter schools within the district are an enrollment option for students.

Interscholastic & Extracurricular Programs. A charter school may participate in state- or district-sponsored interscholastic programs to the same extent as other public schools; and may charge for extracurricular events and activities in the same manner as other public schools. The Washington Interscholastic Activities Association (WIAA) rules apply to any proposal by a charter school to regulate the conduct of interschool athletic activities or other

interschool extracurricular activities and the eligibility of a charter school student to participate in interscholastic activities. The WIAA rules adopted must provide that a student attending a charter school may only participate in interscholastic activities offered by the student's resident school district unless approved by a nonresident school district or the WIAA; and that a charter school must pay the full cost, minus any student participation fee, for any student who participates in interscholastic activities.

Employees. Charter school employees are hired, managed, and discharged by the Charter School Board of Directors. The employees are included in the established state employee insurance and health care systems and are included in the state retirement systems if it does not jeopardize the status of the systems as governmental plans. The state collective bargaining laws for classified and certificated charter school employees apply. The bargaining units for charter schools must be separate from other school district bargaining units. Years of service in a charter school are included in the service calculation for the statewide salary allocation schedule but a charter school is not required to pay a particular salary.

Facilities. Charter schools are eligible for state funding for school construction but not from the common school construction fund. A charter school may purchase or lease facilities or property from a school district at fair market value and may rent from a public or private entity at fair market rent. Public libraries, community service organizations, museums, performing arts venues, theaters, and public or private colleges and universities may provide space to charter schools within their facilities. A purchase, lease, or continued rent free use of facilities requires a negotiated agreement with mutual consideration.

Annual Reports. Each charter school authorizer must submit an annual report to the SBE that includes specified components, including the academic and financial performance of each charter school overseen by the authorizer. The SBE, in collaboration with the Commission, must submit to the public, Governor, and Legislature, an annual report based on the authorizer reports. The SBE report must contain specified information, including a comparison of the student performance of charter schools with non-charter schools. After five years, the SBE, in collaboration with the Commission, must recommend whether or not the Legislature should authorize additional charter public schools.

Renewal, Nonrenewal, and Revocation. Guidelines for charter contract renewal, nonrenewal and revocation are provided. A charter contract may be non-renewed or revoked if the authorizer determines that the charter school commits a material and substantial violation of the charter contract or laws applicable to the charter school; fails to meet or make sufficient progress toward the performance expectations in the charter contract; or fails to meet generally accepted standards of fiscal management. A charter contract may also not be renewed if at the time of the renewal application the charter school's performance falls in the bottom quartile of schools on the SBE's accountability index, unless the charter school demonstrates exceptional circumstances that the authorizer finds justifiable. Before nonrenewal or revocation of a charter contract, the authorizer must develop a charter school termination protocol to ensure an orderly transition. If the nonprofit corporation operator who was the applicant for the charter school should dissolve because of the termination of the charter contract then the public school funds of the charter school that have been provided in the last year preceding the dissolution must be returned to the state.

Funding. Specifies legislative intent that state funding for charter public schools be distributed equitably with state funding provided for other public schools. The SPI must calculate and transmit funding for charter schools based on: the prototypical school funding, any enrichment specified in the budget, and categorical program funding. OSPI must adopt rules for distribution of the funding and to comply with federal reporting requirements. Charter public schools may receive state funding for school construction but not from the common school construction fund. Charter schools are not eligible for local school district levy funds. Allowable expenditures from the Washington Opportunity Pathways Account is expanded to include charter schools. It is specifically provided that nothing in the act entitles a charter school to retroactive payments for services provided after December 1, 2015 and before the execution of new contract.

Votes on Final Passage:

Senate	27	20	
House	58	39	(House amended)
Senate	26	23	

Effective: Immediately.



PREPROPOSAL STATEMENT OF INQUIRY

CR-101 (June 2004)
(Implements RCW 34.05.310)
Do **NOT** use for expedited rule making

Agency: State Board of Education

Subject of possible rule making: Amendments to Chapter 180-19 WAC (Charter schools).

Statutes authorizing the agency to adopt rules on this subject: Chapter 28A.710 RCW (Charter schools)

Reasons why rules on this subject may be needed and what they might accomplish: E2SSB 6194, Relating to public schools that are not common schools, made extensive amendments to Chapter 28A.710 RCW (Charter schools). Technical amendments are needed to three sections of Chapter 180-19 WAC to reconcile language in rule with language in Chapter 28A.710 RCW as amended by E2SSB 6194. In addition, rule amendments would delete obsolete provisions in five sections of Chapter 180-19 WAC related to due dates for certain actions by the State Board of Education, charter school authorizers, and charter applicants which were superseded, effective May 15, 2015, by provisions setting other due dates. This would be a cleanup, not affecting intent or effect, which would make these sections more understandable for readers.

Identify other federal and state agencies that regulate this subject and the process coordinating the rule with these agencies: Other state agencies that regulate this subject are the Washington State Charter School Commission, which is the statewide authorizer of charter public schools, and the Superintendent of Public Instruction, who has certain rule-making authority for charter public schools and is a member of the Commission. The SBE will consult with these agencies on the amendments to be proposed to Chapter 180-19 WAC and solicit comment.

Process for developing new rule (check all that apply):

- Negotiated rule making
- Pilot rule making
- Agency study
- Other (describe)

How interested parties can participate in the decision to adopt the new rule and formulation of the proposed rule before publication:

(List names, addresses, telephone, fax numbers, and e-mail of persons to contact; describe meetings, other exchanges of information, etc.)

Jack Archer
State Board of Education
600 Washington Street SE
Olympia, WA
360-725-6035
jack.archer@k12.wa.us

DATE
April 12, 2016

NAME (TYPE OR PRINT)
Ben Rarick

SIGNATURE

TITLE
Executive Director

CODE REVISER USE ONLY

OFFICE OF THE CODE REVISER
STATE OF WASHINGTON
FILED

DATE: April 13, 2016
TIME: 9:36 AM
WSR 16-09-029

E2SSB 6194

Execution of New Authorizing Contracts and Charter Contracts

Sec. 116. RCW [28A.710.160](#) and 2013 c 2 s 216 are each reenacted and amended to read as follows:

(8) In accordance with section 140(3) of this act:

(a) The state board of education must take reasonable and necessary steps to provide parties to contracts entered into under or in accordance with chapter 2, Laws of 2013 that were in effect or that had been executed on or before December 1, 2015, with an opportunity to execute new contracts with the same terms and duration or substantially the same terms and duration as were in effect on December 1, 2015; and

(b) Each authorizer must take reasonable and necessary steps to provide parties to contracts entered into under or in accordance with chapter 2, Laws of 2013 that were in effect or that had been executed on or before December 1, 2015, with an opportunity to execute new contracts with the same terms and duration or substantially the same terms and duration as were in effect on December 1, 2015.

(9) Contracts executed pursuant to subsection (8) of this section do not count against the annual cap established in RCW [28A.710.150\(1\)](#).

(10) For purposes of this section, "substantially the same terms and duration" includes contract modifications necessary to comply with the provisions of this chapter or other applicable law.

NEW SECTION. Sec. 140. (1) Sections 101 through 139 of this act are remedial and curative in nature and apply to the Washington state charter school commission, school district authorizers, and charter schools established before the effective date of this section.

(2) The Washington state charter school commission and school district authorizers, and actions related to their establishment and operation that were in compliance with the laws of the state of Washington before the effective date of this section, or that substantially complied with the provisions of this act before its effective date, are declared to be valid.

(3) Contracts entered into under or in accordance with chapter 2, Laws of 2013 that were in effect on December 1, 2015, may, with the agreement of all parties and within sixty days after the effective date of this section, be executed as new contracts with the same terms and duration or substantially the same terms and duration as were in effect on December 1, 2015. For purposes of this section, "substantially the same terms and duration" includes contract modifications necessary to comply with the provisions of chapter . . ., Laws of 2016 (this act) or other applicable law.

(4) Nothing in this section entitles a charter school to retroactive payments under chapter . . ., Laws of 2016 (this act) for services that were rendered after December 1, 2015, and before execution of new contracts pursuant to subsection (3) of this section.



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Charter Schools Timeline Chapter 180-19 WAC

Action	WAC	Until May 15, 2015	Effective May 15, 2015
Last date for posting of authorizer application by SBE	180-19-030	October 1	May 15
Last date for school district notice of intent to submit authorizer application	180-19-020	October 1	June 15
Last date for a district to submit an authorizer application	180-19-030	December 31	October 15
Last date for SBE to approve or deny an authorizer application	180-19-040	April 1	February 1
Last date for all authorizers to issue RFP's for charter applications	180-19-070	April 15	March 1
Last date for SBE to execute an authorizing contract with an approved district	180-19-050	April 30	March 1
Last date to submit charter applications to authorizers	180-19-080	July 15	June 1
Last date for authorizers to approve or deny charter applications	180-19-080	October 15	September 1
Last date for authorizers to report approval or denial of charter applications to SBE	189-19-080	October 25	Not stated. ¹

¹The due date for authorizers to report approval or denial of charter applications to the SBE is set in RCW 28A.170.150(2) at ten days from the action to approve or deny.

Isabel Muñoz-Colón, *Chair* • Ben Rarick, *Executive Director*
Mona Bailey • Kevin Laverty • Madaleine Osmun • Bob Hughes • Dr. Daniel Plung • Mara Childs • MJ Bolt
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Charter School Approvals by County*

Updated April 27, 2016



*Locations shown are approximate



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Title:	Long-Term Goals For Accountability	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>RCW 28A.305.130 authorizes the State Board of Education (SBE) to adopt and revise performance improvement goals in English/language arts, science, and mathematics, by subject and grade level; academic and technical skills, as appropriate, in secondary career and technical education programs; and student attendance, as the Board deems appropriate to improve student learning. The Board may establish school and school district goals addressing high school graduation rates and dropout reduction goals for students in grades seven through twelve.</p> <p>The memo is meant to stimulate your thinking on the topic of long-term goals and for you to think about what is important to you in the context of educational goals for schools and districts. Some questions you might want to be thinking about to land on a set of values or principles might include:</p> <ul style="list-style-type: none"> • What do we want to achieve through the goal setting? • What pitfalls should we be wary of? • What measure or measures should the goals be based upon? 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>As the ESSA Accountability System Workgroup begins to address issues surrounding long-term goalsetting, the Board will want to discuss ways in which to use the long-term goalsetting to support or drive system change.</p>	



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GOAL SETTING FOR ACCOUNTABILITY

Policy Considerations

RCW 28A.305.130 authorizes the State Board of Education (SBE) to adopt and revise performance improvement goals in English/language arts (ELA), science, and mathematics, by subject and grade level; academic and technical skills, as appropriate, in secondary career and technical education programs; and student attendance, as the Board deems appropriate to improve student learning. The Board may establish school and school district goals addressing high school graduation rates and dropout reduction goals for students in grades seven through twelve.

The goals shall not conflict with requirements contained in Title I of the federal Elementary and Secondary Education Act (ESEA) of 1965 as amended. The Board shall adopt the goals by rule (WAC 180-105-020 and WAC 180-105-060). However, before each goal is implemented, the Board shall present the goal to the education committees of the legislature for the committees' review and comment in a time frame that will permit the legislature to take statutory action on the goal if such action is deemed warranted by the legislature.

With the December 10 signing of the Every Student Succeeds Act (ESSA), the Board is obliged to revise the performance improvement goals for schools and districts and those revised goals be presented to the education committees of the legislature at the start of the 2017 legislative session. The SBE will be collaborating with the Office of the Superintendent of Public Instruction (OSPI) on the idea of goal setting, as the notion is interwoven in state law and the ESSA requirements.

Overview of Long-Term Goals

The ESSA Accountability System Workgroup is one of a dozen or so such workgroups created by the OSPI to make recommendations on a number of topics to the Consolidated State Plan team. The ESSA Accountability System Workgroup is expected to begin the discussion on long-term goals at the May or June meeting, and the discussion of long-term goals is tentatively planned to occur over the course of at least several meetings.

Long-term goal setting is important work for the Board, as the performance improvement goals are analogous to the annual measurable objectives (AMOs) developed under the Washington Flexibility Waiver in 2012. Schools and districts are required to annually report on the progress made toward meeting the long-term goals under RCW 28A.655.100 and that progress will likely be a factor in other accountability elements, such as the Washington Achievement Awards.

Be advised that this memo is meant to stimulate your thinking on the topic of long-term goals and for you think about what is important to you in the context of long-term educational goals. Some questions you might want to be thinking about to land on a set of values or principles might include:

- What do you want to achieve through the goal setting?
- What pitfalls should we be wary of?
- What measure or measures should the goals be based upon?

As you think about these questions, you might come up with other questions and thoughts that the SBE staff can take back to the ESSA Accountability System Workgroup in May.

A number of trials are described in this memo to show how changes in goal parameters impact the annual step increases schools will be striving to meet. None of the trials that are described here carry any particular recommendation, each is just another manner in which long-term goals could be established.

Under Section 1111(c)(4)(A) of the ESSA, the state must establish ambitious long-term goals and interim targets for the All Students group and the other student groups as under the ESEA. The term set by the state for such goals is the same multi-year length of time for all students and for each subgroup of students, which means that currently low performing student groups must make larger annual improvement steps to make significant progress in closing performance gaps.

There is little doubt that the state has considerable leeway in setting the ambitious long-term goals, as the Secretary of the U.S. Department of Education (USED) may not prescribe the length of terms set for the goals or the progress expected from any student group in meeting those goals. Other policy considerations are shown below.

Long-Term Goals – Key Policy Considerations



Long-Term Goal Setting

Whereas the Secretary of the USED may not prescribe certain goalsetting elements, the USED likely retains some authority in determining whether the long-term goals are ambitious. The long-term goals adopted for schools and districts must be sufficiently ambitious so as to not conflict with the ESSA requirements. Using ESEA Adequate Yearly Progress (AYP) and ESEA Flexibility Waivers as the most recent examples, the USED approved the following as ambitious long-term goals, but it is entirely possible the USED might approve other long-term goal designs.

- 100 percent proficiency within 12 years
- Cut 50 percent of the gap (to 100 percent proficiency) in six years

- Cut the achievement gap between the highest and lowest performing student groups by one-half in six years.

The USED preference for a 12-year cycle is evident in the above cited examples, but since the Secretary of the USED may not prescribe the term in which to attain goals, other terms (such as 14- or 16-year cycles) should be considered. The ESSA specifies that the ambitious goal setting must begin with the 2017-18 school year.

Another factor of goal setting to consider is the trajectory of annual or interim goals. On this issue, the USED is less consistent in the sense that the department has recently or previously approved linear, stair stepped, and curvilinear trajectories.

Goal Setting Trials

A series of trial analyses were conducted for the purpose of developing a better sense of how various elements (endpoint goal, trajectory, and term) of long-term goal setting impact the annual step increase required to meet the annual target. Each of the trials that follow are based upon the most recent live data for de-identified schools. The trials are summarized in Table 1 and data tables with charts included at the end of this memo. As you would expect, the annual step change is smallest when the endpoint goal is the lowest and the number of years to attain the goal is the greatest. The annual step increase for Trial 1 is more than double the increase for Trial 5, which shows how impactful various parameters can be on the measure.

The trials may be further characterized as:

- Elementary School (ES) Math – the most rigorous are Trials 1 and 2
- ES Math – the most achievable for schools are Trials 3 and 5
- For High School (Extended Graduation), Trial 6 is slightly more rigorous and Trial 7 is slightly more achievable

Table 1: Summary of Long-Term goal setting trials.

Trial	Content	End Point Goal	Term	Trajectory	Annual Step*
1	ES Math	100 percent proficient	12 Years	Linear	4.4
2	ES Math	100 percent proficient	14 Years	Stair Stepped	3.8
3	ES Math	80.7 percent proficient (95 th percentile of schools)	14 Years	Stair Stepped	2.4
4	ES Math	100 percent proficient	16 Years	Linear	3.3
5	ES Math	80.7 percent proficient (95 th percentile of schools)	16 Years	Stair Stepped	2.1
6	Extended Graduation	100 percent graduating	14 Years	Linear	0.9
7	Extended Graduation	97.96 percent graduating (95 th percentile of schools)	14 Years	Stair Stepped	0.8

*Note: the annual step is shown in percentage points for the same elementary school (ES 37) to make the trial comparison clearer.

When the five long-term goal setting strategies for the same elementary school are compared on a single chart (Figure 1) it is clear that each trial or goal setting model produces a different result. Time

and end point goal are the major determinants of annual step increase but consideration should be given to a number of other goal setting design elements and guiding principles.

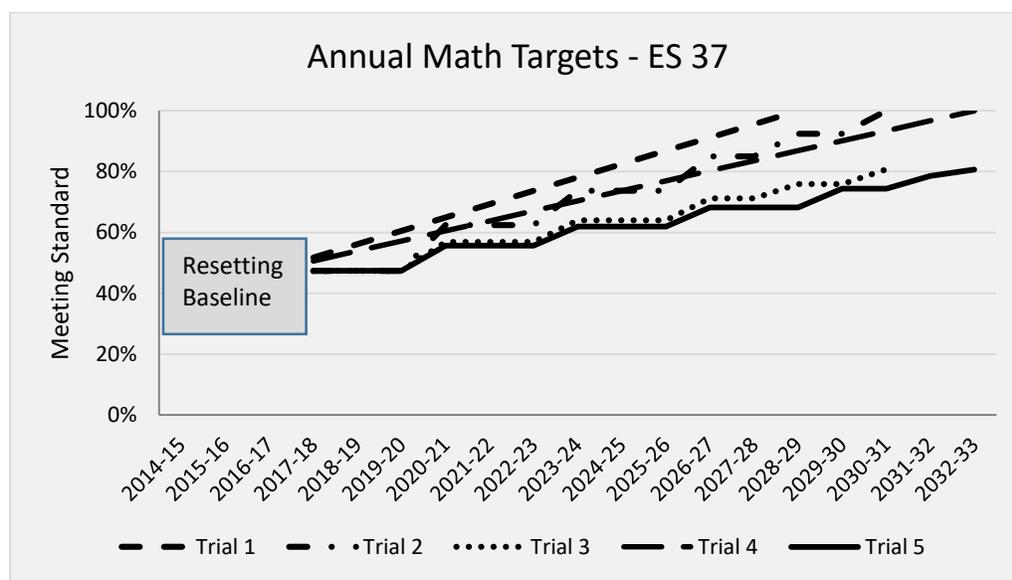
All things being equal:

- The longer the term, the smaller the annual step increase.
- The lower the end point goal, the smaller the annual step increase.
- Smaller annual step increases are easier to meet (are more achievable) than are larger step increases.

However, smaller step increases and lower end point goals might be viewed by some as less ambitious, less rigorous, and less aspirational. But this is the delicate balancing act of goal setting:

- Adopt aspirational goals that only a handful of schools will be able to attain, or
- Adopt ambitious goals that are achievable by more schools.

Figure 1: Summarizes the goals and trajectories for school ES 37 for math proficiency.



Other Information – Resetting of Goals

A long-term goal setting strategy should consider a resetting mechanism in order to adjust goals and annual targets for specific reasons. As just occurred with AYP accountability, when the term ends and few schools have met the end goal, what happens? In the case with AYP, the ESEA is reauthorized as ESSA, new goals established, and for the most part, schools start over on accountability. When a reset mechanism is put into place, schools are allowed to start over but retaining any corrective action status.

If resetting annual targets were considered, the resetting point could occur one-half of the way through the goal cycle. So if a 14-year goalsetting strategy is adopted, school goals would be recomputed after seven years and based on the progress schools have made. Given the nature of this work and the general progress of schools, goals would almost certainly increase at the point of resetting. Schools in corrective action could continue in corrective action but would be subjected to new targets and goals. With a reset mechanism, the accountability cycle continues uninterrupted in a predictable manner that is generally supported by district and school staff.

Trials for Long-Term Goals

Elementary School Math Proficiency Rates

Trial 1

Elementary School Math

Trial Parameters:

- Endpoint Goal = 100 percent meeting standard
- Term = 12 years (beginning in 2017-18 and ending in 2028-29)
- Trajectory = Linear

The parameters specified above are very similar to the goals set forth in the federal AYP accountability system; 100 percent proficiency in 12 years. The AYP accountability system showed that highly ambitious and rigorous goals such as these are unattainable for many schools. The goals are ambitious but not achievable.

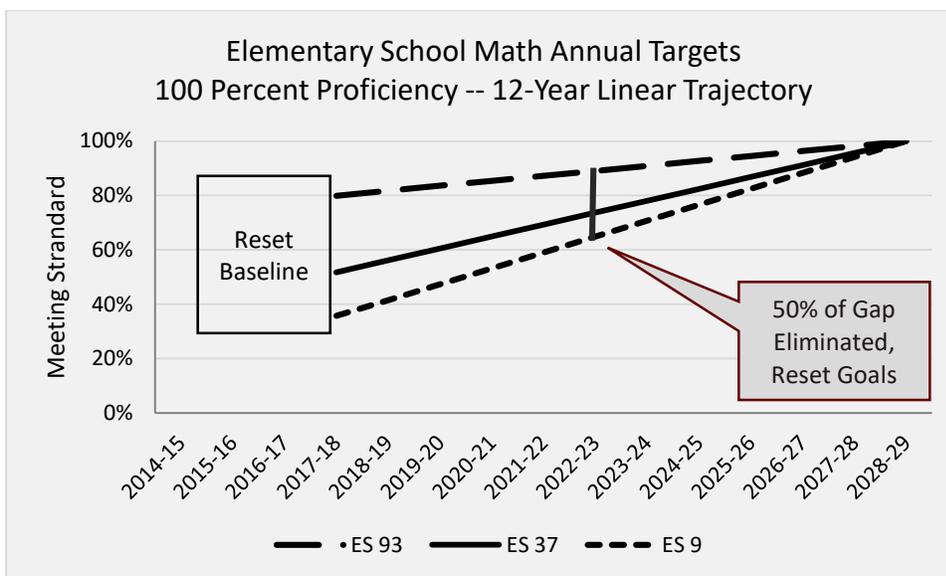
Table 2: Shows performance measures for three elementary schools used for Trial 1.

School ID	Starting Point	One-Half of Gap*	Annual Step*
ES 93	78.1%	11.0%	1.8
ES 37	47.4%	26.3%	4.4
ES 9	29.9%	35.1%	5.8

*Note: annual steps and gap measures are shown as percentage points

The trajectory shows that the gap to 100 percent proficiency is cut in one half after six years and the entire gap eliminated in 12 years. The steeper slope for school ES 9 indicates a low performing school that must make large step increases to meet annual targets.

Figure 2: Shows the trajectory for the three elementary schools used for Trial 1.



Trial 2
Elementary School Math

Trial Parameters:

- Endpoint Goal = 100 percent meeting standard
- Term = 14 years (beginning in 2017-18 and ending in 2030-31)
- Trajectory = stair stepped

The parameters specified above are very similar to the goals set forth in the federal AYP accountability system. The end goal of 100 percent proficiency is the same as AYP but the 14-year term used in this trial is two years longer. The 14-year cycle represents one full cohort from Pre-kindergarten to a fifth-year high senior. Being very similar to the AYP accountability system, it is unlikely many schools would actually attain these highly ambitious and rigorous goals. The long-term goal illustrated here is aspirational but not achievable.

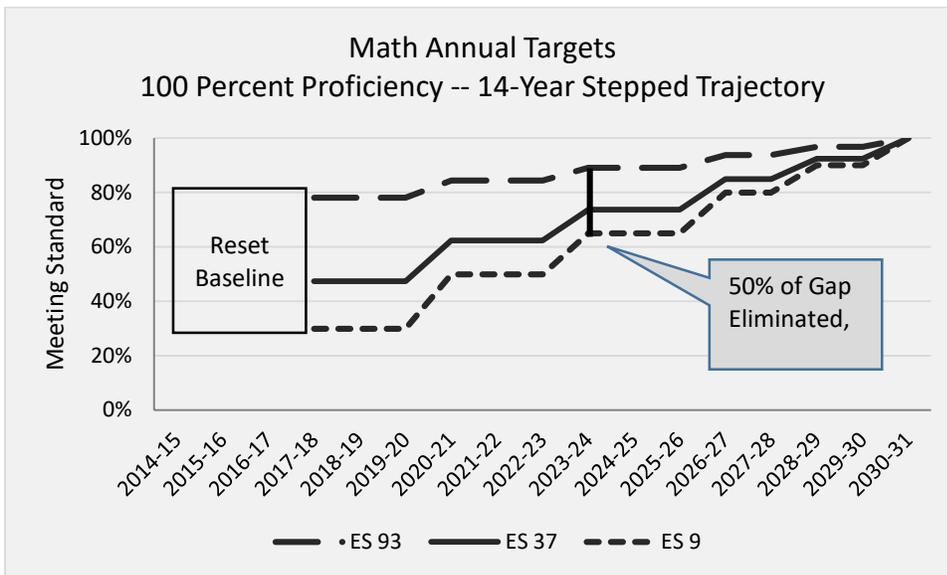
Table 3: Shows performance measures for three elementary schools used for Trial 2.

School ID	Starting Point	One-Half of Gap*	Annual Step*
ES 93	78.1%	11.0%	1.6
ES 37	47.4%	26.3%	3.8
ES 9	29.9%	35.1%	5.0

*Note: annual steps and gap measures are shown as percentage points

The trajectory shows that the gap to 100 percent proficiency is cut in one-half after seven years and the entire gap eliminated in 14 years. The small steps for school ES 93 indicates a higher performing school that need make only small improvements (small steps) to meet annual targets. A mid-level performing school such as ES 37 would have difficulty making annual step gains of 3.8 percentage points or more over multiple years.

Figure 3: Shows the trajectory for the three elementary schools used for Trial 2.



Trial 3
Elementary School Math

Trial Parameters:

- Endpoint Goal = 95th percentile of schools (80.67 percent meeting standard)
- Term = 14 years (beginning in 2017-18 and ending in 2030-31)
- Trajectory = stair stepped

The parameters specified above are markedly different than those making up the federal AYP accountability system. First, the 14-year term used in this trial is two years longer than the AYP term. Secondly, the end goal of 80.67 percent proficiency is considerably lower than the AYP goal of 100 percent proficient and represents the math performance at the school ranked at the 95th percentile of elementary schools. The vision is that after 14 years have passed, all schools (even the currently lowest performing) are performing similarly to today’s best schools. It is likely that many schools would attain the ambitious goal. The long-term goal illustrated here is less aspirational but much more achievable.

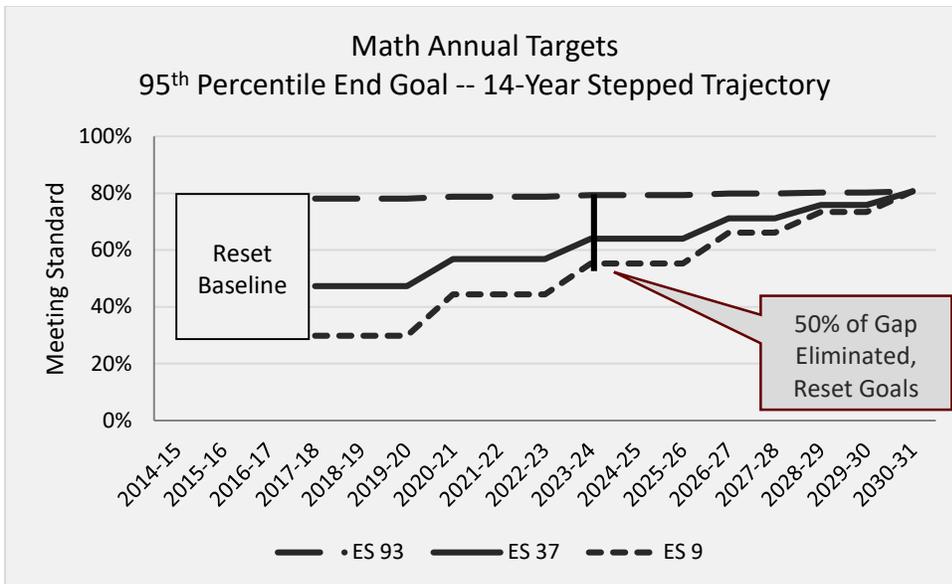
Table 4: Shows performance measures for three elementary schools used for Trial 3.

School ID	Starting Point	One-Half of Gap*	Annual Step*
ES 93	78.1%	1.3%	0.2
ES 37	47.4%	16.7%	2.4
ES 9	29.9%	25.4%	3.6

*Note: annual steps and gap measures are shown as percentage points

Like the previous trial, the performance gap is cut in one-half after seven years and the end point goal is reached in 14 years. One shortcoming of this trial or option is that a high performing school (ES 93) needs to make only fractional improvements to meet the end point goal and higher performing schools need not make any improvement and still meet the end goal. Implementing this type of long-term goal would require the development of other business rules to ensure that all school are improving.

Figure 4: Shows the trajectory for the three elementary schools used for Trial 3.



Trial 4
Elementary School Math

Trial Parameters:

- Endpoint Goal = 100 percent meeting standard
- Term = 16 years (beginning in 2017-18 and ending in 2032-33)
- Trajectory = Linear

The parameters specified above are very similar to the goals set utilized in the federal AYP accountability system; 100 percent proficiency. However, the 16-year term used here is 50 percent greater than the AYP goal attainment term. The 100 percent proficient goal is highly ambitious, would be attainable for some schools, but unattainable for many schools. The goal is aspirational but achievable for only the highest performing schools.

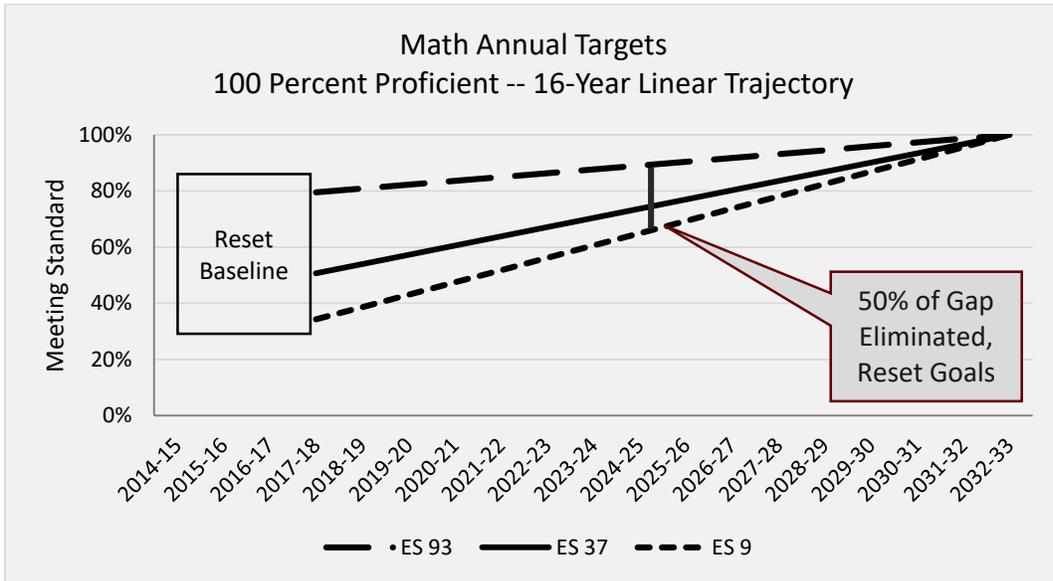
Table 5: Shows performance measures for three elementary schools used for Trial 4.

School ID	Starting Point	One-Half of Gap*	Annual Step*
ES 93	78.1%	11.0%	1.4
ES 37	47.4%	26.3%	3.3
ES 9	29.9%	35.1%	4.4

*Note: annual steps and gap measures are shown as percentage points

The long-term goal setting strategy used here provides more time for schools to attain the rigorous end goal, and that means smaller annual step increases to meet targets. However, schools needing to make step increase of three to four percentage points to meet targets are unlikely to consistently do so without significant system changes.

Figure 5: Shows the trajectory for the three elementary schools used for Trial 4.



Trial 5
Elementary School Math

Trial Parameters:

- Endpoint Goal = 95th percentile of schools (80.67 percent meeting standard)
- Term = 16 years (beginning in 2017-18 and ending in 2032-33)
- Trajectory = stair stepped

The parameters specified above are the most different than those making up the AYP accountability system. First, the 16-year term used in this trial is four years longer than the AYP term. Also, the end goal of 80.67 percent proficiency is considerably lower than the AYP goal of 100 percent proficient and represents the math performance at the school ranked at the 95th percentile of elementary schools. This goal could be characterized as ambitious and is the most achievable for schools.

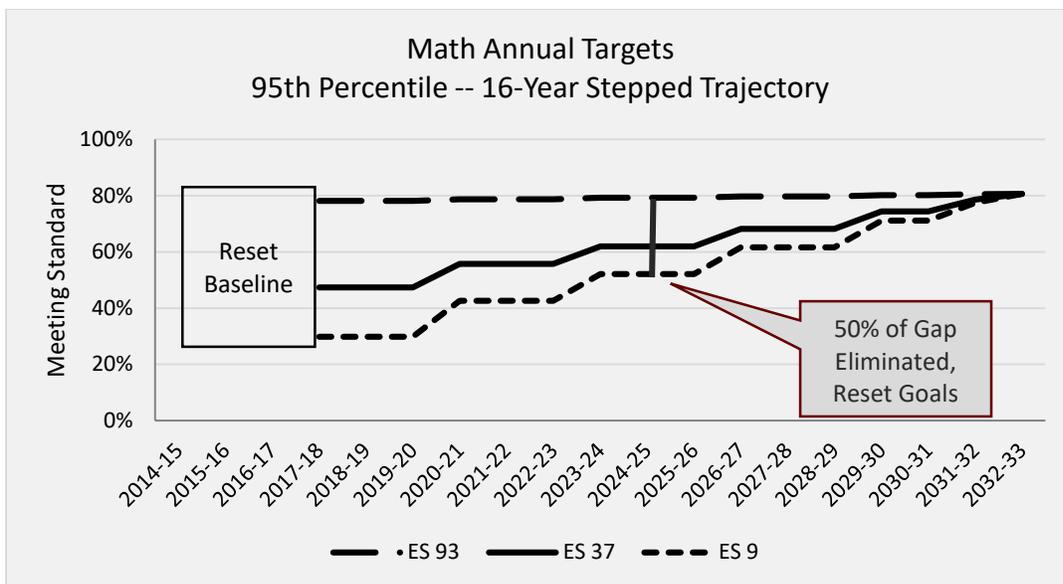
Table 6: Shows performance measures for three elementary schools used for Trial 5.

School ID	Starting Point	One-Half of Gap*	Annual Step*
ES 93	78.1%	1.3%	0.2
ES 37	47.4%	16.7%	2.1
ES 9	29.9%	25.4%	3.2

*Note: annual steps and gap measures are shown as percentage points

Like the previous trial, the performance gap is cut in one half after eight years and the endpoint goal is reached in 16 years. As with Trial 3, the shortcoming of this trial or option is that a high performing school (ES 93) needs to make only fractional improvements to meet the end point goal and other higher performing schools need not make any improvement and still meet the end goal. Implementing this type of long-term goal would require the development of other business rules to ensure that all school are improving.

Figure 6: Shows the trajectory for the three elementary schools used for Trial 5.



High School Graduation Rate

Long-term goal setting was conducted for high school graduation, using the Extended Adjusted Cohort Graduation Rate (ACGR). The graduation trials use a baseline of the school’s most recent Extended ACGR but the new yet to be determined baseline value will be calculated as the average of the 2015-15 and 2016-17 Extended ACGRs for the school.

Trial 6
High School Graduation

Trial Parameters:

- Endpoint Goal = 100 percent graduation
- Term = 14 years (beginning in 2017-18 and ending in 2030-31)
- Trajectory = linear

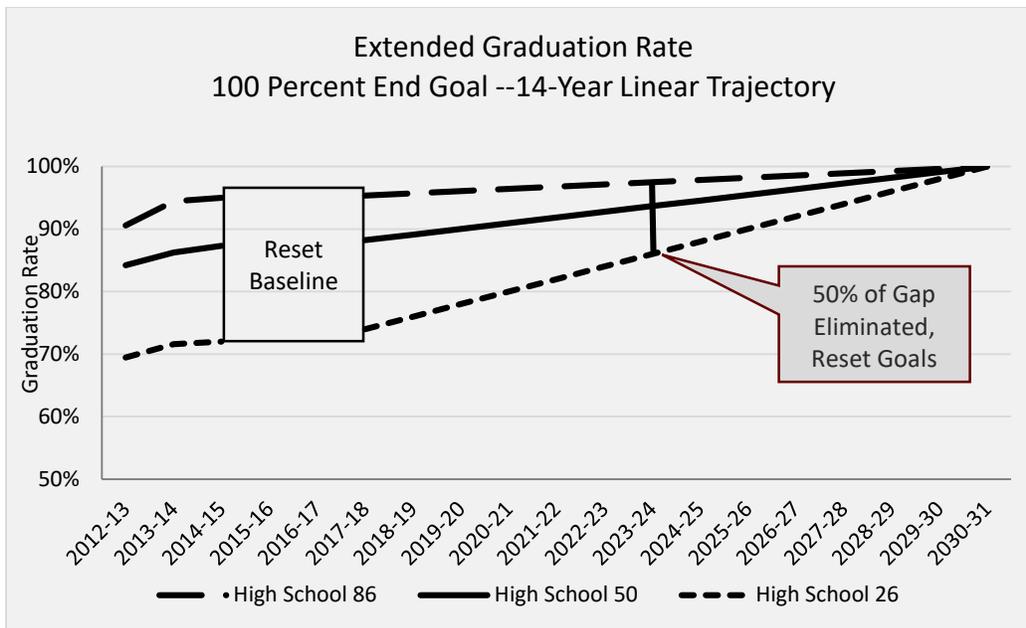
The federal AYP accountability system did not specify long-term goals for graduation rate, as the measure was used as an “Other” indicator. The goal here of all students graduating is aspirational but is considered unattainable for many high schools.

Table 7: Shows performance measures for three high schools used for Trial 6.

School ID	Starting Point	One-Half of Gap*	Annual Step*
High School 86	94.5%	2.5%	0.4
High School 50	87.3%	6.4%	0.9
High School 26	72.0%	14.0%	2.0

*Note: annual steps and gap measures are shown as percentage points

Figure 7: Shows the trajectory for the three high schools used for Trial 6.



Trial 7

High School Graduation

Trial Parameters:

- Endpoint Goal = 95th percentile of schools (97.96 percent graduation rate)
- Term = 14 years (beginning in 2017-18 and ending in 2030-31)
- Trajectory = stair stepped

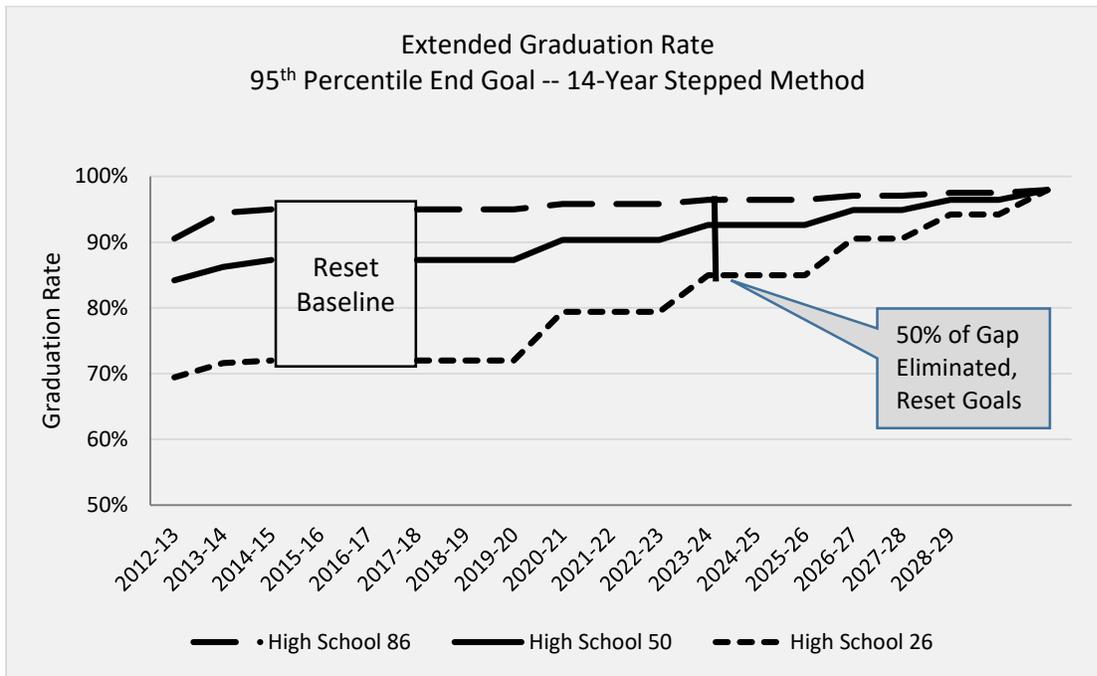
The long-term goal illustrated here does not differ much from the goal of 100 percent proficiency shown in the previous trial. As with the previous trial, the 95th percentile goal used here is viewed as ambitious and attainable for only the highest performing high schools.

Table 8: Shows performance measures for three high schools used for Trial 7.

School ID	Starting Point	One-Half of Gap*	Annual Step*
High School 86	94.5%	1.5%	0.4
High School 50	87.3%	5.4%	0.8
High School 26	72.0%	13.0%	1.9

*Note: annual steps and gap measures are shown as percentage points

Figure 8: Shows the trajectory for the three high schools used for Trial 7.



Action

No action is anticipated but the Board may have questions for the ESSA Accountability System Workgroup

Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding this memo.



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Title:	ESSA Implementation Principles – Small Group Activity	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Key Questions: <ul style="list-style-type: none"> • What aspirations do you have regarding the Every Student Succeeds Act (ESSA)? • What concerns do you have about the implementation of the ESSA? 	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Other
Materials Included in Packet:	<input type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics / Other <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	The Board will engage in a small group activity in order to develop guiding principles for the implementation of the ESSA. The activity will involve the identification of aspirations, potential pitfalls, and building of a set of guiding principles.	



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Small Group Exercise – ESSA, Accountability, & Long-Term Goals

A couple of weeks ago, you were sent an online survey which asked a series of questions about your aspirations and concerns with regards to the implementation of ESSA. In the meeting packet, staff has included your answers along with those provided by your colleague board members, to help shape your thinking for the following small group exercise.

Note: The pre-meeting survey discussed long-term goals, opportunity gap input measures, and the potential use of alternative assessments, climate surveys, or other measures, but your responses are in no way limited to just those issues.

Working group exercise:

Please divide into groups of 4

- 15 minutes of discussion about aspirations – each group should identify a minimum of three **aspirations** associated with the implementation of ESSA.
- 15 minutes of discussion about potential pitfalls -- each group should identify a minimum of three **concerns or potential pitfalls** associated with the implementation of ESSA.

(After 30 minutes, the chair will collect both lists and read them aloud to all the small groups)

- 30 minutes of additional small group discussion developing a minimum of three guiding principles for ESSA implementation

After one hour – the Chair will pull the Board back together for a whole group discussion about guiding principles.

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Title:	Option One BEA Waiver Requests	
As Related To:	<p>Goal One: Develop and support policies to close the achievement and opportunity gaps.</p> <p>Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.</p>	<p>Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.</p> <p>Goal Four: Provide effective oversight of the K-12 system.</p> <p>Other</p>
Relevant To Board Roles:	<p>Policy Leadership</p> <p>System Oversight</p> <p>Advocacy</p>	<p>Communication</p> <p>Convening and Facilitating</p>
Policy Considerations / Key Questions:	<p>Should each of the Option One requests for waiver of the basic education requirement of a minimum 180-day school year presented at this meeting be approved, based on the criteria adopted by the Board in WAC 180-18-040?</p> <p>Are there deficiencies in any application that may warrant resubmittal, with additional information, for consideration at a subsequent board meeting per WAC 180-18-050(2)?</p>	
Possible Board Action:	<p>Review</p> <p>Approve</p>	<p>Adopt</p> <p>Other</p>
Materials Included in Packet:	<p>Memo</p> <p>Graphs / Graphics</p> <p>Third-Party Materials</p> <p>PowerPoint</p>	
Synopsis:	<p>The Board is presented with requests by four school districts for waiver under RCW 28A.305.140 of the minimum 180-day school year requirement. Columbia (Walla Walla) requests waiver of two days for each of the next three school years for professional development of staff. This is a new request. Davenport requests waiver of two days for each of the next three school years for professional development of staff. This is a request for renewal of a waiver granted by the Board in 2013. Mukilteo requests waiver of two days for each of the next three years for staff development. This is a request for renewal of a waiver granted in 2013. Riverside requests waiver of two days for the each of the next two school years for professional development of staff. This is a request for renewal of a waiver granted in 2013.</p> <p>In your board packet you will find:</p> <ul style="list-style-type: none"> • A memo summarizing the waiver requests; • The districts’ waiver applications with school board resolutions; • WACs 180-18-040 (Waivers from minimum one hundred eighty-day school year requirement) and 180-18-050 (Procedure to obtain waiver); and • An evaluation worksheet for each application. 	



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OPTION ONE BASIC EDUCATION PROGRAM WAIVER: CURRENT REQUESTS

Policy Considerations

Do the requests presented at this meeting for waiver of the minimum 180-school day requirement merit approval by the Board, based on the criteria for evaluation in WAC 180-18-040? If not, what are the reasons, with reference to the criteria in rule, for denial of the request?

If a request is not approved, what deficiencies are there in the application or required documentation that the district might correct for resubmittal at a subsequent board meeting under WAC 180-18-050(2)?

Background: Option One Waivers

The SBE uses the term “Option One” to distinguish the 180-day waiver available to any district under [RCW 28A.305.140](#) from the “Option Two” waiver available to a limited number of small districts for purposes of economy and efficiency under RCW 28A.305.141. RCW 28A.305.140 authorizes the Board to grant waivers from the minimum 180-day requirement of RCW 28A.150.220 (5) “on the basis that such waivers are necessary to implement a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student. “

WACs 180-18-040 and 180-18-050 implement this authority. [WAC 180-18-040](#) provides that “A district desiring to improve student achievement for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty school year requirement . . . while offering the equivalent in annual minimum instructional hours . . . in such grades as are conducted by the school district.” The Board may grant a waiver request for up to three school years. There is no limit on the number of waiver days that may be requested. Rules adopted in November 2012 as WAC 180-18-040(2) and (3) establish criteria to evaluate the need for a new waiver or the continuation of an existing one for additional years.

[WAC 180-18-050](#) specifies the procedures a district must follow in requesting a waiver. In addition to the waiver application, the district must submit:

- A resolution adopted by the school board stating how the waiver will improve student achievement and attesting that the district will meet the minimum instructional hours requirement for basic education under the waiver plan;
- A proposed school calendar under the waiver plan; and
- A summary of the collective bargaining agreement with the local education association providing certain information specified in the rule.

Summary of Current Option One Waiver Requests

Columbia District #400 (Walla Walla) requests waiver of two school days for the 2016-17, 2017-18 and 2018-19 school years for professional development of staff. “The intent of the waiver is to provide quality time for teachers to plan for improving instruction and for providing higher quality content and more engaging teaching strategies.” The district states that it has developed a robust model of teaching

and learning, called the Unified Instructional Core (UIC), which requires planning time to implement. Attached to the application is an article in the *Washington Principals Journal* by the district superintendent and district principals, "The Unified Instructional Core: Weaving a Reinvented Content Model into a Powerful Instructional Framework," which discusses this model.

Columbia #400 describes in detail five specific purposes related to the waiver request, grounded in the Unified Instructional Core, and accompanied by specific goals:

- Teaching Framework Purpose
- Content Framework Purpose
- Reading Automaticity Purpose
- Writing Automaticity Purpose
- Math Fact Automaticity Purpose

The Writing Automaticity Goal, for example, is "To teach students to automatically write coherent sentences that begin with a capital letter and end with proper punctuation, and to teach students to automatically write five-part paragraphs or essays when prompted or as relevant."

For each there is a description of how time would be used in the two proposed waiver days to help achieve the goals. For example, for the Teaching Framework, staff would collaboratively review specific web-based instructional resources, study beta drafts of look-alike test items on Smarter Balanced Assessments and instructional strategies aligned with them, and refine district goals.

The School Improvement Plan for Columbia High School and the District Strategic Plan emphasize alignment with Columbia's Unified Instructional Core. They are linked in the application.

The district uses the automaticity skill measures and standards, DIBELS at the elementary school and MAPS at the middle school level, Smarter Balanced assessments and interim assessments, and others to establish measurable goals of the waiver for student achievement. It uses a software platform called [Silverback Mileposts](#) to chart progress of individual students toward learning goals and identify needs for interventions. Columbia says that the lack of available time for quality staff development disadvantages the district setting goals and measuring progress on assessments. "Data are present, but time to bring all staff together to evaluate and apply is at a premium."

Columbia #400 has attached its 2015-16 assessment schedule, showing both state and local assessments, including the tests of automaticity in reading, writing and math described above.

The district states that the focus over the three years of the waiver plan will move from reading, writing and math automaticities to SBA results on ELA and math, as students and groups of students gain proficiency. The 2016-17 school year will be focused on ELA instruction, with support from ESD 123.

Columbia #400 says that it is seeking to reduce the number of half days on its calendar, currently six at the elementary school and ten at its high school. While not required, the district has attached its computation of instructional hours for BEA compliance. It is available on request.

Davenport requests waiver of two school days for the 2016-17, 2017-18 and 2018-19 school years. This is a request for renewal of a waiver granted by the Board in July 2013. That waiver continued a waiver of two days for three years granted by the Board in 2010.

The purpose of the request is professional development and collaboration time for staff. “We are very committed to improving student achievement and we need to continue [to] provide time and focused training to our staff as we continue the transition to the Common Core Standards, the teacher and principal evaluation system (TPEP) and incorporating Response to Intervention (RTI),” the district states.

Davenport attaches to its application its 2015-16 [District Improvement Plan](#), which shows baseline assessment results and goals, by grade, in ELA, math and science, and outlines improvement strategies including RTI.

The first waiver day, before the beginning of the school year, is used to review state assessment goals, review school improvement goals, and refine action plans to achieve them in math, ELA and science. On the second waiver day, in October, the district participates in a bi-county professional development day in which small districts in the region collaborate on TPEP, implementation of the Common Core State Standards, and improving student achievement. The activities conducted under the new waiver would be the same as under the prior one.

Davenport lists in item 5 the assessments, together with on-time graduation rates, that will be used to collect evidence of the degree to which the goals of the waiver for student achievement are being attained. Local assessments include Measurement of Academic Progress (MAP) and [AIMSWEB](#), used to identify students at risk, monitor performance, and set goals.

In Part B, the district points to increases in five-year average scores on state assessments and an uptick in graduation rates over the last three years as evidence of achievement gains from the current waiver. There are no proposed changes in activities. Annual goals are reviewed and periodically revised.

At the front of its application Davenport states that the two waiver days result in avoidance of eight half days, with nine half days remaining on the calendar. The district has one-hour late starts each Monday for staff to engage in Professional Learning Communities. “We realize that two waiver days will not provide all the time needed to implement, monitor and adjust our instructional program and our responses and interventions needed to assist students needing additional assistance.”

Mukilteo requests waiver of two days for the next three years for professional development of staff. This is a request for renewal of the waiver of two days granted in May 2013. The district states that approval of the waiver would avoid having to add four half-days to the school calendar to do the same work. It would retain 17 half-days (early dismissals) in grades K-12, and five additional half-days in elementary grades for parent-teacher conferences.

Mukilteo states it is requesting the two waiver days to provide a longer block of time to align its curriculum and instructional materials and practices to state learning standards and its TPEP framework, the 5 Dimensions of Teaching and Learning. It is in the process of aligning school improvement plans to new state learning and content standards. The waiver days would be used to further that alignment and meet the goals of emerging new school improvement plans. Three-year goals will be set at each grade for student performance on required state assessments, aimed at reaching a 25 percent reduction in the percentage of students not meeting standard in 2015.

In Appendix A, Mukilteo notes that because of the very high refusal rates last year on the grade 11 ELA and math SBA’s, which dramatically reduced the percentage of 11th graders meeting standard, 2016 SBA results will be used as the baseline for three-year performance goals for that grade, rather than 2015

results. The district provides tables and charts showing the three-year goals for other grades in SBA English Language Arts and math and in science.

In Item 4 of the application the district describes the work that would take place through professional learning communities on the waiver days. While activities will vary by group and day, they would include, for example, aligning instructional materials to the standards specific to each teacher's content area, and analysis to identify and fill gaps in materials. The district cites research on the importance of collaborative work to implement curricula meeting learning expectations for each grade and course.

Benchmarks for meeting the goals of the waiver would include, in addition to state assessments, a reduced need for professional development in curriculum alignment and the 5 Dimensions, determined through an annual survey of staff.

In Item 6 the district describes a three-year plan for activities to be conducted under the waiver, with full implementation of the new aligned curriculum expected by the end of the third year.

Riverside School District requests waiver of two school days for the 2016-17 and 2017-18 school years for professional development. This is a request for renewal of a waiver of two days granted in July 2013, and avoids the need for four half-days. A district calendar indicates there would be 12 half days remaining with the waiver, not including the last day of school.

The purpose of the waiver is to bring all instructional staff together on two days – one before the first day of school and the second in February – to focus on district-wide initiatives and provide professional development in alignment with the goals of the district. Specific goals for staff include:

- Understand their role in teaching around the Washington State Learning Standards, which incorporate the Common Core State Standards.
- Reflect on best instructional practices as evidenced in the [Marzano Instructional Framework](#).
- Understand and implement PBIS (Positive Behavioral Interventions and Support).

The first waiver day would include work on Washington State Learning Standards in English Language Arts, math and science, PBIS, special education, the Marzano Framework, and integrating technology to meet the state's standards, with differentiation of focus by staff need. The second day would be mostly a follow-up to the first, but with the benefit of current assessment data for students.

In the table at Item 3, Riverside lists the measures and goals of the waiver plan for student achievement. Benchmarks for success are unspecified measures of student growth and reduction of achievement gaps.

Riverside states that a principle for the waiver plan is consistency during the next two years with the waiver-assisted calendar of the last two. "We have developed the calendar for these [next two] years and would like to stay consistent with the format. As a leadership team we have found great success in both the climate of these waiver days as professional development and in the application of instructional strategies post-professional development days." The main strands of the waiver days in the next two years would be consistent with those of the prior two, as cited above.

In the table at item 9, the district shows a requested six waiver days in this application. The present request is for two days, not six. Riverside also has a waiver of four days for parent-teacher conferences, granted through the expedited process in WAC 180-18-050(3). In addition to the waiver days, the

district has 11 teacher work days without students, 8.5 of them teacher-directed, granted through a TRI contract. It discusses the reasons for this structure in item 11.

In Part B of the application Riverside states that the two waiver days granted in 2013 were used to meet the goals set out in the prior waiver plan. Feedback from staff has led to adjustments in professional development related to Washington State Learning Standards and TPEP, the district notes, and additional time has been made available after school to meet those needs.

Assessment results in math and reading demonstrate that Riverside students are making progress against Washington State Learning Standards, the district says. “Given that we gave the Smarter Balanced assessment for the first time in grades 3-8, 10 and 11, significant collaboration and professional development will continue to be necessary to assure teachers are equipped to help students meet the more rigorous standards”

The main change in the proposed new waiver plan is the addition of a goal around PBIS. Staff in each building t will be engaged in creating a positive school climate and consistent expectations for student behavior.

Summary Table of Option One Waiver Requests

School District	Number of Waiver Days Requested	Number of School Years Requested	Purpose of Waiver Request	Student Days	Additional Work Days Without Students	New or Renewal Request
Columbia #400	2	3	Professional development	178	2	N
Davenport	2	3	Professional development	178	4	R
Mukilteo	2	3	Professional development	178	3	R
Riverside	2	2	Professional development	174	11	R

Action

The Board will consider whether to approve the requests for Option One waivers as presented in the district applications and summarized in this memo.

If you have questions regarding this memo, please contact Jack Archer at jack.archer@k12.wa.us.

WAC 180-18-040

Waivers from minimum one hundred eighty-day school year requirement.

(1) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.305.140 and WAC 180-16-215 while offering the equivalent in annual minimum instructional hours as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district. The state board of education may grant said waiver requests for up to three school years.

(2) The state board of education, pursuant to RCW 28A.305.140(2), shall evaluate the need for a waiver based on whether:

(a) The resolution by the board of directors of the requesting district attests that if the waiver is approved, the district will meet the required annual instructional hour offerings under RCW 28A.150.220(2) in each of the school years for which the waiver is requested;

(b) The purpose and goals of the district's waiver plan are closely aligned with school improvement plans under WAC 180-16-220 and any district improvement plan;

(c) The plan explains goals of the waiver related to student achievement that are specific, measurable, and attainable;

(d) The plan states clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of the stated goals;

(e) The plan specifies at least one state or locally determined assessment or metric that will be used to collect evidence to show the degree to which the goals were attained;

(f) The plan describes in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the plan.

(3) In addition to the requirements of subsection (2) of this section, the state board of education shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:

(a) The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan;

(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement;

(c) Any proposed changes in the plan to achieve the stated goals;

(d) The likelihood that approval of the request would result in advancement of the goals;

(e) Support by administrators, teachers, other district staff, parents, and the community for continuation of the waiver.

[Statutory Authority: RCW 28A.305.140(2) and 28A.305.141(3). WSR 12-24-049, § 180-18-040, filed 11/30/12, effective 12/31/12. Statutory Authority: Chapter 28A.305 RCW, RCW 28A.150.220, 28A.230.090, 28A.310.020, 28A.210.160, and 28A.195.040. WSR 10-23-104, § 180-18-040, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW 28A.305.140 and 28A.655.180. WSR 10-10-007, § 180-18-040, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6), 28A.655.180. WSR 07-20-030, § 180-18-040, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. WSR 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

WAC 180-18-050

Procedure to obtain waiver.

(1) State board of education approval of district waiver requests pursuant to WAC 180-18-030 and 180-18-040 shall occur at a state board meeting prior to implementation. A district's waiver application shall include, at a minimum, a resolution adopted by the district board of directors, an application form, a proposed school calendar, and a summary of the collective bargaining agreement with the local education association stating the number of professional development days, full instruction days, late-start and early-release days, and the amount of other noninstruction time. The resolution shall identify the basic education requirement for which the waiver is requested and include information on how the waiver will support improving student achievement. The resolution must include a statement attesting that the district will meet the minimum instructional hours requirement of RCW 28A.150.220(2) under the waiver plan. The resolution shall be accompanied by information detailed in the guidelines and application form available on the state board of education's web site.

(2) The application for a waiver and all supporting documentation must be received by the state board of education at least forty days prior to the state board of education meeting where consideration of the waiver shall occur. The state board of education shall review all applications and supporting documentation to insure the accuracy of the information. In the event that deficiencies are noted in the application or documentation, districts will have the opportunity to make corrections and to seek state board approval at a subsequent meeting.

(3) Under this section, a district seeking to obtain a waiver of no more than five days from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.305.140 solely for the purpose of conducting parent-teacher conferences shall provide notification of the district request to the state board of education at least thirty days prior to implementation of the plan. A request for more than five days must be presented to the state board under subsection (1) of this section for approval. The notice shall provide information and documentation as directed by the state board. The information and documentation shall include, at a minimum:

(a) An adopted resolution by the school district board of directors which shall state, at a minimum, the number of school days and school years for which the waiver is requested, and attest that the district will meet the minimum instructional hours requirement of RCW 28A.150.220(2) under the waiver plan.

(b) A detailed explanation of how the parent-teacher conferences to be conducted under the waiver plan will be used to improve student achievement;

(c) The district's reasons for electing to conduct parent-teacher conferences through full days rather than partial days;

(d) The number of partial days that will be reduced as a result of implementing the waiver plan;

(e) A description of participation by administrators, teachers, other staff and parents in the development of the waiver request;

(f) An electronic link to the collective bargaining agreement with the local education association.

Within thirty days of receipt of the notification, the state board will, on a determination that the required information and documentation have been submitted, notify the requesting district that the requirements of this section have been met and a waiver has been granted. [Statutory Authority: RCW 28A.305.140(2) and 28A.305.141(3). WSR 12-24-049, § 180-18-050, filed 11/30/12, effective 12/31/12. Statutory Authority: Chapter 28A.305 RCW, RCW 28A.150.220, 28A.230.090, 28A.310.020, 28A.210.160, and 28A.195.040. WSR 10-23-104, § 180-18-050, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW 28A.305.140 and 28A.655.180. WSR 10-10-007, § 180-18-050, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6), 28A.655.180. WSR 07-20-030, § 180-18-050, filed 9/24/07, effective 10/25/07. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130(6). WSR 04-04-093, § 180-18-050, filed 2/3/04, effective 3/5/04. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. WSR 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]



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

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

Instructions:

Form and Schedule

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documents must be received by the SBE at least **forty (40)** calendar days prior to the SBE meeting at which consideration of the waiver request will occur. The Board's meeting schedule is posted on its website at <http://www.sbe.wa.gov>. It may also be obtained by calling 360.725.6029.

Application Contents:

The application form must include, at a minimum, the following items:

1. A proposed school calendar for each of the years for which the waiver is requested.
2. A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).
3. A resolution adopted and signed by the district board of directors requesting the waiver. The resolution must identify:
 - The basic education program requirement for which the waiver is requested.
 - The school year(s) for which the waiver is requested.
 - The number of days in each school year for which the waiver is requested.
 - Information on how the waiver will support improving student achievement.
 - A statement attesting that if the waiver is granted, the district will meet the minimum instructional hour offerings for basic education in grades one through twelve per RCW 28A.150.220(2)(a).

Applications for new waivers require completion of Sections A and C of the application form.
Applications for renewal of current waivers require completion of Sections A, B, and C.

Submission Process:

Submit the completed application with the local board resolution and supporting documents (preferably via e-mail) to:

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

The SBE will provide written confirmation (via e-mail) of receipt of the application materials.

Part A: For all new and renewal applications:

The spaces provided below each question for answers will expand as you enter or paste text.

School District Information

District Columbia School District #400
 Superintendent Dr. Louis Gates
 County Walla Walla
 Phone 509-547-2136
 Mailing Address 755 Maple St.
 Burbank, WA

Contact Person Information

Name Dr. Louis Gates
 Title Superintendent
 Phone 509-547-2136
 Email Lou.gates@csd400.org

Application type:

New Application or Renewal Application New Application

Is the request for all schools in the district?

Yes or No Yes

If no, then which schools or grades is the request for?

How many days are requested to be waived, and for which school years?

Number of Days 2
 School Years 16-17' 17-18; 18-19

Will the waiver days result in a school calendar with fewer half-days?

Number of half-days reduced or avoided through the proposed waiver plan We are currently looking at reducing half days at middle and high schools through a change in final testing schedules and student led conferences. These decisions have not been made final.

Remaining number of half days in calendar Six for elementary and middle school plus parent-teacher conferences (waiver in place) and ten for the high school (see attachment: *16/17 Academic Calendar*)

Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?

Yes or No Yes (see attachment: *Computation of Total Program Hour Offerings*)

On the questions below please provide as much detail as you think will be helpful to the Board. Any attachments should be numbered to indicate the question(s) to which the documents apply.

The format for responses can vary to accommodate the information being provided (e.g., narrative, tabular, spreadsheet).

1. What are the purposes and goals of the proposed waiver plan?

General Purpose: Simply, put, the intent of the waiver is to provide quality time for teachers to plan for improving instruction and for providing higher quality content and more engaging teaching strategies. At one time, the state provided three Learning Improvement Days (LID) for

instructional staff to collaboratively design teaching-learning-content goals. However, the number of LID days were first reduced and then dropped. In addition, our school district is experiencing severe substitute shortages, along with many districts in the state. To meet with teachers for development, while providing substitutes, has become nearly impossible. To help with the important task of teacher collaboration, our District requests that the Washington State Board of Education approve two waiver days. We developed a robust model of teaching and learning, the *Unified Instructional Core* (UIC), which provides (1) a clear vision and mission for student engagement, (2) a teaching framework, (3) a content framework, and (4/5) two support frameworks requiring time to plan and live our vision (see attachment: *The Washington Principals Journal* which publish an article that describes this work as written by our local administrators.) Below we describe purposes of the District as they relate to our waiver request; each statement is followed by a specific goal or goals.

Teaching Framework Purpose: With approval, the waiver will provide time to purposefully meet our vision, mission and goals for student engagement. These begin with a teaching framework that includes three primary elements—Plan, Teach, Increase Effectiveness—each of these are divided into specific subcategories. The subcategories, in turn, reference web-based, practical instructional resources that we termed *Fingertip Resources*; these provide practical resources for veteran teachers, newly hired teachers and teachers transferred to new grade level or subject assignments. In addition, the Smarter Balanced Assessment and Interim Assessments include beta drafts of powerful data-informed instruction elements that allow teachers to easily see specific look-a-like test items and to reference instructional strategies that align with these test items. The waiver days will provide time to collaboratively review and implement these resources and to refine our goals.

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

Content Framework Purpose: We also developed a content framework that includes three learning parameters—(1) *Basic Learning* (see details under reading, math fact and writing automaticity below), (2) *Subject Learning*, and (3) *Integrated Learning*. Our District organized the seven subjects that we teach into seven major areas—(1) **C**areer and technical education, (2) **L**anguage arts, (3) the **A**rts, (4) **S**cience, (5) **S**ocial science, and (6) **M**ath, and **P**hysical education/health that we dubbed with the acronym CLASSMaPs. Within these broad subjects, our teachers will use the waiver days, in part, to learn how to use data to better inform instruction.

Using a model from Marzano, our teachers will use the Washington State K-12 Learning Standards (WaLS), the textbook terms, and terms drawn from different courses within the subject areas, the instructional staff to review and refine the core terms, which we label as Columbia’s Content terms or simply C-terms. These terms help to vertically and horizontally align the subject areas. The third part of the content framework blends *Basic* and *Subject Learning* into *Integrated Learning*. Ultimately, student engaged *Integrated Learning* is the goal of all of our teaching and learning. The waiver days will be used to continue to review and modify the C-Terms as well as to develop teaching strategies to improve student learning. In addition, the waiver days will be used to help embed State K-12 Learning Standards (WaLS)—the Washington version of the Common Core State Standards (CCSS).

Content Framework Goal: *To review and modify the C-Terms; to develop teaching strategies to improve student learning and to embed the WaLS.*

Reading Automaticity Purpose: Reading, with little argument, is the most essential gateway skill to formal learning. The National Reading Panel identified five broad areas of reading skills:

phonemic awareness, phonics, fluency (this is bifurcated into *fluency* and *prosody*), vocabulary and comprehension. To understand the world of print students must automatically break the code. The district implemented a program, *Phonugage*, which promotes automaticity—the superintendent and elementary principal describe this program in the February 2011 issue of *The Reading Teacher* at the following URL:

<http://elementaryreading.wiki.hempfieldsd.org/file/view/Five+Phonics+Generalizations.pdf>

In short, the application of Phonugage shows promise. We also recognize that reading automaticity is only the first step, but a crucial one, to reading comprehension and to subject and integrated learning.

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

Writing Automaticity Purpose: Some years ago, the District adopted writing rubrics and writing expectations for our senior high school. These will be continued and modified to reflect goals within the High School Proficiency Exam (HSPE) and the Smarter Balanced Exam (SBE). Last year the scores state-wide at the high school were skewed because many skipped the test. Thus we looked at writing at the eighth grade—our district scored over 10 points higher in comparison to six other districts in our region and exceeds the state average. While the scores from one cohort do not set a trend, over the years our students in the higher grades tend to score well in writing. Regardless, we have greater expectations. Encouraged, we defined two writing automaticity essentials. We defined the first essential as automatically writing coherent sentences that begin with a capital letter and end with a period, question mark, or exclamation point; we defined the second automaticity essential as writing five-part paragraphs and essays. The waiver days will provide time to purposefully continue to design and apply our writing automaticity essentials district-wide.

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

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

The waiver days will also provide time for staff to identify preferred algorithms for a four-by-three grid representing addition, subtraction, multiplication and division on a vertical axis and whole numbers, fractions and decimals on a horizontal axis. Clearly, to develop quality applications of these math initiatives requires collaborative time. Our teaching staff acknowledges that learning math automaticity and algorithms, though critically important, is but an initial step toward applying math concepts and ideas as laid out, for example, in the (WaLS). Data-informed instruction is a key part of working toward our school and district goals. These items provide us

with quality data, but time to process data and plan strategies for dealing with the needs data shows us is vital.

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

2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

The school and district improvement plans are found at the following URL links:

Columbia Elementary: <http://www.csd400.org/CSD/district/docs/SIPPlanElementary1516.pdf>

Columbia Middle School: <http://www.csd400.org/CSD/district/docs/SIPPlanMiddle1516.pdf>

Columbia High School: <http://www.csd400.org/CSD/district/docs/SIPPlanHigh1516.pdf>

Columbia School District: <http://www.csd400.org/CSD/district/docs/StrategicPlan.pdf>

3. Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response.

Also noted above, our District uses the three automaticity skill measures and standards. In addition, we use the benchmarks and results from DIBELS for reading at the elementary school and adopted MAPs measures and standards at the middle school. Furthermore, our staff adopted Silverback Mileposts to post the completions of subcategories of the three automaticity gateway skills, SBA, SBA interim tests, and more (see under question 5 below). Due to lack of available time for quality staff development we have those conversations in isolation presently, not during a building-wide discussion. The issue with the elementary, specifically, lies in serving students from pre-school through fifth grades. Data is present, but time to bring all staff together to evaluate and apply is at a premium. By tracking our assessments, we hypothesize that our basic, subject, and integrated learning will show improvement, particularly improvement in engaged student learning and student-initiated learning.

4. Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.

For the coming school year we have contracted with an ELA specialist from our local Educational Service District to facilitate conversations related to readopting and embedding new English Language Arts adoptions. We also will tie our content and instruction to new standards in ELA adoption.

5. What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?

The districts' assessments vary according to grade and level, as indicated within the 2015-16 Assessment Schedule shown below. The instructional staff is particularly interested in data-informed instruction, such as the promising beta interim tests for the SBAC. For a full schedule

of the district’s assessment (see attachment: *Columbia School District 2015-16 Assessment Schedule*).

6. Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year?

At the primary and remediation levels, the teaching-learning focus will center on reading, writing and math fact automaticities. As individual and groups of students gain proficiency, the focus will move to the SBA results (summary and interim) for language arts and mathematics. The ultimate goal is to use automaticities and subject learning to bolster integrated learning (see attachment: *Washington Principal Journal* as noted above for greater detail.) The focus through the 2016-17 school years will bring scaffolding and supports to the instruction of ELA throughout the district. With support of ESD 123 the new school year will solidify instructional fidelity.

7. Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver.

The waiver is predicated upon our English/Language Arts adoption and implementation. All referenced groups are a vital component of this cycle of adoption and implementation. Further, while administrative staff prepared this document, the local teacher’s union, public school employees and community were instrumental in providing input and support of the waiver.

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

The link to our annual calendar that highlights student days, professional development days, and attendant issues is found at the following URL:

<http://www.csd400.org/CSD/district/docs/1516AcademicCalendar.pdf>

Our CBA with teachers is linked to our district webpage as follows:

<http://www.csd400.org/CSD/district/docs/CEAContract1516.pdf>

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

The calendar is attached for next year. In addition, we analyzed our district for minimum minutes per year. The program hour attachment (see attachment: *Computation of Total Program Hour Offerings*) shows that we exceed the minimum hours at all levels.

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

10. If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.

The two days described below, district pays full per diem for teacher involvement. Virtually all teachers in our district have historically participated since the district offered these days.

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	X		X
2	100		X	X

Check those that apply

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.

The first of these days is the first in the series of the planned screening, adopting, and embedding of the new ELA materials. The district assumes the cost of teacher pay for these days. The second day, the district supports moving up, where teachers begin the process of transitioning students from grade level to grade level, from pre-school through grade eight. The high school utilizes the time to support senior projects.

New 180 Day Applications- Stop here and skip to Section C, "Last Steps".

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

1. Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.

2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.

3. Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.

4. Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.

5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.

C. Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

COLUMBIA SCHOOL DISTRICT No. 400

Resolution 1516-02

WHEREAS, at a regular meeting of the Columbia School District #400 Board of Directors held on the 14th day of March, 2016, a resolution was passed to request a waiver for grades K-12 of the minimum 180-day school year (WAC 180-16-215).

WHEREAS, the Columbia School District #400 Development Team is working with the Columbia School District #400 Board of Directors to restructure education and to improve learning.

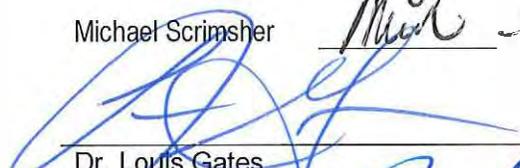
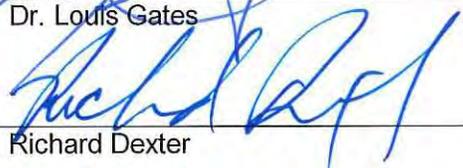
WHEREAS, the Columbia School District #400 Board of Directors recognize that:

1. Attendance at the Columbia School District #400 is lower on partial days and the learning processes are disrupted.
2. Full days designated for planning and in-service training would facilitate training opportunities for both certificated and classified staff, and;
3. The core staff development goals for the in-service training include:
 - a. To utilize and develop additional web-based, practical teaching resources for use by all instructional staff.
 - b. To review and modify the C-Terms; to develop teaching strategies to improve student learning; and to embed the WaLS.
 - c. To teach students to automatically break the reading code.
 - d. To teach students to automatically write coherent sentences that begin with a capital letter and end with proper punctuation; and to teach students to automatically write five-part paragraphs or essays when prompted or as relevant.
 - e. To develop strategies and efficiencies which help insure that our students master automaticity of the basic addition and multiplication facts' and to help our students learn the algorithms within the four-by-three math grid.
4. Planning time is needed for our 49 certificated staff members to implement the identified goals and to align curriculum with State guidelines for instruction and assessment, and; calculating our requested 178-day school year, Grade K-8 will be 51 hours beyond compliance, and 9-12 will be 49 hours beyond compliance with the waiver.

WHEREAS, the Washington State Board of Education has recognized the importance of, and has established waivers for, restructuring purposes (WAC 180-18-050).

THEREFORE, the request of a waiver for grades K-12 from the minimum 180-day school year requirement (RCW 28A,150.220) was reviewed by the Board of Directors so that two full school days per year can be devoted to instructional planning; the dates for such planning have been determined by the Columbia School District #400 to be October 14, 2016 and March 10, 2017, and the waiver also includes two days per year for the 2017-2018 on October 13, 2017 and March 9, 2018, and 2018-2019 school years on October 12, 2018 and March 8, 2019, and that students in grades K-12 will not attend school on those waiver days.

THEREFORE, the foregoing resolution was adopted by the Board of Directors of the aforesaid school district on the 14th day of March 2016, the undersigned directors being present and voting.

Jim Choate		Member	2017
Brad O'Brien		Chair	2019
Angel Garcia		Vice Chair	2017
Sonny Townsend		Member	2017
Michael Scrimsher		Legislative Rep.	2019
 Dr. Louis Gates		Columbia School District #400 Secretary of the Board	
 Richard Dexter		Columbia Education Association President	

Columbia School District #400
755 Maple Street, Burbank, WA 99323
Dr. Lou Gates, Superintendent 509-547-2136

16/17 Academic Calendar

August

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

September

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

December

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Columbia School District #400
547-2136
Columbia High School
545-8573
Columbia Middle School
545-8571
Columbia Elementary School
547-9393

Early Release Times
 Elementary 11:10
 Middle School 11:15
 High School 11:20
Regular Release Times
 Elementary 2:25
 Middle School 2:30
 High School 2:35

August	(1 days)
29	Staff Development – Schools Closed (Teacher Optional Per Diem Day-3hrs)
30	Staff Development - Schools Closed - (Teacher Required Per Diem Day)
31	Students First Day of School K – 12 th (Full Day)
September	(21 days)
5	Labor Day - Schools Closed
October	(21 days)
14	State Board of Education Waiver Day** – Schools Closed (All staff in-service)
November	(19 days)
4	End of First Quarter –Early Release (47 days)
11	Observance of Veteran’s Day - Schools Closed
16	Elementary School Early Release – Conferences
17	Elementary & Middle School Closed – Conferences
18	Elementary & Middle School Closed - Conferences
23	Thanksgiving –Early Release
24 & 25	Thanksgiving - Schools Closed
December	(15 days)
21	Winter Break – Early Release
22-30	Winter Break - Schools Closed
January	(20 days)
2	Winter Break – Schools Closed
16	Martin L. King Jr. Day - Schools Closed
18 & 19	High School Semester Testing – Early Release
20	End of Second Quarter - Early Release (43 days)
February	(19 days)
13	President’s Day – No School
March	(23 days)
10	State Board of Education Waiver Day** – Schools Closed (All staff in-service)
31	End of Third Quarter – Early Release (49 days)
April	(15 days)
3-7	Spring Break – Schools Closed
13	Elementary & Middle School Early Release – Conferences
14	Elementary & Middle School Closed – Conferences
May	(21 days)
19	Staff Development – Schools Closed (Teacher Required Per Diem Day) (Student Transition Day & Senior Projects)
29	Memorial Day - Schools Closed
30	CHS Academic Awards Night
June	(5 days)
1	Baccalaureate
2	High School Commencement
5	Kindergarten Graduation
5 & 6	High School Semester Testing – Early Release
6	8 th Grade Moving-Up Ceremony
7	Last Day of School - Early Release End of Fourth Quarter (41 days)
8, 9 & 12	Make Up Snow Day or No School

Approved CEA and School Board of Directors
 **Pending State Board of Education approval

Any application and any required policies, procedures, evaluations, plans, and reports relating to special education will be made readily available to parents and other members of the general public through the district’s administration office.

January

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

February

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

March

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

April

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

May

M	T	W	TH	F
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8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

June

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Schools Closed
 Early Release
 Staff Development
 Schools Closed
 Make up snow day or no school
 Teacher
 Collaboration
 1-hour late start
 SBE Waiver Day
 Schools Closed

Columbia School District #400
755 Maple Street, Burbank, WA 99323
Dr. Lou Gates, Superintendent 509-547-2136

17/18 Academic Calendar

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
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M	T	W	TH	F
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25	26	27	28	29

Columbia School District #400
547-2136
Columbia High School
545-8573
Columbia Middle School
545-8571
Columbia Elementary School
547-9393

Early Release Times
 Elementary 11:10
 Middle School 11:15
 High School 11:20
Regular Release Times
 Elementary 2:25
 Middle School 2:30
 High School 2:35

August	(2 days)
28	Staff Development – Schools Closed (Teacher Optional Per Diem Day-3hrs)
29	Staff Development - Schools Closed - (Teacher Required Per Diem Day)
30	Students First Day of School K – 12 th (Full Day)
September	(20 days)
4	Labor Day - Schools Closed
October	(22 days)
13	State Board of Education Waiver Day – Schools Closed (All staff in-service)
November	(19 days)
3	End of First Quarter –Early Release (47 days)
10	Observance of Veteran’s Day - Schools Closed
15	Elementary School Early Release – Conferences
16	Elementary & Middle School Closed – Conferences
17	Elementary & Middle School Closed - Conferences
22	Thanksgiving –Early Release
23 & 24	Thanksgiving - Schools Closed
December	(14 days)
20	Winter Break – Early Release
21-29	Winter Break - Schools Closed
January	(21 days)
1	Winter Break – Schools Closed
15	Martin L. King Jr. Day - Schools Closed
17 & 18	High School Semester Testing – Early Release
19	End of Second Quarter - Early Release (43 days)
February	(19 days)
19	President’s Day – No School
March	(22 days)
9	State Board of Education Waiver Day – Schools Closed (All staff in-service)
30	End of Third Quarter – Early Release (49 days)
April	(16 days)
2-6	Spring Break – Schools Closed
12	Elementary & Middle School Early Release – Conferences
13	Elementary & Middle School Closed – Conferences
May	(21 days)
18	Staff Development – Schools Closed (Teacher Required Per Diem Day) (Student Transition Day & Senior Projects)
28	Memorial Day - Schools Closed
29	CHS Academic Awards Night
30	Baccalaureate
June	(4 days)
1	High School Commencement
4	Kindergarten Graduation
4 & 5	High School Semester Testing – Early Release
5	8th Grade Moving-Up Ceremony
6	Last Day of School - Early Release End of Fourth Quarter (41 days)
7, 8 & 11	Make Up Snow Day or No School

M	T	W	TH	F
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M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15

School Closed
 Early Release
 Staff Development
 Schools Closed
 Make up snow day
 or no school
 Teacher
 Collaboration
 1 hour late start
 SBE Waiver Day
 Schools Closed

Any application and any required policies, procedures, evaluations, plans, and reports relating to special education will be made readily available to parents and other members of the general public through the district’s administration office.

Columbia School District #400
755 Maple Street, Burbank, WA 99323
Dr. Lou Gates, Superintendent 509-547-2136

M	T	W	TH	F
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13	14	15	16	17
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M	T	W	TH	F
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24	25	26	27	28
31				

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 Elementary 11:10
 Middle School 11:15
 High School 11:20
Regular Release Times
 Elementary 2:25
 Middle School 2:30
 High School 2:35

August	(3 days)
27	Staff Development – Schools Closed (Teacher Optional Per Diem Day-3hrs)
28	Staff Development - Schools Closed - (Teacher Required Per Diem Day)
29	Students First Day of School K – 12 th (Full Day)
September	(19 days)
3	Labor Day - Schools Closed
October	(23 days)
12	State Board of Education Waiver Day** – Schools Closed (All staff in-service)
November	(19 days)
2	End of First Quarter –Early Release (47 days)
12	Observance of Veteran’s Day - Schools Closed
14	Elementary School Early Release – Conferences**
15	Elementary & Middle School Closed – Conferences**
16	Elementary & Middle School Closed – Conferences**
21	Thanksgiving –Early Release
22 & 23	Thanksgiving - Schools Closed
December	(13 days)
19	Winter Break – Early Release
20-31	Winter Break - Schools Closed
January	(20 days)
1 & 2	Winter Break – Schools Closed
21	Martin L. King Jr. Day - Schools Closed
23 & 24	High School Semester Testing – Early Release
25	End of Second Quarter - Early Release (46 days)
February	(19 days)
18	President’s Day – No School
March	(21 days)
8	State Board of Education Waiver Day** – Schools Closed (All staff in-service)
29	End of Third Quarter – Early Release (44 days)
April	(17 days)
1-5	Spring Break – Schools Closed
11	Elementary & Middle School Early Release – Conferences**
12	Elementary & Middle School Closed – Conferences**
May	(21 days)
17	Staff Development – Schools Closed (Teacher Required Per Diem Day) (Student Transition Day & Senior Projects)
27	Memorial Day - Schools Closed
28	CHS Academic Awards Night
30	Baccalaureate
31	High School Commencement
June	(3 days)
4	Kindergarten Graduation
5 & 6	High School Semester Testing – Early Release
6	8th Grade Moving-Up Ceremony
7	Last Day of School - Early Release End of Fourth Quarter (43 days)
10, 11 & 12	Make Up Snow Day or No School

**Pending State Board of Education Approval

Any application and any required policies, procedures, evaluations, plans, and reports relating to special education will be made readily available to parents and other members of the general public through the district’s administration office.

M	T	W	TH	F
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M	T	W	TH	F
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11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	TH	F
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8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14

School Closed

Early Release

Staff Development

Schools Closed

Make up snow day or no school

Teacher

Collaboration

1 hour late start

SBE Waiver Day

Schools Closed

COMPUTATION OF TOTAL PROGRAM HOUR OFFERINGS

Minute and Hour Calculation		Elementary School					Middle School			High School					
		K	1	2	3	4	5	6	7	8	9	10	11	12	
A.	Total minutes from start to end of school day: From Step 1 (see instructions on page 16).	395	395	395	395	395	395	395	395	395	405	405	405	405	
B.	Minutes actually spent for eating lunch time meals: From Step 2	20	20	20	20	20	20	20	20	20	31	31	31	31	
C.	Net minutes in "Total Program Offering" per day: Line A - Line B =	375	375	375	375	375	375	375	375	375	374	374	374	374	
D.	"Total Program Offerig" per year: Line C x (180) days = _____	67,500	67,500	67,500	67,500	67,500	67,500	67,500	67,500	67,500	67,320	67,320	67,320	67,320	
E.	Annual minutes lost to noncountable release time per year:														
	*Collaboration -Late Start (60 min x 32 wks =)	1920	1920	1920	1920	1920	1920	1920	1920	1920	1920	1920	1920	1920	
	*Early Release (6 x _____ = _____)	1380	1380	1380	1380	1380	1380	1410	1410	1410	1470	1470	1470	1470	
	*Conference Early Release - Not Counted <small>(RCW 28A.150.205)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	
	*High School Testing Early Release - 4 Days Counted	0	0	0	0	0	0	0	0	0	980	980	980	980	
	*Staff Development Waiver Days (3 Days)	0	0	0	0	0	0	0	0	0	0	0	0	0	
	*Requested Parent/Teacher Waiver Days (3 Days)	1125	1125	1125	1125	1125	1125	1125	1125	1125	0	0	0	0	
F.	Net minutes in "Total Program Offering" per year:	63,075	63,075	63,075	63,075	63,075	63,075	63,045	63,045	63,045	62,950	62,950	62,950	62,950	
	Indicate N/A (not applicable) for any grade(s) not offered at this school.	K	1	2	3	4	5	6	7	8	9	10	11	12	
	Totals by grade level groupings:														
	Total Hours	1,051	1,051	1,051	1,051	1,051	1,051	1,051	1,051	1,051	1,049	1,049	1,049	1,049	
	AVERAGE ANNUAL HOURS BY DISTRICT							1,050							

* Elementary & Middle School - 2 Days Conference Early Release

Columbia School District . 2015-16 Assessment Schedule

Assessment Type

Dates of Assessments/Grade Level

	K	1	2	3	4	5	6	7	8	9	10	11	12
WA Kids	Sep												
Reading Automaticity													
DIBLES		Sep; Jan; May											
Oral Reading Passage										Nov; Jan; Apr	Nov; Jan; Apr	Nov; Jan; Apr	Nov; Jan; Apr
Language Arts													
SBAC				May	May	May	March-May	March-May	March-May		March-May	Nov. Retakes	Nov. Retakes
Reading Comprehension													
AR		On-going	On-going	On-going	On-going	On-going							
DIBLES		Sep; Jan; May											
MAPs							Sep; Jan; May	Sep; Jan; May	Sep; Jan; May				
SBAC				May	May	May	March-May	March-May	March-May		March-May	Nov. Retakes	Nov. Retakes
STAR		Sep; Feb; May	On-going	On-going	On-going								
Math Automaticity, 28 Facts													
Addition			On-going	On-going									
Multiplication				On-going	On-going	On-going	Nov; Jan; Apr	Nov; Jan; Apr	Nov; Jan; Apr	Dec/Mar	Dec/Mar	Dec/Mar	Dec/Mar
Math, General													
EOC Algebra or Geometry										May	May		
MAPs							Sep; Jan; May	Sep; Jan; May	Sep; Jan; May				
MOBY		On-going	On-going	On-going	On-going	On-going							
SBAC				May	May	May	March-May	March-May	March-May		March-May		Nov. Retakes
Science													
SBAC						May			March-May		May		
Writing Rubric													
Five-Part Paragraph		Fall, Spring	Nov; Jan; Apr	Nov; Jan; Apr	Nov; Jan; Apr								
Five-Part Essay					Fall, Spring	Fall, Spring				Dec/Mar	Oct/Jan/Apr	Oct/Jan/Apr	Dec

Acronym Key:

AR:	Accelerated Reading
Automaticity:	Automaticity, a fluency subset, means automatic decoding or response
Cut Scores:	Break point between no pass/pass scores
DIBELS:	Dynamic Indicators of Basic Early Literacy Skills
EOC:	End of Course
HSPE	High School Proficiency Examination
MAPs:	Measures of Academic Progress
MOBY:	Name of company, apparently from Moby Dick
RIT:	Rausch Unit, a level when students answer questions correctly 50% of time
SBAC:	Smarter Balanced Assessment Consortium Test
STAR:	Standardized Test for the Assessment of Reading

The Unified Instructional Core:

Weaving a Reinvented Content Model into a Powerful Instructional Framework

Dr. Louis Gates, Superintendent Columbia School District, Ian Yale, Principal, Columbia Elementary School; and Kyle Miller, Principal, Columbia High School

“How can schools consistently build basic knowledge and skills (which is the beginning of any journey toward deeper learning) *and* foster the kind of open-ended problem solving and creative thinking that is the hallmark of powerful learning at its best?” asked Metha and Fine (2014, p. 8) in the *Harvard Education Letter*. They added, “We saw schools and classrooms that had made headway toward each of these things, but rarely did we see places where they were fused together.” The question posed by Metha and Fine relates most closely to content within the three broad school-related frameworks— (1) *teaching/learning*; (2) *content*; and (3) *core support*.

Our staff wrestled with the same content dilemma: How could we meld the learning of basic knowledge and skills *with* powerful student learning? Ultimately, we designed a content triad for concurrent (1) *Automaticity*; (2) *Subject*, and (3) *Integrated* learning; we coined the acronym *AS/* for this framework. Below we discuss this content model followed by a discussion about how we weave this framework into a unified triad of educational frameworks.

Automaticity Learning

Clearly, students must master the three gateway *automaticities*—reading, math fact, and writing—to efficiently engage in *subject* and *integrated learning*. A description of the

basic learning portion of our content triad, facilitating the learning of these automaticities, follows.

Reading Automaticity

The National Reading Panel identified five components of reading instruction—phonemic awareness, phonics, fluency, vocabulary, and comprehension. Rasinski (2012) rightly separated fluent reading into two parts: reading automaticity and prosaic reading. Using this differentiation, vocabulary, comprehension, and prosaic reading fall within subject and integrated learning; whereas phonemic awareness and phonics undergird reading automaticity. Gates and Yale (2011) describe an exhaustive study of a children’s list of 16,928 words that represent 86,745 discrete phonic cells consisting of single letters, di/trigraphs, and phonograms. These cells neatly segmented into one of five comprehensive categories—*Single Vowels*, *Final-Single Vowel-Consonant-E*, *Vowel Digraphs*, *Single Consonants*, and *Consonant Di/Trigraphs*. For each classification the authors wrote one phonic generalization. Apart from the 11 categories of unfit phonic cells (the single vowel **o** category accounted for all but 841 of these 3895 discrete cells), the five generalizations, which range from 91% to 99% transparency, describe a highly predictable, scientific decoding system that consists of 54 basic phonic cell patterns (**cat**, **see**, **ship**) and 39 phonogram patterns (**ball**, **night**, **book**). As showcased within these parentheses, the authors highlight the simplest possible pattern words to teach the phonic cells and phonograms. They stress reading in connected text which helps typically developing beginning readers to effortlessly embed the highly transparent phonic cell patterns and, as needed, the utilization of *repeated readings*, a

powerful pedagogical tool that promotes reading automaticity students who struggle with automaticity.

Math Fact Automaticity

Like the separation of reading comprehension from reading automaticity, our framework isolates the study of mathematics from math fact automaticity. Research by Price, Mazzocco, & Ansari (2013) demonstrates that students who know math facts score better in general mathematics as measured by the Preliminary Scholastic Attitude Test.

We emphasize addition and multiplication math fact automaticity. We also simplify the seemingly endless list of single digit math facts to the following Essential 28 that, by changing the sign, becomes effective for learning addition and multiplication facts alike:

- $3+3$; $4+3$; $5+3$; $6+3$; $7+3$; $8+3$; $9+3$
- $4+4$; $5+4$; $6+4$; $7+4$; $8+4$; $9+4$
- $5+5$; $6+5$; $7+5$; $8+5$; $9+5$
- $6+6$; $7+6$; $8+6$; $9+6$
- $7+7$; $8+7$; $9+7$
- $8+8$; $9+8$
- $9+9$

We pair the introduction of the Essential 28 with the subsequent basic number concepts: the simplicity of adding 1 or 2 to any number; the zero property for multiplication (any number times 0 is 0); the identity property of addition and of multiplication (0 added to *or* 1 multiplied by any number equals that number); doubling a number is the same as multiplying the number times 2 ($6 + 6 = 6 \times 2$); and inverses ($3 + 5 = 5 + 3$; $3 \times 5 = 5 \times 3$).

The Essential 28 includes numerous addition fact patterns. For example, since the 10s pattern is 0-back ($10 + 4 = 14$), the 9s pattern is 1-back ($9 + 4$ think 1-back from 4 = 3, then $9 + 4 = 13$). Many students also easily see the similar 2-back pattern for the 8s, and some see the 3-back pattern for the 7s. The Essential 28 also includes the neighbor pattern (the sum of $6 + 5$ is one more than the sum of $5 + 5$) and the in-between pattern (the sum of $6 + 4$ is the same as doubling the *tweener* number 5).

Multiplication fact patterns for the Essential 28, on the other hand, include the 5s pattern (the product of 5 times an even number and 5 times an odd number ends in 0 and 5 respectively), the even pattern for the 6s (6 times an even number ends in the last digit of that number: $6 \times 4 = 24$), and the magic 9s pattern (for 9×4 , think $4 - 1 = 3$ and $3 + 6$, compressed to 36, equals magic 9). The charming YouTube video titled “Multiplication Memorization (and Why It’s Not so Hard), for example, offers these and other simplified multiplication fact patterns for the Essential 28. In short, condense the facts to the Essential 28 then further ease memorization of these 28 by teaching math fact patterns, such as those shown above and other patterns found in web searches.

Writing Automaticity

Writing automaticity lacks the laser-like research that supports teaching reading and math fact automaticity. Nonetheless, the selection of a writing automaticity model provides an essential *common language of writing instruction* which promotes shared writing purposes. From numerous options, we selected the five-part writing model. Clearly, the use of this writing framework for all writing exercises would lead to impossibly narrow, tedious writing; this is not the intent. Rather, the selection of this

model introduces students to one coherent writing framework. (Interestingly, Lincoln wrote the Gettysburg Address with a gripping prologue and he ended his address with five powerful sentences brilliantly crafted in what we know today as the five-part writing form.) Using this five-part model, primary students learn to write a five-sentence paragraph in which the first sentence introduces the topic, the next trio of sentences adds detail to support the topic, and the final sentence draws the paragraph together.

We couple the instruction of writing model with basic writing conventions. At the primary level, students learn to write simple sentences that begin with a capital letter and end with proper punctuation and progress toward writing with more stylistic sentences and grammatical complexity. By expanding the five sentences into five paragraphs, we introduce students to a simple five-part short essay framework. As they mature, students move from the five-part writing model to learning a myriad of writing frameworks and styles taught within subject and integrated learning.

Neuroscience reveals that learning patterns, including mastering automaticity patterns, creates neural pathways—observable physical changes in the brain. More precisely, Willis, a board-certified neurologist and certified teacher, notes, “We already know that rote memory is inefficient, but now there is visible evidence [including the building of neural pathways as shown by functional magnetic resonance imaging—fMRI] to encourage helping students make connections and see patterns.” Furthermore, she states that “Whenever new material is presented in such a way that students see relationships, they generate greater brain cell activity (forming new neural connections) and achieve more successful long-term memory storage and retrieval” (Willis, 2006, p.

15). Lastly, mastery of the three automaticities frees students to more fully engage in subject and integrated learning.

Subject Learning

In the nineteenth century, the philosopher, Spencer, asked the classic question, “What knowledge is of most worth?” The enduring lack of a “corpus of disciplinary knowledge” (Metha and Fine, *Ibid.*, p. 7) continues to shroud boundary delineations between subjects and highlights the complexity of defining subject learning. While we acknowledge these philosophical and practical barriers, schools must classify subject learning as a prerequisite for the development of standards and creation of a *common language for subject instruction*. To this end, we grouped our fields of study into seven broad areas—(1) Career and Technical Education, (2) Language Arts, (3) The Arts, (4) Science, (5) Social Studies, (6), *Mathematics*, and (7), *Physical Education/Health*. We coined the acronym *CLASS MaP* to easily remember and organize these fields. To hone our shared language, we adopted Marzano’s recommendation (2004) and identified up to 30 essential terms for the subjects taught in each grade level and for all standalone courses. This simple but straightforward process weaves the horizontal and vertical content fabric from prekindergarten through senior high school. We dubbed these *Content-Terms* or simply *C-Terms* and, with a spreadsheet, we sort and revise our terms with relative ease. Moreover, each field of study spirals from its basic vocabulary and core standards toward deeper subject learning. As it deepens, subject lines blur and integrate into multiple fields of study, the final part of our content triad.

Integrated Learning

Integrated learning models vary from casual connections between two subjects to marriages between multiple subjects, such as STEM (Science, Technology, Engineering, and Math), adding the Arts to STEM for STEAM, Project-Based Learning, and Humanities. Integrated learning promotes rigorous thinking skills. Bloom and his team classified a cognitive learning framework into an array that spans from the rudimentary levels of *remember* and *understand* to rigorous intellectual challenges found in *application*, *analysis*, *evaluation*, and *creation*—the updated term for synthesis. A web search provides a host of *Bloom's Taxonomy Question and Task Design Wheels*. These wheels assist teachers in the development of lessons that help catapult students into countless open-ended and cognitively differentiated questions and learning tasks which bridge the gamut of Bloom's taxonomy. Some teachers use task wheels that reorganize Bloom's taxonomy into the following three levels of Costa's questions and tasks: (1) *Text Explicit*, (2) *Text Implicit*, and (3) *Experience-Based*. The experience-based questions, in particular, allow students to concurrently work toward mastery of the automaticities, learn foundation subject standards, *and* engage in deeper and more challenging subject and integrated learning.

Finally, Willis (Ibid., p. 75) stated that, "When information is processed and stored in relational patterns, it is accessible for retrieval from multiple cues. That means that there are multiple ways to access the stored memories..." This suggests that deeper and more powerful learning occurs from integrating the concepts drawn from multiple academic disciplines variously stored throughout the brain.

Fusing the Frameworks into a Unified Instructional Core

To leverage meaningful student engagement, we couple the ASI content model with a quality paradigm for teaching/learning. Unlike the ASI *multidirectional* content framework—students may actively engage in deepening subject and integrated learning activities *while* mastering the basic automaticities—the archetype teaching/learning framework includes the *cyclic* lesson parts of *plan*, *teach/learn*, and *monitor/adjust*. (Our district adopted the District of Columbia Public School Teaching-Learning Framework that incorporates rich teacher-ready practical resources.) Lastly, successful schools require *core support* for which we created a framework that includes *non-instructional staff*, *financial*, *facility/equipment*, and *family/community support*. For shared common language purposes, we introduced this trio of frameworks—(1) *Teaching/Learning*, (2) *ASI*, and (3) *Core Support*—as the *Unified Instructional Core*.

We close by recasting Metha and Fine’s opening question into a declarative statement: The *ASI content framework*, coupled with a robust *teaching/learning model* and a *core support framework*, provides schools with powerful yet practical tools that teachers may skillfully weave to “consistently build basic knowledge and skills...*and* foster the kind of open-ended problem solving and creative thinking that is the hallmark of powerful learning at its best.”

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- Mehta, J., & Fine, S. (2014). The elusive quest for deeper learning. *Harvard Education Letter*. July/August 2014, 30(4), 6-8.
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- Rasinski, T. (2012). Is fluent, expressive reading important for high school readers? *Journal of Adolescent & Adult Literacy*. 56(1), 67–76.
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THE WASHINGTON STATE BOARD OF EDUCATION

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

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

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

Instructions:

Form and Schedule

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documents must be received by the SBE at least **forty (40)** calendar days prior to the SBE meeting at which consideration of the waiver request will occur. The Board's meeting schedule is posted on its website at <http://www.sbe.wa.gov>. It may also be obtained by calling 360.725.6029.

Application Contents:

The application form must include, at a minimum, the following items:

1. A proposed school calendar for each of the years for which the waiver is requested.
2. A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).
3. A resolution adopted and signed by the district board of directors requesting the waiver. The resolution must identify:
 - The basic education program requirement for which the waiver is requested.
 - The school year(s) for which the waiver is requested.
 - The number of days in each school year for which the waiver is requested.
 - Information on how the waiver will support improving student achievement.
 - A statement attesting that if the waiver is granted, the district will meet the minimum instructional hour offerings for basic education in grades one through twelve per RCW 28A.150.220(2)(a).

Applications for new waivers require completion of Sections A and C of the application form. Applications for renewal of current waivers require completion of Sections A, B, and C.

Submission Process:

Submit the completed application with the local board resolution and supporting documents (preferably via e-mail) to:

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

The SBE will provide written confirmation (via e-mail) of receipt of the application materials.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*
Dr. Deborah Wilds • Kevin Laverty • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes
Randy Dorn, *Superintendent of Public Instruction*

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov

Part A: For all new and renewal applications:

The spaces provided below each question for answers will expand as you enter or paste text.

School District Information	
District	Davenport School District
Superintendent	Jim Kowalkowski
County	Lincoln
Phone	509-725-1481
Mailing Address	801 7 th Street Davenport WA 99122
Contact Person Information	
Name	Jim Kowalkowski
Title	Superintendent
Phone	509-725-1481
Email	jimkowalkowski@davenport.wednet.edu
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	2
School Years	2016-17, 2017-18, & 2018-19
Will the waiver days result in a school calendar with fewer half-days? Yes!	
Number of half-days reduced or avoided through the proposed waiver plan	8
Remaining number of half days in calendar	9
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes!

On the questions below please provide as much detail as you think will be helpful to the Board. Any attachments should be numbered to indicate the question(s) to which the documents apply.

The format for responses can vary to accommodate the information being provided (e.g., narrative, tabular, spreadsheet).

1. What are the purposes and goals of the proposed waiver plan?

Providing essential professional development and collaboration time that continues to be lost due to the elimination of the two Learning Improvement Days that were once funded by the State is the purpose and goal of our waiver plan. We are a small and rural district with limited resources. We are very committed to improving student achievement and we need to continue provide time and focused training to our staff as we continue the transition to the Common Core Standards, the teacher and principal evaluation system (TPEP) and incorporating Response to Intervention (RTI).

2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

Improving student achievement is the overarching goal of our school and district improvement plans. We have very specific student achievement goals and targets as well as detailed improvement strategies in the math, science and ELA. Click on this link to learn more: <http://www.davenport.wednet.edu>

The screenshot shows the Davenport School District website. At the top, it says "DAVENPORT SCHOOL DISTRICT". Below that is a navigation bar with links like "Home", "Employment", "Our Community", "Our District", "Our Schools", "Parent Resources", "Student Resources", "Staff Directory", "Teacher Homepages", and "Calendar". The main content area has a "Welcome!" message and a "FREE CARDIAC SCREENING PROGRAM" announcement. The right sidebar contains "Announcements" and "Upcoming Events and Dates". A blue arrow points from the text on the right to a "School Improvement Plan" link in the bottom left corner of the website screenshot.

One you get to our website, click on the link in the lower left hand corner titled "School Improvement Plan".

This link will take to you a number of documents, the first one titled, "2015-16 School District Improvement Goals". That document provides considerable detail regarding our specific student achievement goals and improvement strategies.

3. Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response.

Our specific, measurable, and attainable goals are included at the end of this document.

4. Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.

For each of the next three school years, staff engage in a full day of training and collaboration in late August, right before we start school. **This waiver day is used to review state assessment data and to review our school improvement goals and to refine our specific action plans.** The other waiver day is used in October as part of a Bi-County Professional Development Day. Small and rural districts from around our region meet together to collaborate on best practices regarding:

- TPEP
- Implementing the Common Core Standards
- Improving Student Achievement – Best Practices

Note: Our district also provides one-hour late starts each Monday during the school year. Staff engage in PLC (Professional Learning Communities) work focused on improving student achievement. We realize that two waiver days will not provide all of the time needed to implement, monitor and adjust our instructional program and our responses and interventions needed to assist students needing additional assistance.

5. What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?

- ✓ MAP (Measurement of Academic Progress) is administered three times each year.
- ✓ SBAC & Other State Testing – Spring of Each Year
- ✓ CBA – Classroom Based Assessments
- ✓ On-Time & Extended Graduation Rates
- ✓ AIMS WEB Assessments

Note: Please review the document titled, "School District Performance Report Card" for a detailed look at how we utilize some of the assessments listed above.

6. Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year?

Each of the activities listed above following Question #4 will continue in each of the next three school years. We are fully committed to this plan!

- Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver.

Each year a committee comprised of administrators, teachers, instructional paraprofessionals and school board members (who are also parents) review our professional development offerings and our school calendar. This committee. After checking with their constituents, work collaboratively to develop the school district calendar. Since implementation of our "late start Mondays" and our two waiver days, we have received positive feedback from parents, school board, staff, and community regarding the positive direction that the school district is moving in.

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

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

Student instructional days (as requested in application)	178
Waiver days (as requested in application)	2
Additional teacher work days without students	4 optional
Total	184

- If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.

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

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.

The collective bargaining agreement between the Davenport School District and the Davenport Education Association describes four **optional** professional development days for teachers. Two of these days are "district determined" with input from the teachers and two are TRI Days (Time Responsibility and Incentive). While many of our teachers take advantage of all four of these optional days, some do not. Since our district believes it is essential that all teachers work towards our school and district improvement plans, the two waiver days are **required days**. We use our two waiver days to replace the formerly state funded "Learning Improvement Days".

New 180 Day Applications- Stop here and skip to Section C, "Last Steps".

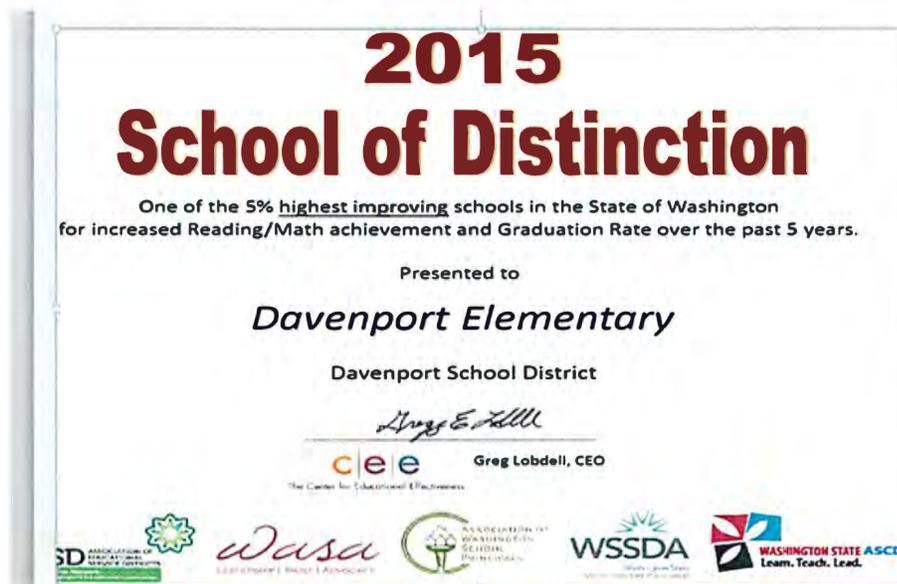
Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.

For each of the three waiver years that were approved in 2013, we have honored the commitments we made in our prior waiver request. Specifically, we received a waiver for two school days for the 2013-14, 2014-15, and 2015-16 school years. For each of the past three school years, we have used one of these days in late August, right before we start school. This day was used to review state assessment data and to review our school improvement goals and to refine our specific action plans. The other day was used in October as part of a Bi-County Professional Development Day. Small and rural districts from around our region met together to collaborate on best practices regarding:

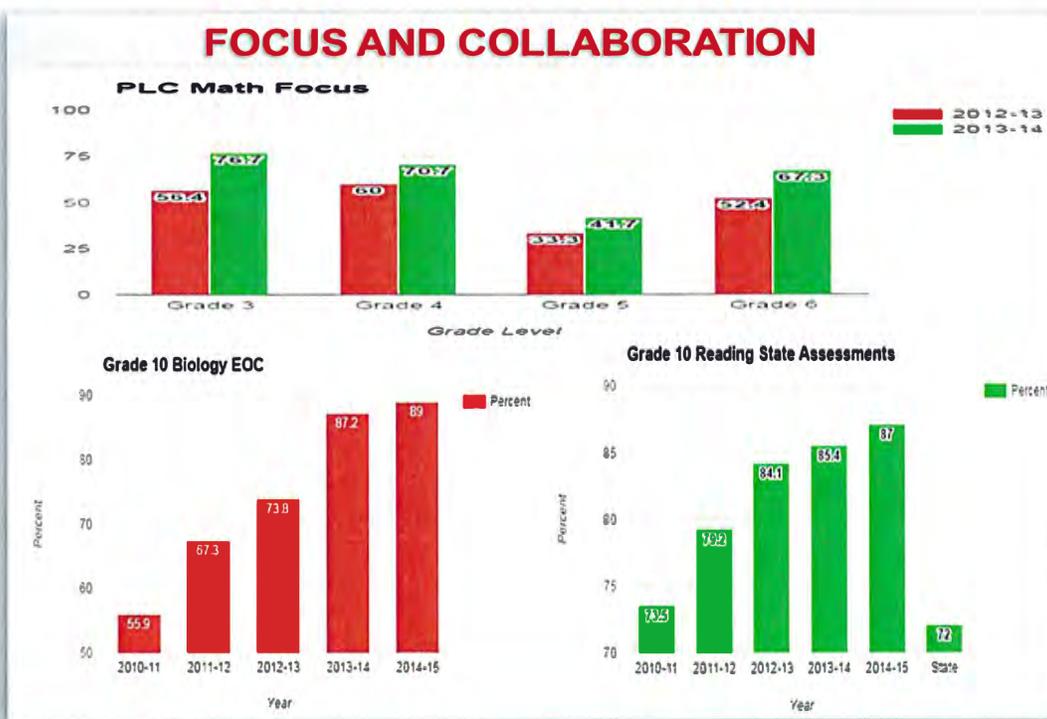
- TPEP
 - Implementing the Common Core Standards
 - Improving Student Achievement
2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.

As a district, we have made significant progress toward meeting our school improvement goals. We strongly feel that having the two waiver days assisted us in providing high quality professional development that contributed to the following award:

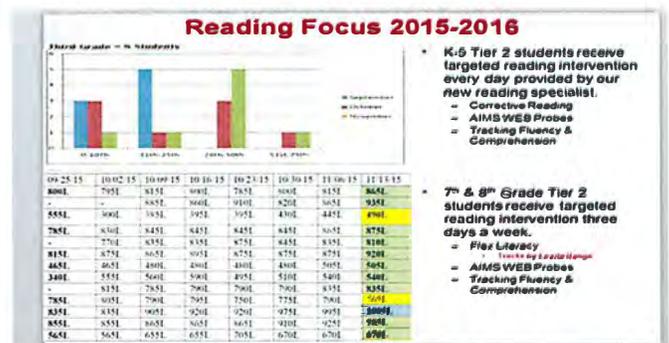


The following is a breakdown of progress made on the goals that were specifically listed in our previous waiver application:

2013-2016 Goals (Previous Waiver)	Results
Increasing student achievement on state assessment in reading, mathematics & science for all grades tests	See the details goals, benchmarks, and results that are included in our school improvement goals for 2015-16. These documents provide extensive details regarding each improvement goal, including benchmarks, improvement strategies, targeted results and actual results
Reducing the achievement gap for student subgroups.	Refer to the documents referenced above. Note: we are focusing efforts on getting every student reading at grade level—this is one of our highest priorities.
Improving on-time & extended high school graduation rates	Refer to the attachment labeled,



The chart to the right illustrates our focus on reading. “Tier 2” students received targeted instruction each day by our reading specialist. This specialist was hired in the spring of last year after an analysis of our reading achievement results showed that a number of



our students needed targeted assistance and support.

3. Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.

We are working hard to “stay the course”! Increasing student achievement in math, ELA and science along with continuing to increase our graduation rate are our main goals. We have many other goals and projects that are listed in the “Annual Goals” section of our school improvement plan link on our website. These goals are important and revisions are periodically made.

4. Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.

As shown earlier in this application, our elementary school was recognized as a 2015 “School of Distinction”. We are proud of this award but we still have much work to do. Approval of the renewal of our waiver will help provide us with essential professional development to assist us in our journey toward continual improvement.

5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.

We inform parents and our community about the progress we are making towards our established goals and targets in a variety of ways. These include:

- ✓ School Newsletters
- ✓ Submission of articles to our local weekly newspaper
- ✓ Updates and information on our school district website
- ✓ Continuation of our annual “Night of Intrigue, Learning, & Innovation”. This is an event we host each year

C. Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

Davenport School District Improvement Program 2015-16

ELA Action Plan

Goals:

Reading: By the end of the 2016-17 school year (3 years from the 2013-14 baseline spring MAP data year), there will be at least a 10% increase in the percentage of students in each grade-level cohort meeting the RIT mean score in reading on the Measurement of Academic Progress (MAP) as measured by spring test data collection on all K-10 grade level groups. This data will be obtained when we follow the same class over 3 years (14/15, 15/16, 16/17), striving for at least a 10% increase in the class percentage of students meeting the RIT mean score compared to the class's 2013-14 baseline year. It is understood that grade-level cohorts will fluctuate due to student movement in and out of district. An additional understanding is that teachers will monitor individual student scores and growth on the K-5 data cards.

Rationale: According to research, the MAP scores are directly correlated to likelihood of meeting standard on the state test (SBA), so increasing MAP reading scores should increase the number of students meeting standard on state reading tests.

Results to Date:

Baseline 2013-2014 Spring MAP data in bold:

Grade K (RIT 157.7): **65%**, Grade 1 (176.9): **85.9%**, Grade 2 (J 89.6):_%, Grade 3 (199.2):_%, (3-yr. avg. MAP score for K grade cohort:_%)

Grade 1 (RIT 176.9): **65.7%**, Grade 2 (J 89.6): **51.2%**. Grade 3 (J 99.2):_%, Grade 4 (206.7):_%, (3-yr. avg. MAP score /or 1st sr gr. cohort:e_%)

Grade 2 (RIT 189.6): **23%**, Grade 3 (J 99.2): **50.0%**. Grade 4 (206.7):_%, Grade 5 (2J 2.3):_%, (3-yr. avg. MAP score for 2nd gr. cohort:e_%)

Grade 3 (RIT 199.2): **48.7%**, Grade 4 (206.7): **65.1%**. Grade 5 (2J 2.3):_%, Grade 6 (2J 6.4):_%, (3-yr. avg. MAP score for 3rd gr. cohort:e_%)

Grade 4 (RIT 206.7): **71.7%**, Grade 5 (2J 2.3): **55.3%**. Grade 6 (2J 6.4):_%, Grade 7 (2J 9.7):_%, (3-yr. avg. MAP score for 4th gr. cohort:e_%)

Grade 5 (RIT 212.3): **52.7%**, Grade 6 (2J 6.4): **63.6%**, Grade 7 (2J 9.7):_%, Grade 8 (222.4):_%, (3-yr. avg. MAP score for 5th gr. cohort:e_%)

Grade 6 (RIT 216.4): **64.5%**, Grade 7 (2J 9.7): **71.1%**. Grade 8 (222.4):_%, Grade 9 (222.9):_%, (3-yr. avg. MAP score for 6th gr. cohort:e_%)

Grade 7 (RIT 219.7): **46.5%**, Grade 8 (222.4): **51.7%**. Grade 9 (222.9):_%, Grade J O (223.8):_%, (3-yr. avg. MAP score for 7th gr. cohort:e_%)

Grade 8 (RIT 222.4): **61.7%**, Grade 9 (222.9): **71.1%**. Grade J O (223.8):_% (2-yr. avg. MAP score for 8th grade cohort:_%)

Grade 9 (RIT 222.9): **78%**, Grade J O (223.8): **82.1%**. (2-yr. avg. MAP score for 9th grade cohort: 80%)

Grade 10 (RIT 223.8): **74.2%**

** RIT score is 2011 end-of-year mean (national average) for each grade level as specified on the NWEA website. Most recent data available. "RIT" is an abbreviation for "Rausch Unit." The difficulty and complexity of each MAP assessment question is measured using the RIT scale. A student's RIT score indicates the level at which the student was answering questions correctly 50% of the time.

Writing: By the end of the 2018-19 school year, the three-year average percentage of Davenport students meeting or exceeding standard on the 4th, 7th and 10th grade writing statewide assessment, will increase at least 20-30% from the baseline data. This goal is written with the understanding that the previous MSP/HSPE changed to the SBA in 2014-15, so scores will likely be impacted.

Rationale: Davenport School District shows inconsistent gains at grade 4 and multiple years of below-state performance at grades 7 and 10 from 1997/98 to 2005/06.

Results to date: Average of 2003/04, 04105, 05106 scores for baseline:

✓ gr. 4 = baseline **58%**; 05/06, 06/07, 07/08 = **58.6%**; 06/07, 07/08, 08/09 = **60%**; 07/08, 08/09, 09/10 = **63.4%**; 08/09, 09/10, 10/11 = **60.5%**; 09/10, 10/11, 11/12 = **65.1%**; 10/11, 11/12, 12/13 = **68.4%**; 11/12, 12/13, 13/14 = **76.3%** meeting standard

✓ gr. 7 = baseline **48%**; 05/06, 06/07, 07/08 = **58%**; 06/07, 07/08, 08/09 = **62.4%**; 07/08, 08/09, 09/10 = **65.2%**; 08/09, 09/10, 10/11 = **70.7%**; 09/10, 10/11, 11/12 = **76.9%**; 10/11, 11/12, 12/13 = **78.5%**; 11/12, 12/13, 13/14 = **74.9%** meeting standard

✓ gr. 10 = baseline **58%**; 05/06, 06/07, 07/08 = **83.5%**; 06/07, 07/08, 08/09 = **90.5%**; 07/08, 08/09, 09/10 = **88.6%**; 08/09, 09/10, 10/11 = **81.9%**; 09/10, 10/11, 11/12 = **79.6%**; 10/11, 11/12, 12/13 = **78.8%**; 11/12, 12/13, 13/14 = **84.8%** meeting standard

(www.ospi.k12.wa.us)

Improvement Strategy	Person(s) Responsible	Timeline	Evidence
*Share writing best practices to address Content, Organization, and Style (COS) and conventions (Con) during PLC time	Staff	Ongoing	<ul style="list-style-type: none"> Writing Samples
Continue the process for the current language arts curriculum to align with the CCSS K-12.	PLC Groups	Starting in Fall of 2013; ongoing	<ul style="list-style-type: none"> Agendas/Notes from PLC groups
As we implement CCSS, look at separating reading and writing into 2 separate goal groups, depending on how the SBA results are reported.	ELA Team	End of 2015-2016 school year	<ul style="list-style-type: none"> Separating the two groups.
Continue to use new language/reading series that address analytical and critical reading of informational text and emphasize nonfiction organization, word choice, and author purpose to improve expository writing skills.	Building Principals/Reading Team/ALL K-12 staff in all subject areas	Ongoing	<ul style="list-style-type: none"> Statewide Assessment Reading MAP
Journeys representative training with the K-12 staff on the May per diem day.	All K-12 staff who attended (optional)	May 1, 2015	<ul style="list-style-type: none"> Sign-in and changes to instructional practices
Focused instructional effort will be given grades 5 - 7 to improve writing skills and scores to decrease deficit trend that currently is typical between gr. 4 and gr. 7 state test	Gr. 5-7 writing staff	Ongoing	<ul style="list-style-type: none"> Teacher lesson plans Administrator observation Student assignments (science journals)

scores in writing.			<ul style="list-style-type: none"> Increased growth in test score trend specifically between gr. 4 and gr. 7 on the writing portion of the state test
Classroom use of grade-level-appropriate scoring criteria aligned to state test scoring criteria to emphasize consistent expectations and language in the area of writing and reading (e.g. focus, elaboration, organization, transition, COS, Con, etc., literary terms) *K-1 will use appropriate grade level scoring guides of their own.	K-12 writing and reading staff	Ongoing	<ul style="list-style-type: none"> Teacher lesson plans Administrator observation Student assignments Discussion at grade-level department collaboration late starts
At least two writing snapshots will be collected in grades K-10 using a released MSP/HSPE/SBA prompt and anchor papers to identify strengths/areas needing attention in student writers *November/December is <u>required</u> District-wide/March is <u>SUQ</u> Qested for classroom use prior to state testing	ELA Team	-Assign at 1 st Per Diem Day -Analyze both snapshots at one of the Dec. late starts -Ongoing annually	<ul style="list-style-type: none"> Student writing samples
Grade 10-11 RTI groups will rotate between a writing, reading, and science EOC focus to prepare for the state testing. Grade 12 students who did not pass the SBA/HSPE will be included in these literacy group rotations.	Chad, Rawleigh, Jean and Yvonne	Annually Jan-Mar	<ul style="list-style-type: none"> RTI schedules
Use the District Report Card to analyze student data and set goals for future growth.	Teachers and administration	Periodically throughout the year; ongoing	<ul style="list-style-type: none"> PLC discussions 3CI goal charts
Grade 6-8 RTI groups will be utilized to address the weakest MAP strands between the previous spring and current fall /winter MAP tests to improve skills before the current year's spring state tests and MAP	Teachers and Administration	Beginning 2012-2013; ongoing	<ul style="list-style-type: none"> Hall posters detailing RTI class assignments
Implementation of College in the Classroom Central Washington University English 101	Admin and English Department	2014-2015; ongoing	<ul style="list-style-type: none"> Transcripts showing course Course syllabus
Hire a Reading Intervention Specialist	Admin	May 2015	<ul style="list-style-type: none"> Jolynn was hired.
"Core Support" provided to struggling ELA students	Admin, support staff	2014-15; ongoing	<ul style="list-style-type: none"> Justine's schedule
The district's new Reading Intervention Specialist will focus on assessing and	Jolynn , administration ,	Fall 2015; ongoing	<ul style="list-style-type: none"> Reading Interventionist

monitoring the K-10 Tier 2 reading students with the support of academic aides and teachers who are trained. These interventions will be very intentional; CCSS aligned and research based .	individuals who are trained and assigned as support (Sarah)		tracking form
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Davenport School District Improvement Program 2015-16 Math

Goal: See attached list.

Rationale: Student scores can now be monitored each year for an increase or decrease since the test is given in every grade except ninth.

Results to date: Individual scores kept in District files and spread sheet of data for goals kept by Mr. Gunning (see attached overview). Spreadsheet of individual scores for comparison will be created to reflect new testing.

	Improvement Strategy	Person(s) Responsible	Timeline	Evidence
ONGOING	Continuing to understand Smarter Balance Assessment	Administration	Fall 2015; in process	100% of math teacher and support staff in attendance
	Improve math scores at each level tested	Grade level teachers and administrators	2015-16 school year and subsequent years,	Math scores increase on the state assessment by at least 10%.
	Obtain professional development for math teaching strategies (watching one another--one day go observe other teachers in district; find school that teaches out of the same book and observe) Work with ESD to get information.	Grade level teachers and possibly ESD 101	2015-2016 school year; in process	100 % of math teacher and support staff in attendance
	Develop targeted interventions for students struggling with math	Middle school/High school teachers, Administration (Teresa Vesneske)	2015-2016 school year; in process	100 % of math teacher and support staff in attendance
ONGOING	Transition to common core..... Scope and sequence across grade levels.	Grade level teachers	2015-2016 school year; in process	100 % of math teacher and support staff in attendance
ONGOING	Every grade level (K-5) make it a priority that math	Admin.	2015-2016 school year; in process	100% Grade level teachers

	is taught at least 60 minutes a day.			
	Address all standards at each grade level.	All math staff	2015-2016 school year; in process	Track proficiency and struggles for each standard, discuss with other grade level teachers (quarterly)
	All math teachers collaborate to discuss specific teaching techniques for various math concepts	All math staff	2015-2016 school year; in process	Possibly, one PLC time per quarter

2015/2016 Math Goals

Class of 2019 (Currently 9th graders)

Awaiting Results

GOAL: 85% Meet Standard on the EOC Alg 1 Test

GOAL: 75% Meet Standard on the 8th Grade MSP

Class of 2018 (Currently 9th Graders)

44% have currently passed and EOC. (96% of those who took the test passed)

GOAL: 90% Meet Standard on the EOC Alg 1 Test

Class of 2017 (Currently 10th Graders)

93% Met Standard one Alg 1/Geom EOC (Missing 3 students)

GOAL: 100% Meet Standard on the EOC Alg 1 Test

Class of 2016 (Currently 11th Graders)

94% have met standard on either Alg 1 or Geometry EOC test (Missing 2 students)

GOAL: 100% meet standard on the End of Course Alg 1/Geom Test

Davenport School District Improvement Program 2015-16

Science Action Plan

GOAL: By the end of 2015/16 school year, Davenport School's 5-year average Science MSP and End-of-Course exam (EOC) scores for school year 2011/12 - 2015 /16 will meet or exceed Washington State End-of-Course Exam (EOC) / MSP scores for grades 5, 8, and 10.

RATIONALE:

- The District current scores fall below the state average on previous WASL, MSP, HSPE, and EOC tests and are not consistently above.
- The EOC is currently a graduation requirement for graduation years 2015 and beyond.*
- * Until Next Generation Science Standards (NGSS) are implemented and assessed, students will be required to pass the biology EOC. After NGSS are implemented and assessed, students will be required to pass a comprehensive NGSS Test. The timeline for NGSS is being developed." OSPI State Testing [www.k12.wa.us / assessment/StateTesting/ default.aspx](http://www.k12.wa.us/assessment/StateTesting/default.aspx)

Results to date: 5 year averages 2009/10 - 2013/14

10th Grade EOC individual year and 5-year average has been higher than the state for the last 4 years. Grades 5 and 8 have not exceeded the state consistently.

DPSD 10th grade EOC	76.07%up 5.87% from last year's 5-year average
State 10th grade EOC	72.83%up 6.38%
DPSD 8th grade	48.84%up 2.40%
State 8th grade	62.9%up 3.22%
DPSD 5th grade	39.12%up 0.54%
State 5th grade	57.88%up 4.38%

See attached table at end of document for more detail.

Improvement Strategy	Person(s) Responsible	Timeline	Evidence
When offered, science instructors shall attend appropriate professional development.	H.S. science department and a minimum of one k-4 teacher and one 5-8 teacher	Register before deadline	Registration paperwork submitted
Current and new teachers participate in ongoing training opportunities	All elementary staff, HS science department, elementary admin.	Ongoing	Agenda

Update master schedule of when each classroom will teach each kit and lesson and distribute schedule to teachers	G.S. staff (Building principal, Lorrie Bell & Roberta Hein)	Ongoing	Finished schedule to revisit yearly cross-grade in-service required
All science students will receive direct instruction in inquiry, systems and scenario based instruction.	All Staff	Ongoing	Completed practice assessments
Use a Late Start Monday for Elementary Staff to meet and discuss curriculum needs and NGSS	Conference and workshop attendees	Continuing	Agenda for late starts
Create an integrated curriculum timeline for grades 6-12 to make sure all areas are covered. With adoption of NGSS. Create and follow transition plans for MS and HS to NGSS.	MS and HS Science Teachers	2015/2016	Timeline document kept by teacher and administrator
Develop and participate in school wide community based projects to provide hands on opportunities for teachers and students.	Administration and staff members	Ongoing	Student work (notebooks and journals), presentation of summary of activities to staff and community projects.
Elementary examine and begin to integrate NGSS standards to current curriculum and "fill in" any gaps starting with Earth Space Science Standards in 1st year. Physical Science and Life Science to be updated in years 2-3.	K-8	2014-2015*; ongoing	To be written and kept with each teacher and with teacher and administrator.
Review current science curriculum and materials being used.	Elementary staff	Deadline 2015	Elementary staff and administrator
Begin to create and implement a school-wide sustainability curriculum* To be reviewed with new curriculum material.	K-12	2015 / 2016*	Identify what is done in each classroom - turn in to building admin and 6-12 science teachers.
MSP style assessments for units/ NGSS with scoring.	All teachers teaching science	Ongoing	To be written and a copy kept with Science Committee and with teacher
Begin examination of NGSS aligned curriculum in 2015 / 2016.	Science 3CI - Science committee and teachers	2015-2016	3CI -Science Committee and administration
MAP Science testing beginning in 5th grade to monitor progress during the year.	Science 3CI - Science committee and teachers	Ongoing	Science teachers

Grade	growth from last year's 5-yr ave.	5 year average 2014-2009	13/14	12/13	11/12	10/11	09/10	08/09	07/08	06/07
5 DSD	+ 0.54%	39.12%	44.40%	54.20%	27.70%	47.10%	22.20%	41.70%	11.40%	20.00%
5 S	+ 4.38%	57.88%	66.80%	66.60%	66.30%	55.70%	34.00%	44.90%	43.00%	36.50%
8 DSD	+ 2.40%	46.84%	57.90%	64.40%	50.00%	34.10%	37.80%	45.90%	23.30%	40.90%
8 S	+ 3.22%	62.92%	67.20%	64.90%	66.40%	61.60%	54.50%	51.10%	48.20%	44.60%
EOC DSD	+ 5.87%	76.07%	87.80%	74.40%	66.00%					
EOCS	+ 6.38%	72.83%	85.60%	68.60%	64.30%					
10DSD	+ 3.93%	44.20%				55.90%	32.50%	32.40%	41.50%	34.50%
10S	+ 2.85%	47.35%				49.90%	44.80%	38.80%	40.00%	36.40%

CONTINUED

	05/06	04/05	03/04	02/03
5 DSD	15.80%	4.40%	16.70%	
5 S	35.70%	35.60%	28.20%	
8 DSD	43.50%	13.80%	20.50%	40.00
8 S	42.90%	36.40%	39.40%	35.80%
EOC DSD				
EOCS				
10DSD	25.50%	16.00%	23.50%	33.50%
10S	35.00%	35.80%	32.20%	31.80%

Davenport School District Performance Scoreboard

Student Learning Milestone	Indicator	2010-11	2011-12	2012-13	2013-14	SBA/MAP SBA 14-15	State Average
Ready for Kindergarten	K % of students showing typical growth in READING on MAP - Spring Assessment			33.3	69	77.4	
	% of students showing typical growth in MATH on MAP - Spring Assessment			44	65.1	58.3	
	Wakids entering with skills typical of 5-6 year old kinders (MATH)				65.9	36.4	
	Wakids entering with skills typical of 5-6 year old kinders (Literacy)				73.2	56.8	
	Wakids entering with skills typical of 5-6 year old kinders (Language)				56.1	34.1	
Ready for 1st Grade	1st Reading at grade level benchmark on MAP- Spring Assessment						
	Meeting Math grade level benchmark on MAP - Spring Assessment						
	% of students showing typical growth in Reading on MAP- Spring Assessment			79.2	57.6	71.1	
Ready for 2nd Grade	% of students showing typical growth in Math on MAP - Spring Assessment			81.8	57.6	73.3	
	2nd Reading at grade level benchmark on MAP- Spring Assessment			67.6	58.6		
	Meeting Math grade level benchmark on MAP - Spring Assessment			51.4	34.5		
Reading at grade level	% of students showing typical growth in Reading on MAP - Spring Assessment			61.1	11.1	46.2	
	% of students showing typical growth in Math on Map - Spring Assessment			58.8	34.5	61.5	
	3rd Meeting (L3) or exceeding (L4) standard on State Reading/ELA Assessment (MAP/SBA)	77.6	65.7	81.6	76.7	37	59
On grade level for Math	Meeting Reading RIT grade level benchmark on MAP - Spring Assessment		61.8	75	67.4		
	Meeting (L3) or exceeding (L4) standard on State Math Assessment (MSP/SBA)	44.9	57.1	56.4	76.7	67	57
	Meeting Math RIT grade level benchmark on MAP - Spring Assessment		50	61.1	67.4		
Reading at grade level	% of students showing typical growth in Reading on MAP - Spring Assessment		52.9	61.1	39	56.7	
	% of students showing typical growth in Math on MAP - Spring Assessment		66.7	62.9	51.2	72.4	
	4th Meeting (L3) or exceeding (L4) standard on State Reading/ELA Assessment (MSP/ELA)	50	82.6	68.6	78	52	55
On grade level for Math	Meeting Reading RIT grade level benchmark on MAP - Spring Assessment		59.1	58.8	85		
	Meeting (L3) or exceeding (L4) standard on State Math Assessment (MSP/ELA)	33.3	50	60	70.7	66	54
	Meeting Math RIT grade level benchmark on MAP - Spring Assessment		51.1	42.9	80		
Writing at grade level	% of students showing typical growth in Math on MSP - Spring Assessment			71			
	% of students showing typical growth in Reading on MSP - Spring Assessment			69			
	% of students showing typical growth in Math on MAP- Spring Assessment		63.4	63.6	76.3	83.7	
Reading at grade level	% of students showing typical growth in Reading on MAP - Spring Assessment		41.5	54.8	59.5	69.8	
	Meeting (L3) or exceeding (L4) on State Writing Assessment (MSP)	54.2	73.9	77.1	78		
	5th Meeting (L3) or exceeding (L4) standard on State Reading/ELA Assessment (MSP/SBA)	47.1	63.8	66.7	52.8	66	58
On grade level for Math	Meeting Reading RIT grade level benchmark on MAP - Spring Assessment		60	65.2	61.1		
	Meeting (L3) or exceeding (L4) standard on State Math Assessment (MSP/SBA)	27.5	23.4	33.3	41.7	52	49
	Meeting Math RIT grade level benchmark on MAP - Spring Assessment		24.4	38.3	48.6		
6th graders ready for Middle School	% of students showing typical growth in Math on MSP-Spring Assessment			41			
	% of students showing typical growth in Reading on MSP - Spring Assessment			45			
	% of students showing typical growth in Math on MAP - Spring Assessment		48.9	40.9	62.9	79.1	
7th graders ready for Pre-Algebra/Algebra 1	% of students showing typical growth in Reading on MAP- Spring Assessment		53.3	65.1	41.7	44.2	
	Meeting (L3) or exceeding (L4) on State Science Assessment (MSP)	47.1	27.2	54.2	44.4		
	6th Meeting (L3) or exceeding (L4) standard on State Reading/ELA Assessment (MSP/SBA)	77.3	68.1	66.7	82	68	54
7th graders ready for Pre-Algebra/Algebra 1	Meeting Reading RIT grade level benchmark on MAP - Spring Assessment		53.5	59	73.5		
	Meeting (L3) or exceeding (L4) standard on State Math Assessment (MSP/SBA)	52.3	61.7	52.4	67.3	59	46
	Meeting Math RIT grade level benchmark on MAP - Spring Assessment		50	35.7	44.9		
7th graders ready for Pre-Algebra/Algebra 1	% of students showing typical growth in Math on MAP - Spring Assessment		71.1	69.2	75	69	
	% of students showing typical growth in Reading on MAP - Spring Assessment		52.5	86.1	76.6	78	
	7th Meeting (L3) or exceeding (L4) standard on State Reading/ELA Assessment (MSP/SBA)	56.8	81.3	51.9	50	74	58
7th graders ready for Pre-Algebra/Algebra 1	Meeting Reading RIT grade level benchmark on MAP - Spring Assessment			51.1	55.6		
	Meeting (L3) or exceeding (L4) standard on State Math Assessment (MSP/SBA)	68.2	47.9	55.8	47.8	52	49
	Meeting Math RIT grade level benchmark on MAP - Spring Assessment		61.4	50	51.1		
7th graders ready for Pre-Algebra/Algebra 1	% of students showing typical growth in Reading on MSP - Spring Assessment			52			

	% of students showing typical growth in Math on MSP - Spring Assessment			63	
	% of students showing typical growth in Reading on MAP - Spring Assessment			50	59.5 63.2
	% of students showing typical growth in Math on MAP - Spring Assessment		53.5	59.5	66.7 71.4
	Meeting (L3) or exceeding (L4) on State Writing Assessment (MSP)	79.5	83	73.1	68.9
8th graders ready for Algebra 1/ Geometry	8th Meeting (L3) or exceeding (L4) standard on State Reading/ELA Assessment (MSP/SBA)	52.3	66.7	71.1	58 60 58
	Meeting (L3) or exceeding (L4) standard on State Math Assessment (MSP/SBA)	27.3	59.5	51.1	56 31 48
	Meeting Reading RIT grade level benchmark on MAP - Spring Assessment		69.7	84.4	75
	Meeting Math RIT grade level benchmark on MAP - Spring Assessment		45.2	51.2	58
	Meeting (L3) or exceeding (L4) standard on EOC ALG Assessment	52.6	83.8	100	96
	Meeting (L3) or exceeding (L4) on State Science Assessment (MSP)	34.1	50	64.4	58 39
	% of students showing typical growth in Reading on MAP - Spring Assessment			50	67.4 61.9
	% of students showing typical growth in Math on MAP - Spring Assessment			80.5	68.9 37.5
	% of students showing typical growth in Math on MSP - Spring Assessment			69	
	% of students showing typical growth in Reading on MSP - Spring Assessment			49	
9th graders ready for High School	9th On time 9th graders earning at least 7 credits	81.1	79	92.9	
	Meeting (L3) or exceeding (L4) standard on EOCALG Assessment				90
	Meeting (L3) or exceeding (L4) standard on EOC GEO Assessment	80	80	100	
	% of students showing typical growth Reading Spring MAP				52
	% of students showing typical growth Math Spring MAP				61.7
High School students career and college ready	10th 10th Gr. Meeting (L3) or exceeding (L4) standard on State Reading Assessment (HSPE)	73.5	79.2	84.1	85.4 87 72
	10th Gr. Meeting Reading RIT grade level benchmark on MAP - Spring Assessment			65	85.3
	10th Gr. Meeting (L3) or exceeding (L4) on State Writing Assessment (HSPE)	69.7	85.4	81.4	87.8
	10th Gr. Meeting (L3) or exceeding (L4) on State Science Assessment (EOC-Biology)	55.9	67.3	73.8	87.2 89%
	Students meeting or exceeding standard on State Math EOC Assessment - Year 2 (Geometry)				
	% of students showing typical growth in Reading spring MAP				55.8
	% of students showing typical growth in Math spring MAP				74.2
Students Ready for College and Career Ready	HS Graduates meeting requirements to earn college credit while in high school				
	11th Gr. Meeting (L3) or exceeding (L4) standard on SBA ELA/Literacy Assessment				56 52
	11th Gr. Meeting (L3) or exceeding (L4) standard on SBA Math Assessment				55 29
	High school students enrolled in AP classes			38	49 51
	High school students taking AP exam				
	High school students enrolled in SAT/ACT preparatory class				
	Graduates meeting high school credit requirement for four year college acceptance	75	67	66.7	
	On-time (4 year) graduation rate	84.6	85.7	75	80.4 88.9
	Extended (5 year) graduation rate	81	97	78.1	95
	SAT: Critical Reading	463			
	SAT: Writing	471			
SAT: Math	466				
Graduates enrolled in post-secondary education (year following graduation)	71.4				

Greene Annual Growth

DAVENPORT SCHOOL DISTRICT 207

Resolution NO. 185034

ADOPTION OF 2016-2019 WAIVER FROM WINNUNW 180-DAY SCHOOL YEAR REQUIREMENT

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

WHEREAS, the Davenport School District Improvement Plan has goals for providing an effective educational system and enhancing the educational programs for all students; and

WHEREAS, the District staff, parents and advisory committees have established that staff need additional professional development days to further develop curriculum and instructional practices which support the goal for all students progressing toward achieving standard:

WHEREAS, staff and parents recommend waiver days to support these essential professional development activities; and

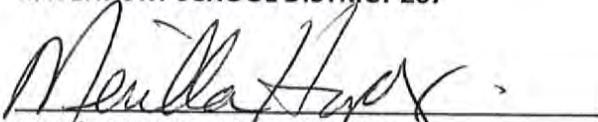
WHEREAS, the school district will meet or exceed the equivalent annual minimum program hour offerings are prescribed in RCW 28A.150.220; and

WHEREAS, we recognize that while these distribution of days results in a waiver request, the overall amount of learning time is equivalent and, in fact, more optimally structured; and

NOW THEREFORE, BE IT RESOLVED by the Board of Directors of the Davenport School District 207 hereby requests a two-day waiver from the 180-day school year requirement under RCW 28A.150.220, WAC 180-18-040, WAC 180-18-050 for the 2016-2019 school years resulting in a 178-day school year for all students in grades kindergarten through twelve.

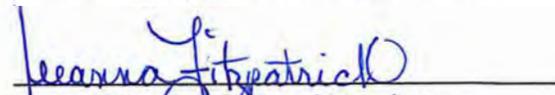
Adopted at a regular open public meeting of the Board of Directors held on March 28, 2016, the following Directors being present and voting therefore.

DAVENPORT SCHOOL DISTRICT 207


Merilla Hopkins, Chair of the Board


Heather Parke, Vice Chair of the Board


Kristi Bell; Board Member


Deanna Fitzpatrick, Board Member


Gabe Gants, Board Member


Jim Kowalkowski, Secretary to the Board



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

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

Instructions:

Form and Schedule

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documents must be received by the SBE at least **forty (40)** calendar days prior to the SBE meeting at which consideration of the waiver request will occur. The Board's meeting schedule is posted on its website at <http://www.sbe.wa.gov>. It may also be obtained by calling 360.725.6029.

Application Contents:

The application form must include, at a minimum, the following items:

1. A proposed school calendar for each of the years for which the waiver is requested.
2. A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).
3. A resolution adopted and signed by the district board of directors requesting the waiver. The resolution must identify:
 - The basic education program requirement for which the waiver is requested.
 - The school year(s) for which the waiver is requested.
 - The number of days in each school year for which the waiver is requested.
 - Information on how the waiver will support improving student achievement.
 - A statement attesting that if the waiver is granted, the district will meet the minimum instructional hour offerings for basic education in grades one through twelve per RCW 28A.150.220(2)(a).

Applications for new waivers require completion of Sections A and C of the application form.
Applications for renewal of current waivers require completion of Sections A, B, and C.

Submission Process:

Submit the completed application with the local board resolution and supporting documents (preferably via e-mail) to:

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

The SBE will provide written confirmation (via e-mail) of receipt of the application materials.

Part A: For all new and renewal applications:

The spaces provided below each question for answers will expand as you enter or paste text.

School District Information	
District	Mukilteo School District
Superintendent	Dr. Marci Larsen
County	Snohomish
Phone	425.356.1274
Mailing Address	9401 Sharon Drive Everett, WA 98204
Contact Person Information	
Name	Amy Nelson
Title	Executive Director of Teaching and Learning
Phone	425.356.1353
Email	nelsonak@mukilteo.wednet.edu
Application type:	
New Application or Renewal Application	New Application
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	2
School Years	2016-17, 2017 – 18, and 2018-19
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	We are avoiding four half-days (2 days' worth of staff development)
Remaining number of half days in calendar	17 half days K-12, plus 5 additional half days for elementary conferences
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes

On the questions below please provide as much detail as you think will be helpful to the Board. Any attachments should be numbered to indicate the question(s) to which the documents apply.

The format for responses can vary to accommodate the information being provided (e.g., narrative, tabular, spreadsheet).

1. What are the purposes and goals of the proposed waiver plan?

Mukilteo School District is requesting a waiver in order to provide a longer block of instructional time to align our curriculum and instructional materials and instructional practices to the state standards (i.e. CCSS, NGSS, content areas) and the Five-Dimensions of Teaching and Learning (our TPEP framework.). These two days will provide us time to guide our teachers through this work.

The goals directly relate to the Mukilteo School Board Goals of:

- Ensuring each student has equitable access to rigorous and relevant curriculum
- Ensuring each student has access to effective instruction
- Recruiting and retaining highly-effective diverse staff
- Providing on-going, focused professional development

2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

We are just concluding our three-year cycle of school and department improvement plans. Beginning in 2016-17, our schools and district departments will create new school improvement plans that align with our Board goals listed above. Schools and departments will have goals that support this waiver day goal of alignment of curriculum and instructional practices.

The adopted Common Core State Standards, the Next Generation Science Standards, OSPI content area learning standards (Social Studies, Health, etc.) all require deep alignment work with District curriculum in order for students to achieve those standards. The waiver day activities will allow teachers to collaborate around this work and meet the goals of their student improvement plans.

Link to our School Improvement Plans (2015.2016 – these are not aligned yet to the new goals above. That work is just

beginning): http://info.mukilteo.wednet.edu/board/BrdPacket/2015_16/15_11_23Packet/SI_P2A_BriefingPaper.html

3. Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response.

The Mukilteo School District will set 3-year student performance goals at each grade for the required state assessments (Smarter Balanced in English/ language arts and mathematics, Measure of Student Progress and End-of-Course for science). These goals reflect a 25% reduction in the percentage of students who did not meet standard in 2015 (baseline year). The level of improvement is rigorous yet attainable and is the same the state has used in the past and is very similar to the growth rate that was required for schools to make Safe Harbor under No Child Left Behind. See Appendix A.

4. Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.

Teachers will work in professional learning communities by content areas and/or grade levels. District-developed teacher leaders and occasional outside consultants with expertise in that content will lead the work for their team. Teacher leaders will have a variety of tools and resources available for their work such as curriculum experts, models of training, and/or protocols for the work. The teacher leader work is directed and guided by the Director of Curriculum and Professional Development.

Content for the days may vary by group need, but in will include:

- Gaining an understanding of their adopted instructional materials in both content and pedagogy as it relates to the standards and 5-D instructional framework.
- Aligning of their materials to the standards specific to their content area. (i.e. NGSS, CCSS, health standards). This includes gap analysis work to identify and fill gaps in their materials.
- Identifying relevant technology to support learning in their content area.

Our student achievement goals stated in #3 will be measured by the Smarter Balanced Assessment and the state science assessment. Aligning our instructional materials and our instructional practices to the standards will help students reach these standards. The following education researchers site a need for teachers to engage in work that aids in the implementation of a guaranteed and viable curriculum:

- One of the most significant factors that impacts student achievement is that teachers commit to implementing a guaranteed and viable curriculum to ensure no matter who teaches a given class, the curriculum will address certain essential content (Marzano, 2003).
- The staff in the effective school accepts responsibility for the students' learning of the essential curricular goals. (Lezotte, 2002)
- Professional learning communities are characterized by an academic focus that begins with a set of practices that bring clarity, coherence, and precision to every teacher's classroom work. Teachers work collaboratively to provide a rigorous curriculum that is crystal clear and includes a compact list of learning expectations for each grade or course and tangible exemplars of student proficiency for each learning expectation (Saphier, 2005).

5. What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?

Measure	Benchmark for Success
State Assessments – Smarter Balanced – ELA and Math MSP and EOC – Science	<ul style="list-style-type: none"> • 25% reduction in the percentage of students who did not meet standard each of the three years
Staff Development Survey	<ul style="list-style-type: none"> • Reduced need for professional development in the areas of curriculum alignment and 5 Dimensions as evidenced by the annual survey results

6. Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year?

We will use the same teacher leader model to expand our staff development into year two and year three. The implementation plan is a three-year implementation plan. The first year will be focused on alignment of our curriculum and instructional pedagogy to the standards and beginning our gap analysis work. The second and third year will be to deepen that work by filling identified gaps, incorporating specific elements of pedagogy from the frameworks (i.e. scaffolding and differentiation) and using technology to enhance instructional effectiveness. Full implementation of our curriculum will be expected by the end of the third year of the waiver so continued support in this area will be critical to success.

7. Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver.

The following groups of individuals were involved in the development and/or review of this waiver through attendance in various meetings:

- Teaching and Learning (Assessment, Curriculum and Professional Development, Career and Technical Education, Categorical Programs, Special Education, Student Services)
- Superintendent's Cabinet (Superintendent; Deputy Superintendent; Communications Specialist, Executive Directors of Business, Facilities, Secondary Education, Elementary Education, Human Resources, and Teaching and Learning)
- Professional Development Committee (joint union and district committee comprised of teachers and building principals)
- Instructional Materials Committee (administrators, teachers, parents/community members)

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

We have full openers with our teacher's union this year. Negotiations will begin this spring, but most of the work will be done and finalized this summer. We do, however, anticipate a similar calendar to what we have had over the past several years which is listed below:

- # of professional development days in the teacher calendar: 2.5 days for district-directed staff development, 1 day for building directed time. This includes the two waiver days and the TRI days before school begins.
- 161 full days of instruction (Elementary has 155 due to conferences)
- 17 half-day early dismissals
- 5 elementary conference days

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

Student instructional days (as requested in application)	178
Waiver days (as requested in application)	2
*Additional teacher work days without students	3

Total	183
-------	-----

*Our new teachers receive an additional two days.

- 10. If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.**

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	50%		50%
2			100%	
3				100%
4				
5				
6				
7				
Check those that apply				

- 11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.**

The three additional days listed above are all prior to the start of school. The equivalent of one day is teacher directed and is not considered professional development. This day occurs before school begins so generally teachers are preparing their classrooms and getting ready for students. Another day is building directed. On this day, building administrators usually provide required training on the school handbook, discipline procedures, sexual harassment and bullying, introduction of new staff, etc. This day is necessary for the smooth operation of the opening of a school, school improvement planning work, and mandatory training requirements. Half of the third day is the only day that is allowed for district-directed professional development. This is not enough time for the district to provide on-going quality training.

New 180 Day Applications- Stop here and skip to Section C, "Last Steps".

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

- 1. Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.**

We used the waiver days as planned and proposed in our prior request. Our three-year waiver focused on giving teachers an understanding of two recent state initiatives – Common Core State Standards and the new teacher evaluation system.

We began our learning in 2013-14 with the creation of trainer-of-trainers which we called the PD Steering Team. These teams of teachers were trained by the district and provided lessons and activities related the CCSS on the waiver days to their colleagues. The activities were focused on the listening and speaking standards of the CCSS for all staff and use of evidence in Reading and Writing for language arts teachers. The activities and lessons were “tagged” to the 5D instructional framework so teachers could make the connections between the two initiatives and capitalize on the 5D training that had occurred in the summer.

The second year of our waiver, we took the general knowledge of the Common Core work from 2014 and deepened the knowledge, going more specifically into the major instructional shifts required of the standards. Again, all of these activities were connected to the 5D instructional framework. The specific focus for 2014-2015 in language arts was on building background knowledge through content-rich nonfiction, in mathematics it was on modeling and using appropriate tools strategically. Teachers not specifically teaching math or non-fiction text, spent their time exploring how to gathering student growth data as part of the TPEP while special education teachers focused on aligning their IEPs to Common Core Standards. The PD Steering Team was also utilized for this work.

In 2015-16, the training focused on the remaining instructional shifts in the Common Core State Standards. In language arts, teachers were trained in understanding complex text and academic vocabulary. Mathematics teachers were trained in the mathematical practices of the Common Core. Elementary teachers focused on connecting their updated curriculum materials with the new Common Core standards. Teams of specialists (Music, PE teachers) focused on the Curriculum and Pedagogy dimension of the 5D instructional framework, while Librarians focused on aligning their scope and sequence with the CCSS, the technology standards and the state library standards.

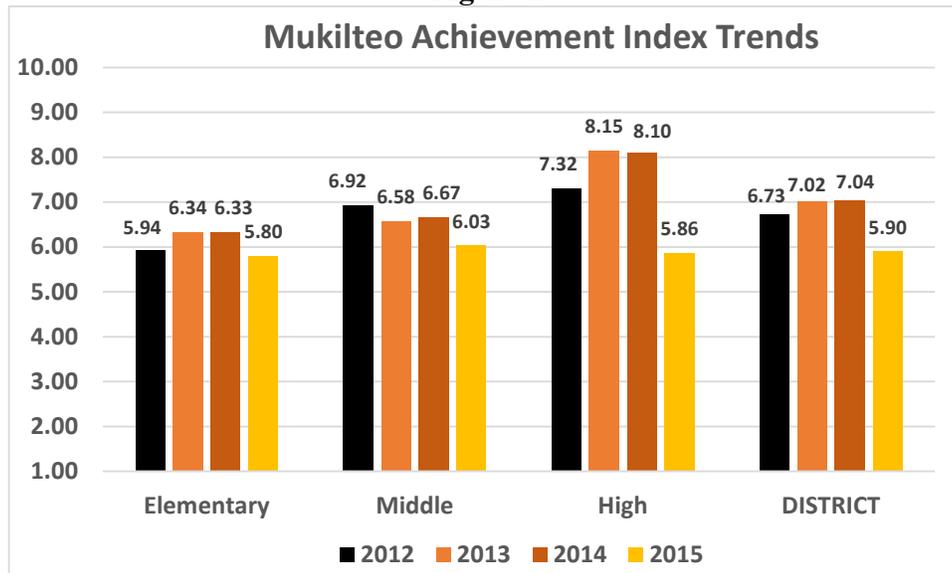
- 2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.**

The purpose and goals of the previous waiver were met to a varied degree. Our 2013 staff development survey indicated the number one need was the Common Core State Standards. The fourth highest need was our 5D instructional framework from our teacher evaluation (TPEP). By 2015, Common Core had dropped to sixth as a need and in 2016, it did not make the list as a need. Our 5D instructional framework had dropped to 6th in 2015 and in 2016 was still present as a low level need but only in specific areas.

During the 2013-16 period, significant changes took place in the state assessment system that prevent comparable student achievement data from being available. Specifically, most of the schools in the Mukilteo School District participated in the Smarter Balanced field test in 2014 and do not have student achievement results, and the Smarter Balanced results in 2015 are not directly comparable to the MSP data available from a 2012 baseline (the year before the waiver was granted). Hence, two other metrics are used to demonstrate the student achievement that took place during the waiver period.

1. The Achievement Index is used to measure changes in student achievement from the 2012 baseline and the following years. As seen in Figure 1, the Index increased in the first two years during the waiver period for the district and for elementary and high schools. The large drops in 2015 are due to the change in tests – the Smarter Balanced assessments are more difficult to pass but the Index rating system for proficiency did not change. At the high school level, most 11th grade students did not participate in the tests because they had already passed the exams needed for graduation. (The 10th graders had a 99.9% participation rate for the ELA exam and 90% met standard). There are no district and state Index results available for comparison purposes.

Figure 1



2. The Mukilteo School District has a more challenging demographic profile than the state as a whole (see Table 1). Nevertheless, the district outperformed the state in most grades in the three content areas assessed in 2015. Table 2 shows the results of the Smarter Balanced and science state assessments at each grade level for the district and state. The 10 shaded cells are district results that exceed the state (10 of 14). Only the earliest elementary grades did not exceed the state. This can be attributed to the high ELL population and the fact that the district has not had any state-funded full-day kindergarten classes due to a lack of space. As a result, students in the early grades on average start further behind their statewide peers.

Table 1: Demographic Profiles, 2014-15

	Mukilteo	State
FRL	50.1%	45.0%
ELL	18.8%	10.4%
Spec Ed	13.7%	13.4%
Non-white	58.5%	43.0%

Table 2: 2015 State Assessment Results, 2014-15

(Percent Meeting Standard)

<i>English/Language Arts SBA</i>			<i>Math SBA</i>			<i>Science</i>		
Grade	Mukilteo	State	Grade	Mukilteo	State	Grade	Mukilteo	State
3	47.5%	52.1%	3	51.8%	56.7%	5	63.7%	63.4%
4	53.4%	54.6%	4	53.7%	54.0%	8	63.7%	60.7%
5	57.3%	57.6%	5	51.8%	48.1%	Biology	79.1%	72.5%
6	53.6%	54.0%	6	45.7%	45.5%			
7	59.9%	56.9%	7	48.1%	48.0%			
8	60.2%	56.9%	8	51.0%	46.1%			
10	90.0%	74.0%						

3. **Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.**

The proposed changes in our waiver plan are outlined in Part A of this application. Specifically, we are going deeper with the Common Core State Standards and aligning them with our instructional materials so teachers can see the connection to their work every day in the classroom. In addition, our 5D work will only focus on the dimension of curriculum and pedagogy. New teachers to the district will still receive training in all dimensions prior to the start of school. All of our teachers had received 5D training over the years, and based on our staff development survey, we needed to focus more specifically on a single dimension. Some of this 5D work will take place on half-day releases and summer. We have also broadened our definition state standards to include other state standards like the Next Generation Science Standards and state health and social studies standards. This was necessary to include all of our teachers and because the Next Generation Science Standards were adopted and needed to be

implemented before the new assessment impacted students. The Common Core State Standards will still be the integral standards for the work with mathematics and language arts teachers at all levels.

4. Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.

The approval of the request for renewal is likely to result in advancement of the goals because our goals are directed related to student achievement on our new standards. Students are being tested on the new ELA and math standards and will be tested on the new science standards soon. This waiver will provide a longer block of instructional time for our teachers to align our curriculum and instructional materials and instructional practices to the state standards (i.e. CCSS, NGSS, content areas) and the Five-Dimensions of Teaching and Learning (our TPEP framework.) If teacher's daily curriculum is aligned to the standards, we can assure that the standards are being taught in a common way across the district.

5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.

We informed parents about the use of the waiver day in multiple ways. The website was updated to include news regarding the waiver day activities. Our school calendar, online calendar and news headlines on the front page of the website reference the waiver days as staff training days.

Most importantly, every year of the current waiver, we presented on the Waiver Day at a public school board meeting. The meetings are advertised on the website and school district news. The presentation contained an overview of what occurred and how it impacted our teachers. The presentations can be viewed on our district website at the following links:

http://info.mukilteo.wednet.edu/board/BrdPacket/2013_14/13_10_14Packet/AGENDA131014.html
http://info.mukilteo.wednet.edu/board/BrdPacket/2014_15/14_10_13Packet/AGENDA141013.html
http://info.mukilteo.wednet.edu/board/BrdPacket/2015_16/15_10_05Packet/AGENDA151005.html

The following groups of individuals were involved in the development and/or review of this waiver renewal through attendance in various meetings:

- Teaching and Learning (Assessment, Curriculum and Professional Development, Career and Technical Education, Categorical Programs, Special Education, Student Services)
- Superintendent's Cabinet (Superintendent; Deputy Superintendent; Communications Specialist, Executive Directors of Business, Facilities, Secondary Education, Elementary Education, Human Resources, and Teaching and Learning)
- Professional Development Committee (joint union and district committee comprised of teachers and building principals)
- Instructional Materials Committee (administrators, teachers, parents/community members)

C. Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)

- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

Mukilteo School District No. 6
Resolution No. 62015-16
Waiver Day Request

WHEREAS, the Mukilteo School District Board of Directors ("Board") recognizes the importance of educational reform in Washington as set forth with the adoption of the Common Core State Standards, the Next Generation Science Standards, and the reform bill passed by the Washington State Legislature in 2010 that outlines significant changes in the teacher evaluation system;

WHEREAS, the Board supports the efforts of the National Governors Association Center for Best Practices and the Council of Chief State School Officers to develop common, rigorous learning expectations;

WHEREAS, the Board has as two of its goals to "Ensure success for every student" and "Enhance the learning environment"

- Ensure each student has equitable access to rigorous and relevant curriculum.
- Ensure each student has access to effective instruction.
- Recruit and retain highly-effective and diverse staff
- Provide on-going, focused professional development.

WHEREAS, the Board and the Mukilteo Education Association believe that effective professional development is enhanced by having longer blocks of time;

WHEREAS, the Board understands the need to seek a waiver from the State Board of Education from the provisions of the minimum one hundred eighty student day school year requirement of RCW 28A.150.220 (3) to allow for staff development to align our curriculum and instructional practices to state standards and the teacher evaluation instructional framework;

NOW THEREFORE BE IT RESOLVED,

1. there is a need for a waiver from the State Board of Education from the provisions of the minimum one hundred eighty day student school year requirement of RCW 28A.150.220 (3) to allow for two (2) staff professional development days in the 2016-17, 2017-18 and 2018-19 school years;
2. the District will make available to students at least a District-wide average 1,027 hours of instructional offerings in each year as set forth in RCW 28A.150.220 and WAC 180-16-200; and
3. that the Superintendent is authorized to immediately prepare and submit a waiver request to the State Board of Education as set forth in WAC 180-18-050 on behalf of the District.

ADOPTED by the Board of Directors of Mukilteo School District No. 6, Snohomish County, Washington at the meeting thereof held this 28th day of March, 2016.

MUKILTEO SCHOOL DISTRICT NO. 6

By _____

President

ATTEST:

Marci Larsen
Marci Larsen, Board Secretary

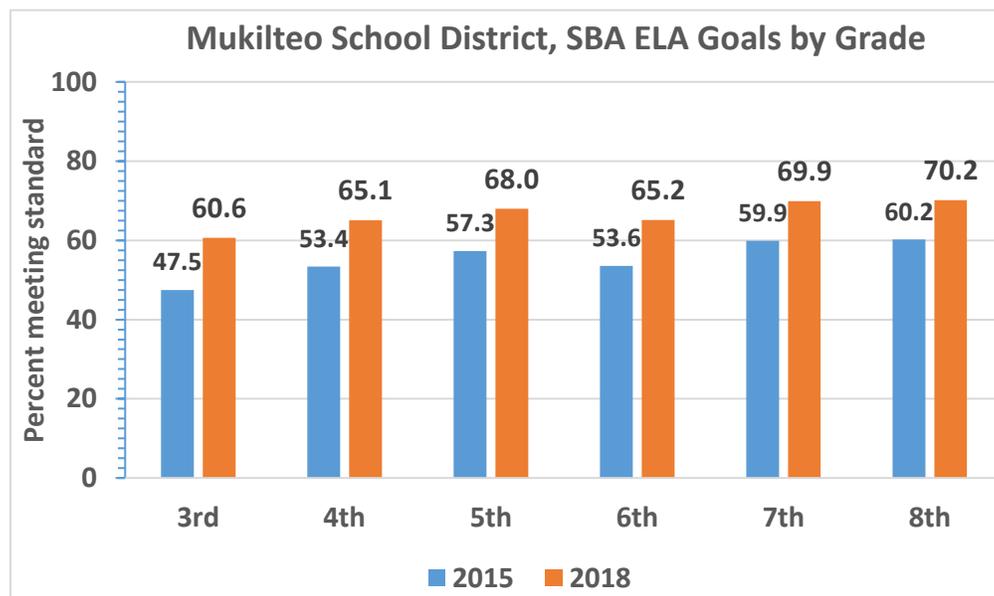
Waiver Day Application, State Board of Education

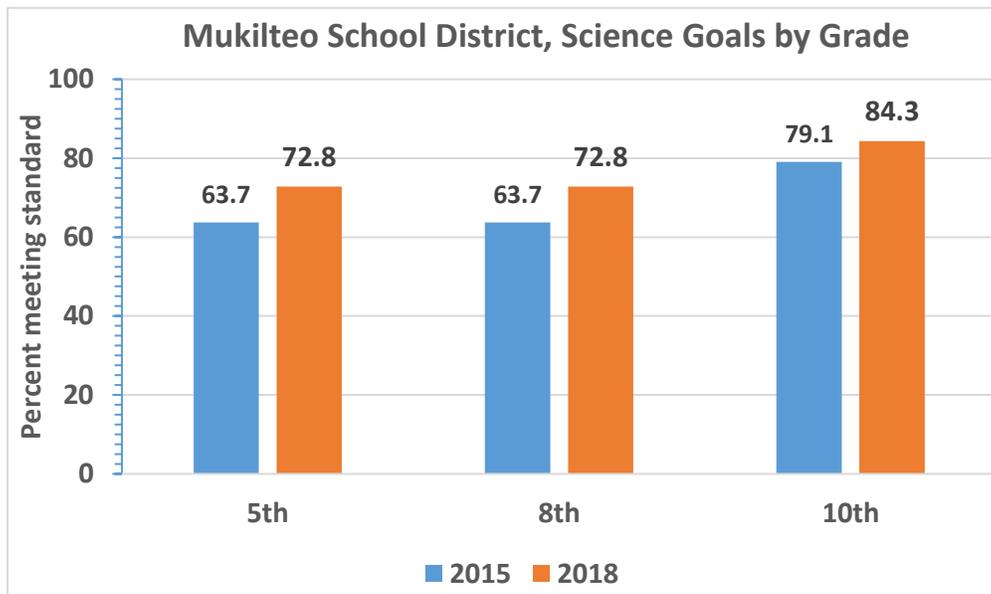
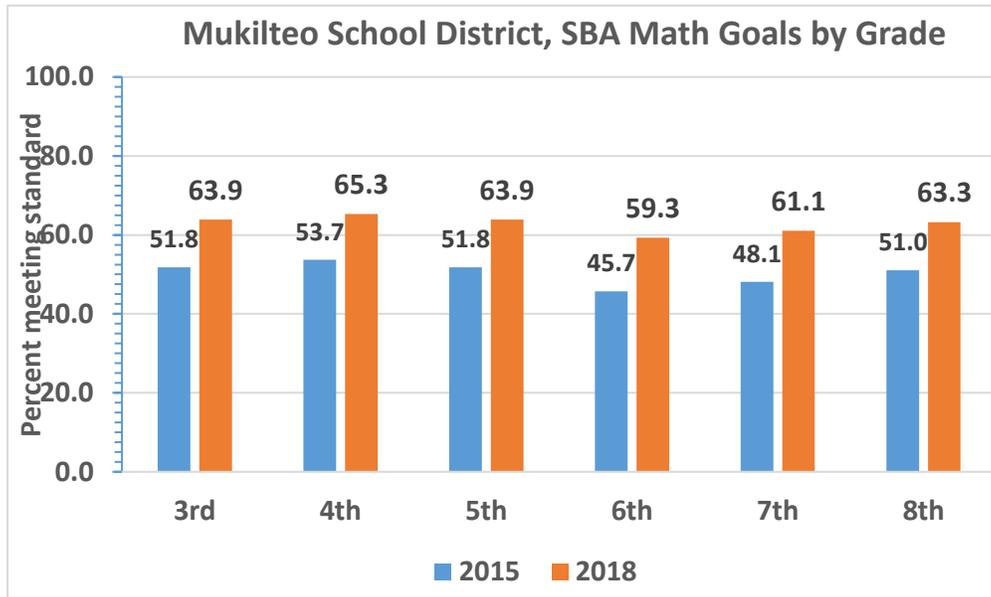
The Mukilteo School District has set 3-year student performance goals at each grade for the required state assessments (Smarter Balanced in English/language arts and mathematics, Measure of Student Progress and End-of-Course for science). These goals reflect a 25% reduction in the percentage of students who did not meet standard in 2015 (the baseline year). The level of improvement is rigorous yet attainable and is the same the state has used in the past and is very similar to the growth rate that was required for schools to make Safe Harbor under No Child Left Behind.

Due to the very high refusal rates that occurred in grade 11 in 2015 (more than 70% in ELA and math did not take the tests) which dramatically reduced the percentage of students passing the test from the previous year, the high school baseline will be set using the 2016 results where participation will be much higher. (ELA performance dropped from 88% meeting standard in 2014 in both reading and writing on the HSPE to 11% of 11th graders meeting standard on the SBA in 2015. But 90% of the district’s 10th graders met the SBA ELA standard in 2015 with participation at 99.9%).

The table and charts below show the baseline results and the 3-year goals set for each grade in ELA, math, and science.

Grade	SBA ELA		SBA Math		Science	
	2015	2018	2015	2018	2015	2018
3rd	47.5	60.6	51.8	63.9		
4th	53.4	65.1	53.7	65.3		
5th	57.3	68.0	51.8	63.9	63.7	72.8
6th	53.6	65.2	45.7	59.3		
7th	59.9	69.9	48.1	61.1		
8th	60.2	70.2	51.0	63.3	63.7	72.8
10th					79.1	84.3
11th	TBD	TBD	TBD	TBD		







THE WASHINGTON STATE BOARD OF EDUCATION

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

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

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

Instructions:

Form and Schedule

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documents must be received by the SBE at least **forty (40)** calendar days prior to the SBE meeting at which consideration of the waiver request will occur. The Board's meeting schedule is posted on its website at <http://www.sbe.wa.gov>. It may also be obtained by calling 360.725.6029.

Application Contents:

The application form must include, at a minimum, the following items:

1. A proposed school calendar for each of the years for which the waiver is requested.
2. A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).
3. A resolution adopted and signed by the district board of directors requesting the waiver. The resolution must identify:
 - The basic education program requirement for which the waiver is requested.
 - The school year(s) for which the waiver is requested.
 - The number of days in each school year for which the waiver is requested.
 - Information on how the waiver will support improving student achievement.
 - A statement attesting that if the waiver is granted, the district will meet the minimum instructional hour offerings for basic education in grades one through twelve per RCW 28A.150.220(2)(a).

Applications for new waivers require completion of Sections A and C of the application form.

Applications for renewal of current waivers require completion of Sections A, B, and C.

Submission Process:

Submit the completed application with the local board resolution and supporting documents (preferably via e-mail) to:

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

Old Capitol Building ⑩ 600 Washington St. SE ⑩ P.O. Box 47206 ⑩ Olympia, Washington 98504
(360) 725-6025 ⑩ TTY (360) 664-3631 ⑩ FAX (360) 586-2357 ⑩ Email: sbe@k12.wa.us ⑩ www.sbe.wa.gov

The SBE will provide written confirmation (via e-mail) of receipt of the application materials.

180 day Waiver Application

Washington State Board of Education

Part A: For all new and renewal applications:

The spaces provided below each question for answers will expand as you enter or paste text.

School District Information	
District	Riverside
Superintendent	Roberta Kramer
County	Spokane
Phone	509-464-8201
Mailing Address	34515 N Newport Hwy Chattaroy WA 99003
Contact Person Information	
Name	Anne Wolfley
Title	Director of Teaching and Learning
Phone	509-464-8369
Email	anne.wolfley@rsdmail.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	2 days/year
School Years	2016-2017 and 2017-2018
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	4 half days
Remaining number of half days in calendar	

180 day Waiver Application

Washington State Board of Education

Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?

Yes or No

Yes

On the questions below please provide as much detail as you think will be helpful to the Board. Any attachments should be numbered to indicate the question(s) to which the documents apply.

The format for responses can vary to accommodate the information being provided (e.g., narrative, tabular, spreadsheet).

1. What are the purposes and goals of the proposed waiver plan?

The purpose of the proposed waiver plan is to gather all district instructional staff on two designated days each school year to focus on district wide initiatives and provide high quality professional development in alignment with the goals and mission of the district. The three major goals are:

- 1) All staff will understand and be inspired to lead the work of the goals and mission of the district.
- 2) All staff will understand their role in teaching around the Washington State Learning Standards.
- 3) All staff will reflect on best instructional practices as evidenced in the Marzano Instructional Framework.
- 4) All staff will understand and implement PBIS (Positive Behavioral Interventions and Support) as it pertains to each individual building.

The first of the two waiver days will occur the day before school begins. On this day all district staff will come together to celebrate success from the previous year, engage in professional development to prepare for the start of the school year, connect their learning and vision for the year to the goals and mission of the Riverside school district, and continue learning and expanding their knowledge and understanding of the Washington State Learning Standards and connections to the Marzano Instructional Framework.

The leadership team made up of principals, assistant principals, director of special education, director of human resources, director of teaching and learning and the superintendent will jointly present the goals for each school year and lay out a plan to inspire the instructional staff to support the goals. This will be done through whole group presentation and small breakout sessions. The breakout sessions will include choice in order to differentiate for the needs of all staff. The choices will include work around the Washington State Learning Standards in ELA, Math, and Science, PBIS, using data to inform instruction, special education updates, the Marzano Instructional

Washington State Board of Education

Framework, and integrating technology as a means to meeting the Washington State Learning Standards.

The second waiver day will occur in the second semester. It will serve as a continuation of the goals from the first waiver day with various follow up sessions, including more strategies around using Marzano's Instructional Framework to facilitate learning around the Washington State Learning Standards. Staff will have current assessment data on students and will be able to apply immediately what they learn on this second waiver day back into the classroom in a practical way that will affect student achievement. The format will include meeting as a whole staff to review the goals and mission of the Riverside School District and then will have the opportunity for differentiated instruction based on their needs at the time. Choices will include extensions from the previous waiver day and will change based on the needs of staff and students at this time of the year.

2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

Link to School Improvement plans are located in this link:

<https://drive.google.com/drive/folders/0B9Be4dUbyrcRVWhiWIBleDIVUjQ>

3. Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response.

Measure	Benchmark for Success
State Assessments (SBA, EOC, MSP, COE)	Meet district annual measureable objectives in all categories by demonstrating improvement and decreasing the achievement gap
SBE Achievement Index	Continued growth with increased attention to decreasing the achievement gap
TPEP Implementation	Evidence of differentiated instructional strategies, evidence of continued student growth
Washington State Learning Standards	Evidence of student growth as measured by regular classroom, district, and state assessments

Student Growth proficiency	Increased student growth by a sample of students from each school as measured by increased median student growth percentile.
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- Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.

Day One: All staff will participate in a presentation lead by the leadership team that will include celebrations from the previous year including assessment scores, staff years of service and any other celebrations the leadership team deems appropriate at the time. The superintendent will then present the goals and mission of the district for the current year, reviewing continuing goals and introducing any new goals. Then the staff will be presented with small group session descriptions that they will have received in advance. Staff will then choose sessions to attend based on their own learning needs or from direction of a grade level or content team or direction from leadership. These sessions will include time for reflection and planning for the coming year. The day will come together with time for the whole staff to reflect and evaluate the day before heading off to the buildings for Open House Riverside where the community comes to start the school year off by enjoying a meal together, meeting teachers and getting ready for school the next day.

Day Two: All staff will participate in a short presentation from the leadership team reviewing the goals and mission from the beginning of the school year including some highlights of what they have accomplished thus far. Then staff will have the opportunity to select sessions based on their own instructional needs, that of their team or as directed by leadership. Each session will include time for reflection and an opportunity to plan for implementing in their instruction. The day will end with all staff gathering to reflect, evaluate the day and identify next steps.

- What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?

State high school assessments
 Smarter Balanced assessments for grades K-8, 10 and 11
 Measurement of Academic Progress (MAP) K-8
 District benchmark assessments
 Healthy Youth Survey

- Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year?

The request for the two waiver days each year includes the 2016-2017 and 2017-2018 school years. We have developed the calendar for these years and would like to stay consistent with the format. As a leadership team we have found great success in both the climate of these waiver days as professional development and in the application of instructional strategies post professional development days. The format gives the opportunity for staff to engage in professional development designed especially for their needs. Riverside School District spans Pre-k through twelfth grade. Teachers need differentiated professional development and we have found this format lends itself very well to provide that differentiation and collaboration that is necessary.

The main strands will continue to be consistent including Washington State Learning Standards, PBIS, using assessment to guide instruction, integration of technology and the Marzano Instructional Framework. The specific content of each session will deepen as staff dig farther into their understanding of each topic. Staff surveys will be conducted and input from leadership on needs of their staff based on observations and walk throughs will be taken as input for content in each session.

7. Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver.
 - A. The district-wide Calendar Committee, consisting of certificated, classified and administrative staff, parents and students met and supported the Waiver Day application and the activities that would be implemented.

The 2016-17 & 2017-2018 school calendars are located in this link:

<https://drive.google.com/drive/folders/0B9Be4dUbyrcRVVWhiWIBleDIVUjQ>

- B. Labor Management meetings have involved discussions on the benefit of the Waiver Days and support the process as evidenced by the support letters from classified and certificated union leaders:

(Link to letter from REA & PSE) These documents are located in this link:

<https://drive.google.com/drive/folders/0B9Be4dUbyrcRVVWhiWIBleDIVUjQ>

- C. The district Leadership Team recognizes the need for the Waiver Days, and the opportunities these days provide for achieving the unfunded state mandates.

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

The CBA document is located in this link:

<https://drive.google.com/drive/folders/0B9Be4dUbyrcRVWhiWIBleDIVUjQ>

- # of professional development days in the teacher calendar: 1.5 days building directed; 1.5 teacher directed - lesson plan development, classroom configuration, student data review
- 11 late starts for Collaborative Time, all district/building directed Four conference days (as approved by SBE Waiver) 6 half days (as a result of the 1.9% salary reduction) 160 full days of instruction

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

Student instructional days (as requested in application)	174
Waiver days (as requested in application)	6*
Additional teacher work days without students	11**
Total	191

*Four Parent Conference Days approved by SBE Waiver, two additional days requested in this waiver for a total of six days.

** The Riverside School District's agreement with our teachers association includes days for Time, Responsibility, and Incentive (TRI). Other districts provide their teachers with a TRI supplemental salary that equates to far beyond 11 days. Our TRI is allocated in actual days unlike many districts that allocate TRI in a supplemental contract.

10. If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	1.0	1.5	8.5

180 day Waiver Application

Washington State Board of Education				
2	Optional			
3	Optional			
4	Optional			
5	Optional			
6	Optional			
7	Optional			
Check those that apply				

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.

The Collective Bargaining Agreement allows for one day prior to the start of school for certificated staff only that is district-directed. The only way for our entire staff to be together and focus on the goals of our district is to use a waiver day. This day includes all certificated and classified staff which would include the School Board and district goals implementation, the district directed Washington State Learning Standards and the district-wide TPEP implementation. As the district looks at the continued implementation of the TPEP and the Washington State Learning Standards, the need for time with staff from all grade levels is essential. The Riverside School District does not contract any additional time in days or hours that supplement the teachers' contracts. In comparison to most districts, Riverside does not have as much additional time designated for teacher as other districts in the state by way of supplemental TRI salary schedules or additional days.

New 180 Day Applications- Stop here and skip to Section C, "Last Steps".

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

1. Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.

The four conference days used in the fall and the spring were carried through as planned. As discussed in the administrative meetings, the school board meetings and Calendar Committee meeting, participation level was impressive and encouraging for continuance of this format. Parents enjoyed the schedule flexibility and teachers liked being able to have longer conferences if needed.

The other two Waiver Days (day before students started school and in October) met the goals as planned. Being able to have all district staff together in a large group setting was instrumental for all staff to understand the district level goals, the district-wide vision, the health protocol and responsibilities and the continued learning of the instructional framework. The variety of sessions around TPEP, Washington State Learning Standards and PBIS provided teachers with professional development at a critical time. The activities of the day also supported the Professional Learning Community goals. Feedback from our staff has led to adjustments in our professional development related to Washington State Learning Standards and TPEP. We have made additional professional development available after school to meet these needs.

2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.

Riverside continues to use standards based district assessments that provide more in depth information about student learning. Dialogue based on the examination of the current assessment data was tracked and compared to the previous school year. Measurement of growth, as set by the SIP teams, was identified. The use of online data tools was key in these discussions.

With the two Waiver Days used for professional development to dig deeper into the instructional framework, the district was able to observe teachers throughout the year applying the new framework and using the framework for developing content maps and pacing guides.

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Our district math and reading assessments demonstrate that our students are making progress related to current Washington State Learning Standards. Given that we gave the Smarter Balanced assessment for the first time in grades 3-8, 10 and 11 significant collaboration and professional development will continue to be necessary to assure teachers are equipped to help students meet the more rigorous standards on this assessment. The addition of performance tasks and more rigorous standards makes our students vulnerable to not meet standards unless our instructional staff have had the appropriate professional development.

This time was used as a springboard to data team meetings in each school throughout the year. Given the time intensive nature of this work and data study it is critical that we have time to kick start this work before school starts.

3. Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.

This time we are adding a goal of learning around PBIS (Positive Behavioral Interventions and Support). Each building is engaged in the work of creating a positive school climate and consistent expectations. In order to meet the rigorous Washington State Learning Standards we have found that this structure and positivity is a major factor in success for students and teachers.

TPEP and continued implementation of the Washington State Learning Standards continue to be our major focus. Research tells us that in order to learn and do something well we need ongoing professional development and professional learning communities focused on a topic for a longer period of time. Continuing with two waiver days throughout the school year provides us with the opportunity to bring all K-12 staff together to learn and dig deeper into these essential topics.

4. Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.

It is absolutely essential that teachers and staff have time to fully understand the changes that are taking place in education and how they will impact them as teachers and how they will improve student achievement. The implementation of the two important systems—TPEP and Washington State Learning Standards in mathematics, ELA and Science will require a large effort on the district and schools' part to be successfully implemented.

5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.

The district website continues to provide timely information about staff development and student achievement. Each school provides a regular newsletter to parents relating to student achievement and activities. Parent-Teacher conferences are very successful in communicating each student's individual success and needs. Automated phone calls from the Superintendent allowed the team to provide up to date information about the waivers days and continued work of all K-12 staff. Presentations to the Board of Directors also provide information to the public related to each school's progress.

The creation of this Waiver Day request involved administrators, teachers, classified staff, parents and students who created a plan and then presented the plan to the Board of Directors.

C. Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

RIVERSIDE SCHOOL DISTRICT NO. 416-32
SPOKANE AND PEND OREILLE COUNTIES, WASHINGTON

RESOLUTION NO. 03-16-01

STATE WAIVER OF REQUIRED SCHOOL DAYS

WHEREAS, Riverside School District requests a waiver for grades K-12 of the minimum 180-day school year (WAC 180-16-215) for the 2016-2017, 2017-2018 and 2018-2019 school years.

WHEREAS, The School Board of Riverside School District #416-32, Spokane and Pend Oreille Counties, in the State of Washington, recognizes that:

1. Planning time is needed for staff to implement the identified goals and to align curriculum with state guidelines for instruction and assessment; and
2. Focus on Writing, Science, and Math assessments.
3. Riverside School District exceeds the required minimum annual hour requirements as outlined in RCW 28A.150.220; and
4. Time designated for planning and in service training that would facilitate training opportunities for classified staff; and
5. Having full day conference options will increase the number of parents attending conferences; and
6. Provide flexibility for staff to vary the length of conferences as needed.

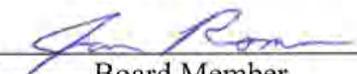
WHEREAS, The Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180.18).

THEREFORE, BE IT RESOLVED that the Riverside School Board of Directors requests the minimum 180 school-day requirement be waived for two (2) days for the 2016-2017 and 2017-2018 school years for professional development and collaboration and four (4) days for parent teacher conferences for the 2016-2017, 2017-2018 and 2018-2019 school years.

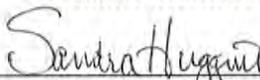
DATED, this 29th day of March, 2016.

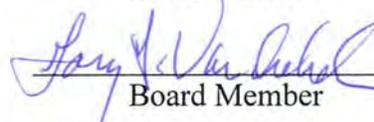

Board Chair


Secretary to the Board of Directors


Board Member

Board Member


Board Member


Board Member



THE WASHINGTON STATE BOARD OF EDUCATION

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Title:	<u>Requests for Waiver of Credit-Based High School Graduation Requirements</u>	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<ol style="list-style-type: none"> Do the applications provide the information and documentation required by WAC 180-18-055? Do the applications present learning goals and competencies aligned to state standards, and explanations of how achievement of the goals and competencies will be determined, sufficient to warrant approval of the requests by the Board? 	
Possible Board Action:	<input type="checkbox"/> Review <input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The Board is presented with applications from two school districts for waivers under WAC 180-18-055 of the credit-based high school graduation requirements in Chapter 180-51 WAC. Methow Valley School District requests this waiver for the Independent Learning Center for the maximum term of four years. Lake Chelan School District requests the waiver for the Chelan School of Innovation. The applications were prepared in collaboration with the Puget Sound Consortium for School Innovation, a nonprofit organization affiliated with Big Picture Learning. Both would apply the Big Picture model of learning goals, competencies and evidence of achieving them.</p> <p>Included in your packet are:</p> <ul style="list-style-type: none"> The board resolutions, waiver applications and related materials submitted by each district. A copy of WAC 180-18-055 (Alternative high school graduation requirements). <p>Representatives of the schools and districts will make short presentations and take questions on their waiver requests.</p>	



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WAIVERS OF CREDIT-BASED HIGH SCHOOL GRADUATION REQUIREMENTS: CURRENT REQUESTS

Policy Considerations

1. Does the districts' applications provide the information and documentation required by WAC 180-18-055 in a clear and compelling way?
2. Do the districts demonstrate in their applications that the proposed non-credit based graduation requirements will meet minimum college admission standards?
3. Do the applications present learning goals and competencies aligned to state standards, and clear descriptions of how student achievement of those goals and competencies will be determined?

Background

In April 1999 the SBE adopted [WAC 180-18-055](#), titled "Alternative high school graduation requirements." The rule authorizes the granting of a waiver by the Board that would enable students to earn a diploma by a demonstration of competencies in core subjects meeting state standards, in place of earning the credits required by Chapter 180-51 WAC (High school graduation requirements).

In filing the adopted rule, [WSR 99-10-094](#), the Board stated that the purpose was to provide school districts and high schools a waiver option from credit-based graduation requirements to support performance-based education.

Accordingly, Section 1 of WAC 180-18-055 declares:

The state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition [from a time and credit-based education system to a standards and performance-based system] with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements.

WAC 180-18-055 provides that a school district, or a high school with permission of the district's board of directors, or an approved private school may apply to the SBE for a waiver of one or more of the requirements of Chapter 180-51 WAC. The rule is unique among provisions of Chapter 180-18 WAC in authorizing schools, as well as the districts that govern them, to apply for waiver of basic education requirements, and as well as in extending the opportunity to private schools. The SBE may grant the waiver for up to four school years.

The rule lists in detail the information that must be submitted to the SBE with the waiver request. The application must include, for example:

- Specific standards for increased learning that the district or school plans to achieve;
- How the district or school plans to achieve the higher standards, including timelines for implementation;
- How the district or school plans to determine whether the higher standards have been met;
- Evidence that students, families, parents, and citizens were involved in developing the plan.

- Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan.

The applicant district or school must also provide documentation that the school is (or will be) successful as demonstrated by such indicators as assessment results, graduation rates, college admission rates, follow-up employment data, and student, parent and public satisfaction and confidence in the school, as evidenced by survey results.

Any school or district granted a waiver under this section must report annually to the SBE on the progress and effects of implementing the waiver.

WAC 180-18-055 includes no specific criteria for evaluation of a request for a waiver of credit-based graduation requirements. The rule does stipulate that the SBE may not grant the waiver unless the district or school shows that the proposed non-credit based graduation requirements meet minimum college core admission standards.

Methow Valley and Lake Chelan are the fourth and fifth districts to apply for this waiver in the nearly 17 years of its existence. Highline School District received a four-year waiver for Big Picture high school in 2008. Highline's request to the Board for renewal of its waiver for Big Picture School for additional years was approved in March 2012, and again in March 2015. Highline/Big Picture's current waiver runs through the 2018-19 school year. Federal Way School District obtained a waiver of four-years for Truman High School in 2009. It did not seek renewal of the waiver on its expiration in 2013. At its January 2016 meeting the Board approved an application from Issaquah School District for a new high school called Gibson Ek for opening in 2016-17. Gibson Ek will replace a closed alternative school and be modeled on Big Picture design principles.

[Big Picture Learning](#) is a Providence, R.I.-based nonprofit, founded in 1995, that supports the creation and operation of public schools that follow its model of personalized, competency-based learning. Its web site states there are more than 65 Big Picture network schools in the U.S., and many more around the world. In addition to the long-established Big Picture schools in Highline, the not-yet-open Gibson Ek in Issaquah, and the Chelan School of Innovation, Bellevue has operated a Big Picture School since the 2011-12 school year. [Bellevue Big Picture](#) has not applied for a waiver from credit-based high school graduation requirements. Students enrolled in the school (343 in October 2014) must fulfill the same 23.5-credit requirements to graduate with a diploma.

Current Requests

Methow Valley School District requests waiver of credit-based high school graduation requirements for four years (the maximum allowed) for the district's alternative high school, the [Independent Learning Center](#). Lake Chelan School District requests the waiver for the same four years for the [Chelan School of Innovation](#).

The instructional frameworks presented by Methow Valley and Lake Chelan are the product of a partnership between school and district staffs and the [Puget Sound Consortium for School Innovation](#), a regional initiative of Big Picture Schools founded and directed by Jeff Petty, formerly principal of Highline Big Picture School. The district resolutions are the same. The waiver applications bear many similarities in content, starting, as they do, from the Big Picture model for goals, competencies, and accountability. As they have so much in common, in this summary we will provide some background on the two schools, seek to highlight features more distinctive to each application.

Methow Valley's Independent Learning Center (ILC) has served the district as an alternative school since 1992. According to Superintendent Tom Venable, was for most of its history a "packet school" to help a small population of students most at risk of dropping out obtain their high school diploma or GED. Over the last few years the district has been shifting the focus and role of ILC from an alternative school to an option school. "Since 2011-12, the ILC has been rapidly emerging as a pocket of innovation within the Methow School District . . .," the district says. "With the support of an exceptionally talented teaching staff, ILC students are engaged in the development of independent learning plans aligned to real-world, project-based, and action-oriented learning experiences, supported through internships and mentorships. . . . Students who have struggled to be successful in the comprehensive high school have found success at ILC. (p. 6 of application).

In 2013, the district says, the MVSD school board established a vision for the district with six strategic areas of focus. One of those areas of focus was "Innovation and Flexibility." The partnership with the Puget Sound Consortium to adopt the Big Picture model and its ongoing work with Big Picture Learning and the Chelan School of Innovation is regarded as a major step in actualizing that vision.

Methow Valley cites increasing enrollment in the ILC (not clear from OSPI data), increasing graduation rates, and a marked decrease in chronic absenteeism and disciplinary referrals and suspensions with the changes being made in the school. The chart on page 42 shows the number of students in the senior class for each of the last three years who graduated in four years. (OSPI's State Report Card shows an adjusted four-year cohort graduation rate of 75 percent for 2014-15, a significant increase from three and four years prior.) In a phone conversation with staff, Supt. Venable said that 16 ILC students graduated last year, and 22 will graduate this year.

The ILC's expectations for student learning are set out in the "Benchmark Requirements" and "Gateway Expectations" for making successful transitions from one grade level to the next, shown in pp. 39-42 of the applications. These serve as "signposts off necessary work to be completed in addition to the individual goals set in students' learning plans."

The system for documenting student learning comprises exhibitions, portfolios, student narrative reflections, reflective journaling, a senior project, the "gateways" referenced above, and academic transcripts. "As in other schools in the Big Picture Learning Network, ILC's assessment of student learning will draw heavily on end-of-term exhibitions in which students present their learning to a panel of peers, school staff, community members, and mentors." (p. 33). Transcripts will follow the format of other Big Picture Schools. Examples, familiar from prior applications, are included.

Methow Valley reminds on p. 38 of the application that as a district school, ILC is subject to the accountability measures applying to all schools in the district, including:

- The MVSD Listening and Learning Framework;
- Graduation rates;
- End-of-Course and SBA scores;
- Enrollment, attendance and discipline data;
- College enrollment, persistence and post-secondary education and employment data; and,
- Survey data.

As an alternative school, the Independent Learning Center does not have Achievement Index Ratings. Participation of its 22 students in 2014-15 Smarter Balanced Assessments was 50 percent in ELA and 25 percent in math.

Like Methow Valley's Independent Learning Center, **Lake Chelan** School District's Chelan School of Innovation (CSI) opened on the Big Picture design in 2015. And like the ILC, Chelan School of Innovation replaces a previous alternative school, called Glacier Valley High School.

The CSI [web site](#) declares that it is "**NOT** an alternative school, but a different option," which also finds its echo in the Methow Valley application for ILC. The Lake Chelan application says that CSI builds on existing secondary programs in the district such as Chelan High School, Running Start, Tech Center, College in the High School, and current and proposed CTE Pathways.

On pp. 40-41 of the application explains some of the rationale for replacing Glacier Valley with CSI, and some early outcomes from the transition. In the table on page 40 shows very low graduation rates for Glacier Valley – much lower than for Chelan High School, shown in the table on the next page, and far below state averages. In an e-mail message to staff, CSI principal Crosby Carpenter said the school will most likely graduate 71 percent of its current seniors in CSI's inaugural year – up from 13 percent the year before.

Absenteeism rates for current CSI students, who would have attended Glacier Valley before, exceeds various definitions of chronic absenteeism, a pre-indicator of dropping out of school and other impediments to success in school and beyond. CSI has established an intervention system, borrowing from the Big Picture model, with a goal of reducing absenteeism by 20 percent during the current school year. CSI has also contracted with Restorative Justice Center of the Northwest to implement a program to bring suspensions down dramatically from the high rates at Glacier Valley.

The district also shows that CSI students earned significantly more credits, on average, in the fall quarter of 2015-16 than in the fall quarter of the year before. (The need to earn credits would of course be eliminated were the waiver application approved.)

Both CSI and ILC state in item 2 of their applications the specific proposed competencies for increased student learning outline on the succeeding pages are aligned with Common Core State Standards, as well as with admissions expectations for four-year colleges. CSI states (p. 8) that it is revising current learning goals and competencies to further align with the Common Core.

The benchmark requirements by grade provided in response to item 2, on specific standards for student learning, are similar to though not fully the same as those for ILC. (pp. 17-21) Again, these appear to be more in the nature of work to be completed and activities undertaken than standards for learning.

Like Issaquah's Gibson Ek, the Chelan School of Innovation would document personalized and competency-based learning by contracting with [Project Foundry](#) for its learning management system. It describes Project Foundry as "a cloud-based application for project-based schools to align individual student work to academic competencies through personalized learning plans. . . . Project Foundry enables CSI to translate competency completion into digestible transcripts and access data on overall programmatic success. It is CSI's key technology for helping students stay organized, and tracking their progress toward meeting all competencies and qualifying for graduation."

The sample transcript on pp. 22-23 of the application is an official transcript for Chelan School of Innovation, rather than a transcript for another school that the applicant district and school would emulate. It shows, for each Big Picture learning goal, the degree to which the student has achieved proficiency and how it accords with college admissions requirements, and describes internships and

other highlights of the student's educational experience. Standardized test scores and college credits earned while in high school are shown as well.

Like Methow Valley, Lake Chelan assures in its application that while CSI has its own ways for determining whether learning goals and competencies are met, based on the Big Picture design, it is still subject to the accountability measures pertaining to all district schools. These include:

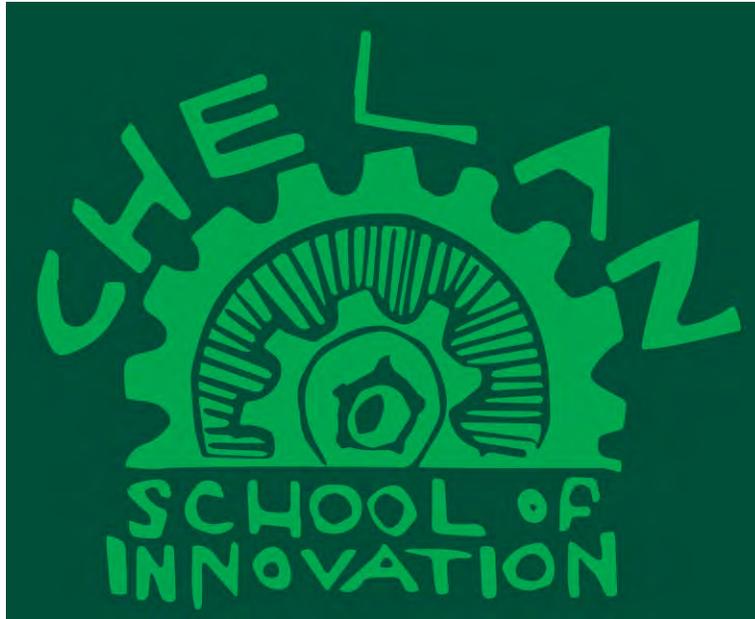
- The district's annual school improvement process;
- Graduation rates;
- End-of-course and Smarter Balanced test scores;
- Enrollment, attendance and discipline data;
- College and post-secondary data, including National Clearinghouse data; and,
- Student, staff and parent survey data.

As an alternative school, the Chelan School of Innovation has no ratings in the Washington Achievement Index. The participation rates in 2014-15 Smarter Balanced assessments in ELA and math were 50 percent in each.

Action

The Board will consider whether to approve the applications submitted by Methow Valley School District for the Independent Learning Center and Lake Chelan School District for the Chelan School of Innovation for waiver of credit-based high school graduation requirements.

If you have questions regarding this memo, please contact Jack Archer at jack.archer@k12.wa.us



**Proposal for Waiver from WAC 180-51-068:
State subject and credit requirements
for high school graduation**

May 2016

Chelan School of Innovation

324 East Johnson
Chelan, WA 98816



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<input type="checkbox"/> CSI's expectations for student learning.	
<input type="checkbox"/> Graduation rate of the high school(s) for the last three school years.	
<input type="checkbox"/> Any available follow-up employment data for the high school's graduates for the last three years (combined with college data).	
<input type="checkbox"/> System for documenting student learning (e.g., student portfolios, etc.).	
<input type="checkbox"/> Student scores on required statewide high school assessments for the past three years.	
<input type="checkbox"/> Annual performance report for the last three years.	
<input type="checkbox"/> Family and parent involvement at the school.	
<input type="checkbox"/> Level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school in the last three years.	
<input type="checkbox"/> Documentation and rationale showing that any noncredit-based graduation requirements that replace in whole or in part the applicable graduation requirements in Chapter 180-51 WAC meet the minimum College Academic Distribution Requirements established in WAC 392-415-070 for students planning to attend a baccalaureate institution.	



April 1, 2016

State Board of Education
PO BOX 47206
Olympia, WA

The Lake Chelan School District is submitting a request to waive the traditional credit based high school graduation requirements for Chelan School of Innovation. I truly appreciate the opportunity you have afforded our students to focus on enhancing the rigor and engagement of their educational experience and opportunities.

As we began to examine our current educational offerings for our students, it was obvious many of our students were thriving in our comprehensive high school. Our course offerings provide a strong blend of advanced AP and College in the High School courses and our Career Technology Education courses. Students graduating from Chelan High School have proven to be successful in college and careers.

The mission for our district is centered on ensuring that ALL students are able to create or take advantage of opportunities post high school, whether that is career, college or life. I am proud that in Chelan, we recognize that most is not ALL! When we analyzed our alternative programs, we noted that we only have a 13% graduation rate with little or no students going on to any form of post high school education. We began to examine other opportunities that would engage, empower and develop a love of learning in our students – alternative or otherwise. Hence, the creation of Chelan School of Innovation. Using a rigorous competency based approach coupled with the power of project based learning and meaningful and relevant internships with strong mentorships built in, we have found that students who might typically be disengaged or lack a passion for learning are now fully engaged and excited to learn even after high school! The ability to follow their passion without being bound to such a restrictive credit and seat time focus is rekindling the love of learning for our students.

Having just touched the surface of this model of education, we are excited about the opportunity to fully explore how we can meet the learning needs of ALL Lake Chelan School District students. Thank you again for this opportunity to apply for a waiver of the traditional credit based graduation requirements.

Respectfully yours,

Robert W. Manahan, Ed. D.
Superintendent, Lake Chelan School District



**LAKE CHELAN SCHOOL DISTRICT NO. 129
RESOLUTION 2016-02**

**Waiver from the State High School Requirements for Chelan School of Innovation, Lake
Chelan School District 129**

A RESOLUTION of the Board of Directors of the Lake Chelan School District, No. 129 (the "District"), requesting a waiver from the state high school graduation requirements for Chelan School of Innovation in the Lake Chelan School District, No. 129

WHEREAS, the district is a duly organized political subdivision of the State of Washington; and

WHEREAS, WAC 18 05 1-060 through – 068 outlines minimum subject areas for high school graduation credits based on when a student starts high school; and

WHEREAS, WAC 180-18-055 outlines a process for alternative high school graduation requirements; and

WHEREAS, the district's Board of Directors working in partnership with families, students, staff and community members, has established a vision that focuses project based learning, heightened student engagement, strong relationships and the development of life-long learners through applicable and relevant learning experiences; and

WHEREAS, the district has a goal of reaching 100% on-time graduation rate with ALL students graduating with the skills to take advantage of any career, college and life opportunity that may come their way; and

WHEREAS, the district's Board of Directors, teachers, administrators and classified employees are committed to an innovative and personalized program of study designed to meet the individual needs of every learner; and

WHEREAS, students, families, parents, and citizens were involved in developing a plan to achieve that goal; and

WHEREAS, that goal will be best met by allowing schools like Chelan School of Innovation the flexibility to innovate while being held accountable to high standards;

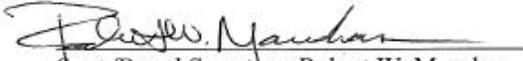
NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of the Lake Chelan School District, No. 129, Chelan County, Washington, approves the application by Chelan

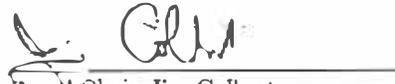
School of Innovation to the State Board of Education requesting a waiver from the requirements of WAC 180-51-061(1)(a) through (h) and 180-51-063(1)(a) through (h).

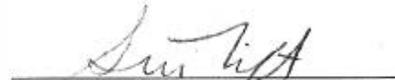
Adopted on the 26th day of March 2016

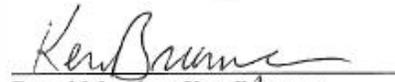
ATTEST:

BOARD OF DIRECTORS:

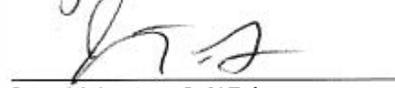

Supt./Board Secretary, Robert W. Manahan


Board Chair, Jim Colbert


Board Vice-Chair, Sir Tift-Wyant


Board Member, Ken Brunner


Board Member, Lynda Foster


Board Member, Jeff Fehr

Required Components of Application

WAC180-18-055

Alternative High School Graduation Requirements Application for Waiver from Requirements of Chapter 180-51 WAC

[WAC 180-18-055](#) states that the finding of the State Board of Education that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition from a time and credit based education system to a standards and performance based system with the least amount of difficulty. The Board stated an intent to provide districts and high schools the opportunity to create and implement alternative graduation requirements. The rule provides that a school district, or a high school with permission of the district's board of directors, or an approved private school may apply to the State Board of Education for a waiver of one or more of the requirements of Chapter 180-51 WAC (High school graduation requirements). The Board may grant the waiver for up to four years.

The following items 1-8 in Part A are for both new and renewal applications for waiver under this WAC. Part B consists of additional items that must be completed for renewal applications. Please title all attachments and indicate to which application item the attachments apply.

Part A

Contact Information

Name	Crosby Carpenter
Title	Principal, Chelan School of Innovation
School District	Lake Chelan School District
Phone	509 996-2215
Email	carpentercr@chelanschools.org
Mailing Address	215 W Webster Ave, Chelan, WA 98816

Application Information

Type of Application (new or renewal)	New
School(s) for which the Waiver Is Requested	Chelan School of Innovation
School Years Subject to the Waiver (maximum of four years)	2016-2020
Date of Application	May 11, 2016

1. Please identify the requirements of chapter 180-51 that are requested to be waived.

This application requests a waiver from WAC 180-51-066, -067, and -068: Minimum requirements for high school graduation. In lieu of credits specified in WAC 180-51-066-8, Chelan School of Innovation proposes to graduate students based on successful demonstration of competencies outlined in the following section. This proposal and the Big Picture Learning Distinguishers upon which they are based are consistent with the State's school reform vision as defined in WAC 180-51-001, which states:

(1) The State is shifting from a time and credit-based system of education to a standards and performance-based education system. Certain ways of thinking about time must shift in order to support the ongoing implementation of school reform. The board's long-term vision of a performance-based education system includes:

(a) No references to grade levels or linking a student's educational progress to a particular age. Instead, learning is viewed in terms of developmental progress, academically and vocationally, so that while the curriculum may be sequential the student moves through it at her or his developmental pace, regardless of age;

(b) An understanding that in the absence of other important information, a student's grade point average and performance on the Washington assessment of student learning do not provide a complete picture of the student's abilities and accomplishments;

(c) An understanding that our concept of school needs to expand and take into account that education and learning are about connected learning experiences, which can and do occur inside and outside the physical boundaries of a school building; and

(d) An understanding that students do not all learn in the same way (there are multiple learning styles), that teachers do not all instruct in the same way (there are multiple teaching styles and strategies), and these facts suggest that it should be possible to assess students' performance and achievement in multiple ways while maintaining common, high expectations and standards for learning.

The mission of Chelan School of Innovation (CSI) is *"to promote an entrepreneurial growth mindset through passion-driven, project based, individualized learning."* CSI supports/builds on existing secondary programs in the Lake Chelan School District such as Chelan High School, Running Start, Tech Center, College-in-the-High School and current/proposed CTE Pathways. In 2015, CSI adopted the Big Picture Learning principles, which specify: "Learning must be based on each student's interests and needs. 2. Curriculum must be relevant to the student and allow them to do real work in the real world. Student growth and abilities must be measured by the quality of their work and how it changes them." CSI applies the Big Picture Learning model specifically to three key components: ¹core content, ²independent/team projects, and ³internships. CSI students not only meet academic requirements for graduation from high school and admission to college, they also develop skills for the modern workplace. This is consistent with the State's reform vision outlined in WAC 180-51-003: The intent of graduation requirements, which highlights the importance of career exploration and integrating academic and vocational learning.

2. Please state the specific standards for increased student learning that that the district or school expects to achieve through the waiver.

The specific proposed competencies for increased student learning outlined on the following pages are aligned with Common Core State Standards and admissions expectations for four-year colleges. Chelan School of Innovation is currently revising the current models of the learning goals and competencies to further align with current standards and Common Core and to include real world examples of learning. See the Quantitative Reasoning section on the Chelan School of Innovation draft document for the vision of Learning Goals and Competencies. This format is adapted from the Big Picture Learning Goals and Highline Big Picture Competency Overviews, which have been continuously revised based on input from Washington's public baccalaureate admissions directors and the learning from other schools in the Big Picture Learning network. Additionally, using these competencies and Big Picture transcripts as models, Chelan School of Innovation will collaborate with Washington State colleges to develop a Lake Chelan School District transcript that documents student performance in various competencies as they relate to college admission expectations. This work is augmented by ongoing collaboration with a growing regional network of Big Picture Learning schools, including Highline, Bellevue, Gibson Ek (Issaquah), and Methow Valley's Independent Learning Center.

Included in this section are:

1. Draft of Chelan School of Innovation Learning Goals and Competency descriptions aligning to Common Core State Standards
2. CSI Learning Cycle diagram
3. Big Picture Learning Goal and Competency Descriptions aligned to Common Core
4. Draft of Chelan School of Innovation Grade Level Expectations
5. Sample transcripts from Highline Big Picture and The Met, BPL's flagship school in Rhode Island, recently named by *Tech Insider* one of the 13 most innovative schools in the world (<http://www.techinsider.io/the-13-most-innovative-schools-in-the-world-2015-9>)

Selected references and sources:

<http://www.competencyworks.org/wp-content/uploads/2014/02/Screen-Shot-2014-02-27-at-1.29.25-PM.png>

<https://www.odu.edu/content/dam/odu/offices/assessment/docs/quantitative-reasoning-report.pdf>

<http://www.cde.ca.gov/be/st/ss/index.asp>

<http://www.nextgenscience.org/sites/ngss/files/Appendix%20F%20%20Science%20and%20Engineering%20Practices%20in%20the%20NGSS%20-%20FINAL%20060513.pdf>

Chelan School of Innovation Learning Goals

Learning Goals

Communication

Write for varied purposes; read and interpret from a variety of genres and periods; conduct inquiry and research; communicate and analyze in various forms; present to groups in various contexts.

Social Reasoning

Analyze issues and events; reflect on patterns of human history; know and use geographic information; understand structures and systems of government

Quantitative Reasoning

Solve mathematical problems; perform algebraic operations; use geometric concepts and models; use functions to understand mathematical relationships; use probability and statistics to collect and study data

Empirical Reasoning

Design and conduct scientific inquiry; know fundamental concepts of the sciences; analyze scientific knowledge, theories and research; understand, use and investigate a field of science.

Personal Qualities

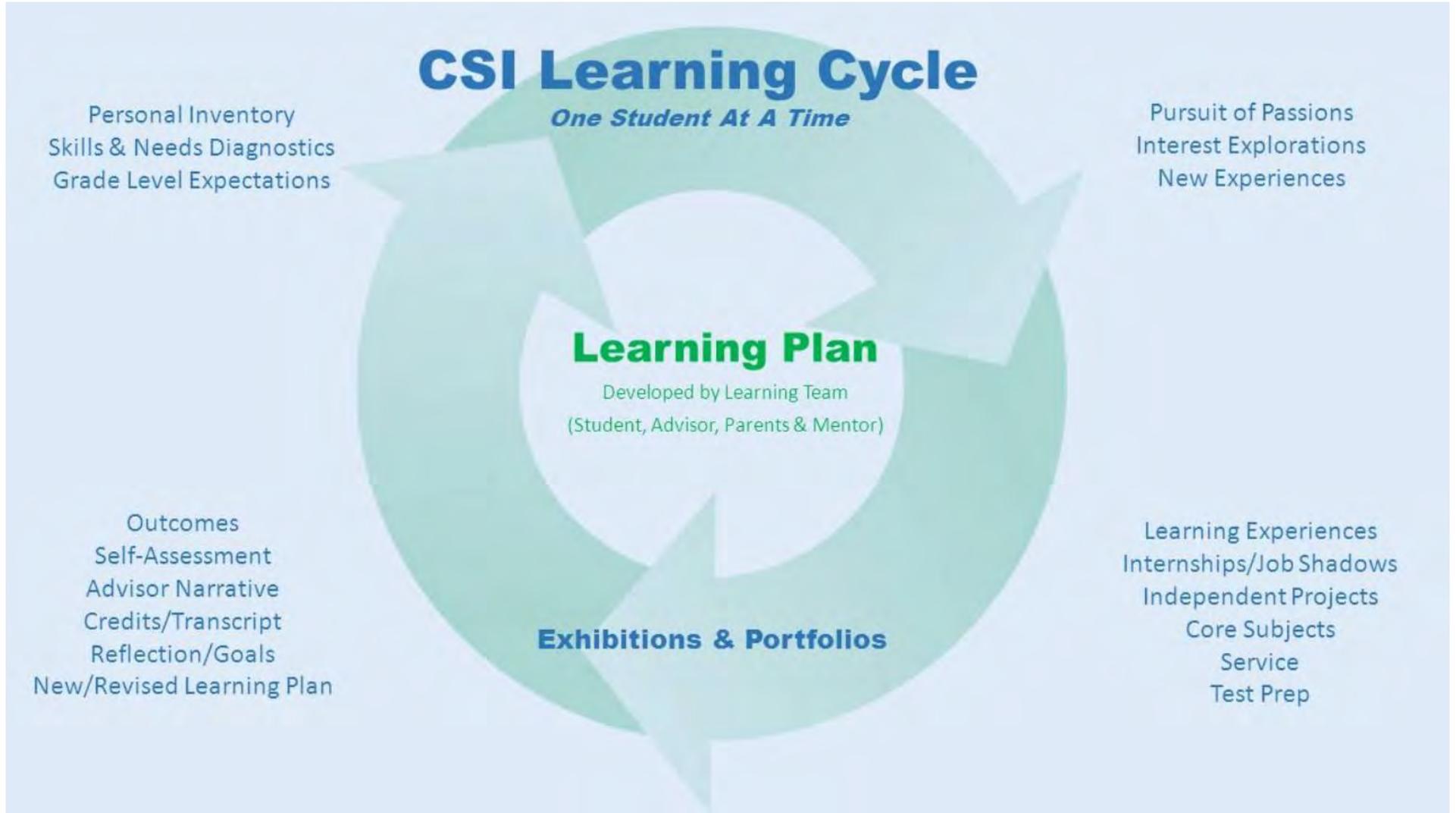
Work effectively in diverse teams; organize, plan and manage time effectively; reflect and plan about life and learning; collaborate in varied contexts; mediate conflicts; think and act as a leader

Non Cognitive Capacities

Positive self-concept; Realistic self-appraisal; Navigating systems and dealing with discrimination; Long-range goals over immediate needs; Strong support system; Leadership experience; Community service & involvement; Knowledge in or about a field.

...Through Competency-based Assessment

Chelan School of Innovation Learning Cycle



Big Picture Learning Goals and Competencies

At Big Picture Learning, we believe that high school graduates must know how to reason, problem-solve, and be active members of the community. At Big Picture Learning schools, there is no canon of information that all students must know. In a world where available information is growing exponentially, we believe that the most important thing a student needs to know is how to learn. Integral to the Big Picture Learning design are five Learning Goals, a framework for looking at concepts, skills, and abilities and a guide for creating personalized curriculum.

The five Learning Goals are:

- Personal Qualities
- Communication
- Quantitative Reasoning
- Empirical Reasoning
- Social Reasoning

Big Picture holds very high standards for our students. We have designed our educational program from the end-goal backwards – meaning, we have a clear vision of the skills, knowledge, and personal qualities that will help lead our graduates’ success and fulfillment. However, we also know that to truly educate one student at a time, our goals for student learning must be flexible enough to accommodate the diversity of student needs and personal aspirations. Our assessment system is based around two sets of goals – the five school-wide Learning Goals and each student’s own personal goals. Woven throughout all of the goals is the belief that learning should be authentic and meaningful, as well as a commitment that each student should become a life-long learner.

The five Learning Goals are tools for problem solving and offer a framework for looking at the real-world knowledge and abilities necessary to being a successful, well-rounded person. They are not content-oriented curricula, nor are they completely distinct categories. Each goal focuses on an aspect of reasoning or community behavior. Students’ learning and project work will often incorporate many overlapping elements of the Learning Goals. Associated with the Learning Goals on the following pages are clusters of competencies aligned to Common Core State Standards and the admissions expectations of four-year colleges in Washington and beyond.

Personal Qualities (PQ)

“What do I bring to this process?”

This goal is to be the best you can be: to demonstrate respect, responsibility, organization, leadership, and to reflect on your abilities and strive for improvement.

Questions to develop your project:

- How can I demonstrate respect?
- How can I empathize more with others?
- How can I look out for my health and well-being?
- How can I communicate honestly about this?
- How can I be responsible for this?
- How can I persevere at this?
- How can I better organize my work?
- How can I better manage my time?
- How can I be more self-aware?
- How can I work cooperatively with others?
- How can I take on more of a leadership role?
- How can I enhance my community through this?

Productive Mindset	Develop positive self-concept, realistic self-appraisal, and a growth mindset; cultivate healthy choices in personal and work relationships.
Proactive Learning	Long-term goal planning and achievement. Define work in complex and varied contexts; establish a vision and set goals, individually and in groups; effectively translate goals into projects and tasks; manage workflow in context of conflicting priorities; apply effective technologies of managing workflow; access resources to get help when needed; establish and maintain clarity of purpose; persevere.
Reflective Learning	Reflect individually and in groups to identify strengths and growth areas. Explore personal history and how current perspectives originated; address strengths and weaknesses in personal learning plans.
Community Engagement and Leadership	Navigate systems; engage in community leadership, quality mentorship, and learning inside and outside of school. Apply awareness of group goals and one’s potential to influence others; apply appropriate strategies of facilitation, collaboration, and public speaking. Foster positive community relations in school and other contexts; mentor new members of the community; actively listen and empathize, recognizing one’s own views as a product of personal history and experience and honoring other perspectives; apply conflict mediation strategies; apply an understanding of group dynamics in work with small and large groups; accept responsibility.
Personal Wellness	Become aware of and manage choices toward a more successful existence; develop knowledge and skills related to mental, spiritual, financial, community, emotional, and physical wellness. Acquire the knowledge and skills necessary to maintain an active life through movement, flexibility, strength, and nutrition.

Communication

“How do I take in and express ideas?”

This goal is to be a great communicator: to understand your audience, to write, to read, to speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language.

Questions to develop your project:

1. How can I write about it?
2. What is the main idea I want to get across (thesis)?
3. Who is my audience?
4. What can I read about it?
5. Whom can I listen to about it?
6. How can I speak about it?
7. How can technology help me to express it?
8. How can I express it creatively?
9. How can I express it in another language?

Understanding	Comprehend, analyze, and critique literary and informational texts across a variety of media. Read to learn about topics of interest; read articles and essays for discussion; read for research; read and interpret creative works.
Expression	Effectively write persuasive, explanatory and narrative texts for various purposes and audiences. Use an effective writing process to reflect, persuade, explain, inform, plan, etc. Summarize and analyze articles, literature, poetry, etc. Practice creative and artistic writing and other means of expression.
Research and Inquiry	Gather accurate and relevant resources from varied media. Engage in inquiry/research to analyze, investigate, integrate and present information. Conduct research to address questions and problems of interest in various contexts; use and cite primary and secondary sources to gather and synthesize information and to create and communicate new knowledge.
Presentation and Feedback	Present and defend work in various contexts. Receive, incorporate, think critically about, and respond to outside feedback and ideas. Practice varied forms of public speaking, public displays and defenses of work, meeting and seminar facilitation, teaching, etc.
Multimedia Literacy	Effectively use technology to acquire, evaluate, produce and present information. Develop fluency in multiple communications media; choose and implement effective media for purpose, audience, and context.

Quantitative Reasoning (QR)

“How do I measure, compare, or represent it?”

This goal is to think like a mathematician: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time.

Questions to develop your project:

10. How can I use numbers to evaluate my hypothesis?
11. What numerical information can I collect about this?
12. Can I estimate this quantity?
13. How can I represent this information as a table, graph, and/or formula
14. How can I interpret this formula or graph?
15. How can I measure its shape or structure?
16. What trends do I see? How does this change over time?
17. What predictions can I make?
18. Can I show a correlation?

Fluency and Computation	Demonstrate fluency in the language and symbols of mathematics and the ability to perform basic calculations and operations related to the application of mathematics or statistics.
Logical Reasoning	Use stated assumptions, definitions, and previously established results to construct and support arguments. Use deductive reasoning and proofs to test conjectures and develop logical conclusions. Use computation, estimation, and mathematical properties to solve problems; estimate and check the reasonableness of results, including those obtained by technology.
Problem Solving	Formulate and represent mathematical problems and solutions using both convergent and divergent reasoning. Formulate and understand mathematical problems; select or generate relevant information; use mathematical concepts, models, and representations; choose appropriate strategies and tools to devise solutions; evaluate processes, strategies, calculations, and solutions to verify reasonableness; explore alternative approaches, extensions, and generalizations; represent and communicate processes, solutions, ideas, and conclusions; use appropriate mathematical technologies, terminology, symbols, and notation. Represent and solve problems with two- and three-dimensional geometric models; measure directly and indirectly using geometry and right-angle trigonometry.
Modeling and Analyzing Data	Create and interpret visual displays of quantitative information such as bar graphs, line graphs, pie charts, pictographs, and tables. Use appropriate models to make predictions, analyze relationships and draw inferences from data. Understand and apply concepts of probability; collect, organize, and display data using charts, tables and graphs, and also use these to draw inferences, make predictions, and solve problems; develop and evaluate inferences and predictions based on data; design, conduct, and critique statistical experiments, simulations, or surveys.

Empirical Reasoning (ER)

“How do I prove it?”

This goal is to think like a scientist: to use empirical evidence and a logical process to make decisions and to evaluate hypotheses. It does not reflect specific science content material, but instead can incorporate ideas from physics to sociology to art theory.

Questions to develop your project:

- What idea do I want to test (essential question)?
- What has other research shown?
- What is my hypothesis?
- How can I test it?
- What information (data) do I need to collect?
- How will I collect the information?
- What will I use as a control in my research?
- How good is my information?
- What are the results of my research?
- What conclusions can I draw from my research?
- How will I present my results?

Fluency and Research Fundamentals	Develop fluency with the scientific method and principles of research, such as logic, precision, open-mindedness, objectivity, skepticism, replicability, and honesty. Critically evaluate and cite scientific sources.
Design and conduct scientific inquiry	Determine scope and focus of inquiry; form questions and hypotheses involving scientific relationships; design investigations using appropriate methodology and tools to address questions and test hypotheses; collect and present data; analyze data, reflect on results, and develop reasoned conclusions.
Understand, use, and investigate a field of science	Understand and correctly apply essential concepts of a particular field of science; investigate, through research and inquiry, important principles, theories, and relationships from a field of science.
Analyze scientific knowledge, theories, and research	Analyze scientific theories and arguments to understand the nature of scientific knowledge and the context in which it develops; evaluate the scientific, social, and ethical implications of scientific research and writings.

Social Reasoning (SR)

“What are other people’s perspectives on this?”

This goal is to think like a sociologist, historian, or anthropologist and to apply an understanding of historical patterns to thinking about current political, social, ethical, economic, and cultural issues.

Questions to develop your project:

- How do diverse communities view this?
- How does this issue affect different communities?
- Who cares about this? To whom is it important?
- What is the history of this? How has this issue changed over time?
- Who benefits and who is harmed through this issue?
- What do people believe about this?
- What social systems are in place around this?
- What are the ethical questions behind this?
- What do I think should be done about this?
- What can I do?

Critical Analysis	Reflect on past and current events; analyze cause and effect; understand implications of policy and change over time; distinguish fact from opinion. Define and analyze past and current events of social significance; analyze causes and effects of local and international events and issues; interpret and propose solutions using supportable data and defensible criteria.
Diverse Perspectives	Use primary and secondary sources; develop empathy and understand bias. Examine social influences, beliefs, and behavior across diverse communities and contexts.
People, Places, and Environment	Understand processes of cultural interaction such as migration, assimilation, conflict and cooperation within the context of environment, resources, and climate. Use and apply geographic information to interpret events and relationships in history; analyze interrelationships among the characteristics of places and the various forces (e.g. social, cultural, etc.) that shape them; understand processes of cultural distribution, migration, assimilation, conflict, etc.; reflect on the interaction and interdependence of physical and human systems.
Human Behavior and Expression	Examine social and cultural dynamics and their effects on individuals. Examine creative expression through the lens of art, literature, music, architecture, etc. Analyze issues of ethics and social responsibility. Examine social influences, beliefs, and behavior; examine and reflect on cultural and group dynamics and effects on individuals.
Institutions and Systems	Understand major political and social systems and structures and their effects on individuals and society. Think critically about individual rights and responsibilities within these systems. Understand the principles, structures, and functions of government in the United States and the rights and responsibilities of citizens.

Chelan School of Innovation Draft Grade Level Expectations

Benchmark Requirements: 9th Grade

- ❖ Successfully complete an exhibition for each quarter showing growth and readiness
- ❖ Meet with your Learning Plan team at least five times a year
- ❖ Maintain files showing evidence of progress on a Learning Plan for all terms:
 - Quarterly reflections
 - All Advisor narratives
 - Calendar pages and examples of organizational system
- ❖ Student narrative reflections for all terms including:
 - Five Learning Competencies
 - Eight Non-cognitive competencies
 - Items from this list
 - Additional activities and trips
- ❖ All LTI Boot Camp requirements/ Interviews/ Job Shadow
 - First quarter - Boot Camp
 - Three quarters - Three job shadows
- ❖ Four minimum Personal Interest Projects completed and presented
- ❖ Annotated bibliography of written works read
 - Four minimum books (or teacher approved compilation of literature)
 - Other works of varying complexity and sophistication
 - Weekly reading journal
 - Whole group book study
- ❖ Regularly attend, participate, and complete class requirements
- ❖ For each domain (Comm, SR, QR, ER, PR), evidence demonstrating growth and achievement of substantial learning
 - Include corresponding competencies
- ❖ Community Service
- ❖ Additional Requirements

Benchmark Requirements: 10th Grade

- ❖ Successfully complete an exhibition for each quarter showing growth and readiness
- ❖ Meet with your Learning Plan team at least five times a year
- ❖ Maintain files showing evidence of progress on a Learning Plan for all terms:
 - Quarterly reflections
 - All Advisor narratives
 - Calendar pages and examples of organizational system
- ❖ Student narrative reflections for all terms including:
 - Five Learning Competencies
 - Eight Non-cognitive competencies
 - Items from this list
 - Additional activities and trips
- ❖ Job Shadows and Gateway Narrative reflection (4 pg. double spaced, 12 font)
 - First Semester - Two job shadows
 - Second Semester - Three job shadows with focus on deepest interests
- ❖ Four minimum Personal Interest Projects completed and presented
 - evidence of inquiry and research skills, including sources cited
- ❖ Annotated bibliography of written works read
 - Five minimum books (or teacher approved compilation of literature)
 - Other works of varying complexity and sophistication
 - Weekly reading journal
 - Whole group book study
- ❖ Regularly attend, participate, and complete class requirements
- ❖ Advisor Narratives for all previous terms
- ❖ For each domain (Comm, SR, QR, ER, PR), evidence demonstrating growth and achievement of substantial learning
 - Include corresponding competencies
- ❖ Prepare for any State Assessments
- ❖ Three recommendation letters from adults in community
- ❖ Community Service

- ❖ Begin Post-Secondary Packet:
 - Post-secondary school tours reflections
 - Post-secondary research project
 - Graduation plan for the next two years
 - Fill Learning Plan gaps
 - Resume

Benchmark Requirements: 11th Grade

- ❖ Successfully complete an exhibition for each quarter showing growth and readiness
- ❖ Meet with your Learning Plan team at least five times a year
- ❖ Maintain files showing evidence of progress on a Learning Plan for all terms:
 - Quarterly reflections
 - All Advisor narratives
 - Calendar pages and examples of organizational system
- ❖ Student narrative reflections for all terms including:
 - Five Learning Competencies
 - Eight Non-cognitive competencies
 - Items from this list
 - Additional activities and trips
- ❖ LTI and Conduct Agreement requirements
 - Minimum Two LTI projects
- ❖ Two minimum Personal Interest Projects completed and presented
- ❖ Annotated bibliography of written works read
 - Five minimum books (or teacher approved compilation of literature)
 - Two Non-fiction
 - One Autobiography
 - Other works of varying complexity and sophistication
 - Weekly reading journal
 - Whole group book study
- ❖ Regularly attend, participate, and complete class requirements
- ❖ For each domain (Comm, SR, QR, ER, PR), evidence demonstrating growth and achievement of substantial learning
 - Include corresponding competencies
 - Discuss which competencies you have achieved and how
- ❖ Co-create and lead community service

- ❖ Write first 25 pages of an autobiography
- ❖ Reflect on State test results
 - Prepare for further assessments
 - Prepare for and take PSAT (Fall)
 - Prepare for and take ACT and SAT (Spring)
- ❖ Develop Post-Secondary Packet:
 - Post-secondary school tours reflections
 - School entrance requirements
 - Post-secondary research project
 - Graduation plan for the next year
 - Fill Learning Plan gaps
 - Resume
 - Minimum three letters of recommendation updated
 - Best work samples
 - Senior Focus project proposal approved by committee
 - Research and produce - use of technology for a portfolio

Gateway Expectations: 12th Grade

- ❖ Successfully completing an exhibition for each quarter showing growth and readiness, with the “Gateway” exhibition including an interactive piece (involve audience)
- ❖ Meet with your Learning Plan team at least five times a year
- ❖ Maintain files showing evidence of progress on a Learning Plan for all terms:
 - Quarterly reflections
 - All Advisor narratives
 - Calendar pages and examples of organizational system
- ❖ LTI and Conduct Agreement requirements
 - Minimum Two LTI projects
 - Interact weekly with contact related to LTI focus and track contacts
 - Meet regularly with Senior Focus Project mentor(s)
- ❖ Annotated bibliography of written works read
 - Five minimum books (or teacher approved compilation of literature)
 - Two Non-fiction
 - One Autobiography
 - Other works of varying complexity and sophistication
 - Weekly reading journal

- Whole group book study
- ❖ Regularly attend, participate, and complete class requirements
- ❖ For each domain (Comm, SR, QR, ER, PR), evidence demonstrating growth and achievement of substantial learning
 - Include corresponding competencies
- ❖ Co-create and lead community service
- ❖ Write 75-100-page autobiography
- ❖ Reflect on State Test results
 - Prepare for further assessments
- ❖ Develop Post-Secondary Packet:
 - Post-secondary school tours reflections
 - School entrance requirements
 - Post-secondary research project
 - Resume
 - Minimum three letters of recommendation updated
 - Best work samples
 - Senior Focus project presented to committee
 - Portfolio using technology
 - Scholarship applications with essays
 - FAFSA completed
- ❖ Present your work and reflections at a graduation exhibition.

OFFICIAL TRANSCRIPT **Final Report**

Chelan School of Innovation Lake Chelan School District

509-888-8773
303 East Johnson
Chelan, WA 98816

Legal Name: Redacted Student
Birth Date:
Parent:
District ID #:
SSID #:
Date of Graduation:
Date of Report:

THIS IS AN ACADEMIC RECORD FOR
GRADE(S):
9, 10, 11, 12

**WE DO NOT GRADE OR RANK
OUR STUDENTS**

Total number in class: 27
Senior Advisor cumulative GPA: 3.8

9 th Grade Applied Learning Goals	Degree of proficiency			C A D R
	IP	ME	EE	
COMMUNICATION				
Writing re text analysis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Reading/Socratic discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Facilitating and presenting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Multimedia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Expository Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
QUANTITATIVE REASONING				
Solving Equations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5
Algebraic operations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5
Mathematical problems	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5
Business Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
EMPIRICAL REASONING				
Anatomy & Physiology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	9
Health Science	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9
SOCIAL REASONING				
Analysis of issues and events	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	13
Inquiry and research	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	13
Business Market Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	14
PERSONAL QUALITIES				
Teamwork and collaboration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Organization/Time Managmnt	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Reflection and Life Planning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

9 th grade internships and real world learning opportunities student has taken advantage of:
<ul style="list-style-type: none"> Exemplary participation in real world interest exploration curriculum. Interned with a highly regarded Seattle chiropractor – learned about best business practices as well as anatomy and health.
<p>Other student highlights this year:</p> <ul style="list-style-type: none"> Learned about business planning and management by creating outstanding independent project about starting a chiropractic business in Seattle.

10 th Grade Applied Learning Goals	Degree of proficiency			C A D R
	IP	ME	EE	
COMMUNICATION				
Autobiographical Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Reading/Socratic discussion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
3D Perspective & Drawing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	16
Intro to Music Theory	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	16
Reading/Memoir Study	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Website Design	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Expository Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
QUANTITATIVE REASONING				
Applied quantitative thinking	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6
Mathematical problems	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Algebraic operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6
Geometric concepts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6
EMPIRICAL REASONING				
Scientific Method/Inquiry	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	9
Data Analysis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	9
Animation Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	16
SOCIAL REASONING				
Analysis of Issues & Events	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	13
Contemporary World Issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	14
Inquiry and Research	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Navigating Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
PERSONAL QUALITIES				
Teamwork and Collaboration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Organization/Time Managmnt	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Reflection and Life Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

10 th grade internships and real world learning opportunities student has taken advantage of:
<ul style="list-style-type: none"> Interned with Seattle Drum School. Designed professional website and learned basic music theory. Helped instructor guide small groups through music lessons.
<p>Other student highlights this year:</p> <ul style="list-style-type: none"> Applied and accepted to highly competitive summer internship with The Port of Seattle. Worked as a full time desk proctor and helped design Emergency Evacuation Plan. Proficient use of Adobe Photoshop Suite, Windows Movie Maker and Flash.

Authorized Signature _____

Title _____

Date _____

OFFICIAL TRANSCRIPT Final Report

11 th Grade Applied Learning Goals	Degree of proficiency IP = in progress, ME = met expectations, EE = exceeded expectations			C A D R
	IP	ME	EE	
COMMUNICATION				
Adv Expository Writing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3
Reading/text analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3
Inquiry and research	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3
2 & 3D Animation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9
Facilitating and presenting	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3
German Language Ind Study	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	11
QUANTITATIVE REASONING				
Graphing Lines	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	7
Linear Equations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	7
Polynomials	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	7
Rational Expressions/Roots	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	7
Accounting & Finance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Applied scenarios (of above concepts)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	7
EMPIRICAL REASONING				
Data Collection	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	9
Data Analysis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	9
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SOCIAL REASONING				
Comparative business	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	14
German Culture Ind Study	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	15
Inquiry and research	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	14
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PERSONAL QUALITIES				
Teamwork and collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Organization & time mngmnt	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Reflection and life planning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Leadership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

11 th grade internships and real world learning opportunities student has taken advantage of:
<ul style="list-style-type: none"> Interned with elementary school teacher – worked with struggling readers and writers. Also designed and taught art lessons. Interned with Starbucks Corporate Headquarters Accounting and Finance division in Seattle. Audited invoices for US, Canada, UK, and Ireland. Conducted complete vendor reconciliations for large Starbucks maintenance vendors.
Other student highlights this year:
<ul style="list-style-type: none"> Spent five weeks in Germany studying the language, culture and family history. Named DigiPen Animation student of the quarter at Puget Sound Skills Center. Named Business Student of the Month by SW King County Chamber of Commerce. Part of design team that won Smartphone App Idea Brilliant Seed Contest in The Digital Connectors program at Youngstown Arts Center.

12 th Grade Applied Learning Goals	Degree of proficiency IP = in progress, ME = met expectations, EE = exceeded expectations			C A D R
	IP	ME	EE	
COMMUNICATION				
College Composition (ENG 101)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
College Reading (ENG 101)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
Inquiry and research	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
Facilitating and presenting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
QUANTITATIVE REASONING				
Functions in Business	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
Functions in Social Sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Theory of Matrices	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
Fitting Curves to Data	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
Linear Programming	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
EMPIRICAL REASONING				
Data Collection and Analysis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Environmental impact study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
Chemistry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
Biology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SOCIAL REASONING				
Analysis of issues and events	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15
Patterns of human history	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14
Applied geography	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14
Inquiry and research	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15
Diverse perspectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15
PERSONAL QUALITIES				
Teamwork and collaboration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Organization & time mngmnt	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reflection and life planning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Leadership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

12 th grade internships and real world learning opportunities student has taken advantage of:
<ul style="list-style-type: none"> Senior Thesis Project connecting school with King County Green Schools Program. Creating sustainable school recycling program.
Other student highlights this year:

COLLEGE CREDIT EARNED			
College	Course	Semester	Grade
Highline C.C.	Math 091	Spring 2011	A
Highline C.C.	Math 111	Fall 2011	In progress

SENIOR THESIS PROJECT
School Sustainability and Recycling Program in conjunction with King County Green Schools Program

STANDARDIZED TEST SCORES
SAT Reading: 550
SAT Writing: 610
SAT Math: 520

Key to CADR Column

The “CADR” column indicates which proficiencies and collections of work on this student’s transcript correspond to the Washington Higher Education Board’s College Academic Distribution Requirement (CADR) Coursework, according to the following key:

1-4	English – 4 credits including 3 credits of college preparatory composition or literature. One credit may be satisfied by courses in drama as literature, public speaking, debate, journalistic writing, business English, English as a Second Language, or Learning Support English. Passing the state mandated high school assessment in Reading is equivalent to earning the first 2 CADR credits of high school English.
5-7	Mathematics – 3 credits: Algebra I, geometry, and Algebra II (intermediate algebra), or Integrated Math I, II, and III. Passing the state mandated high school assessment in math is equivalent to earning the first 2 CADR credits of high school math (Algebra I & Geometry or Integrated Math I and II).
8	Senior Year Math-Based Quantitative Course - During the senior year of high school, students must earn a credit in a math-based quantitative course. This requirement may be met through enrollment in one of the three required math courses listed above; or by completing a math-based quantitative course like statistics, applied math, or appropriate career and technical courses; or by completing an algebra-based science course taken during the senior year that would satisfy this requirement and part of the science requirement below.
9,10	Science – 2 credits of laboratory science are required for admission to public baccalaureate institutions beginning in the summer of 2010. One credit must be in an algebra-based science course as determined by the school district. One credit must be in biology, chemistry, or physics (this course may also meet the algebra-based requirement).
11,12	World Languages – 2 credits must be earned in the same World Language, Native American language, or American Sign Language.
13-15	Social Science – 3 credits of history or other social science (e.g. anthropology, contemporary world problems, economics, geography, government, political science, psychology).
16	Arts – 1 credit of fine, visual, or performing arts - or 1 additional credit in other CADR academic subject areas as defined above. Acceptable coursework in the fine, visual, or performing arts includes art appreciation, band, ceramics, choir, dance, dramatics performance and production, drawing, fiber arts, graphic arts, metal design, music appreciation, music theory, orchestra, painting, photography, print making, or sculpture.

OFFICIAL TRANSCRIPT for The Metropolitan Regional Career and Technical Center: Final Report

The Metropolitan Regional Career and Technical Center is Accredited by the Rhode Island Board of Regents

	Public Street Campus 325 Public Street Providence, RI 02905	Paul W. Crowley East Bay Met School Campus 115 Girard Ave. Newport, RI 02840	Peace Street Campus 362 Dexter Street Providence, RI 02907	Student: Address: Parent: Date of Birth: Date of Graduation:	This is an academic record for grades: —	We do not grade or rank our students. Total number in the class: ___
--	--	---	---	--	---	--

Degree of Work Completion (IP = In Progress, ME = Meets Expectations, EE = Exceeds Expectations)

	9th Grade Applied Learning Goals				10th Grade Applied Learning Goals		
	IP	ME	EE		IP	ME	EE
Communication	ELA I			ELA II			
	Public Speaking I			Public Speaking II			
Quantitative Reasoning	Algebra 1			Geometry			
Empirical Reasoning							
Social Reasoning							
Personal Qualities							
Career Pathways	Career Preparation and Exploration 101			Career Preparation and Exploration 201			

9 th grade internship and real world learning opportunities and projects	10 th grade internship and real world learning opportunities and projects
<u>Internships and RWL:</u> <u>Additional Opportunities:</u>	<u>Internships and RWL:</u> <u>Additional Opportunities:</u>

“Degree of completion” assesses whether the student met the expectations for each skill area, as laid out in their annual learning plans. Please see Met school profile for guidance on interpreting The Met transcript.

Degree of Work Completion (IP = In Progress, ME = Meets Expectations, EE = Exceeds Expectations)

	11th Grade Applied Learning Goals			12th Grade Applied Learning Goals			College Credits and Certifications			
	IP	ME	EE	IP	ME	EE	College/ Cert.	Course	Semester	Grade
Communication	ELA III			ELA IV						
	Public Speaking III			Public Speaking IV						
Quantitative Reasoning	Algebra 2 or			Pre-Calculus or						
	Financial Literacy or			Financial Literacy or						
	Mathematics - Independent Study			Mathematics - Independent Study						
Empirical Reasoning										
Social Reasoning										
Personal Qualities										
Career Pathways	Career Prep. and Exploration 301			Career Prep. and Exploration 401						
				Senior Thesis Project 401						

11th grade internship and real world learning opportunities and Projects

12th grade internship and Senior Thesis Project

Internships and RWL:

Internships and RWL:

Additional Opportunities:

Additional Opportunities:

Standardized Test Scores

Please see the student's official ACT report

Authorized Signature _____ **Title** _____ **Date** _____

“Degree of completion” assesses whether the student met the expectations for each skill area, as laid out in their annual learning plans.
Please see Met school profile for guidance on interpreting The Met transcript.

3. Please describe how the district or school plans to achieve the higher standards for student learning, including timelines for implementation.

The district has begun to achieve the standards described above through the opening of Chelan School of Innovation, a new small high school modeled after the Big Picture Learning Distinguishers. Following is a summary of the structure and rationale of this design presented to the Lake Chelan School District Board of Directors in May of 2015, prior to opening Chelan School of Innovation.

Vision: Chelan School of Innovation is a small, rural innovative high school that blends core content, project-based learning and internships with student passions and interests.

Mission: Chelan School of Innovation's mission is to promote an entrepreneurial growth mindset through passion-driven, project based, individualized learning including internships.

School Model: The school is modeling Picture Learning Distinguishers. The following is what those distinguishers look like at Chelan School of Innovation.

- **Internships in the Real World:** Chelan School of Innovation students pursue interests through rigorous passion-driven, project-based learning and real-world internships. All students complete Learning Through Internship experiences (LTI's), working with adults whose careers match the students' passions and career aspirations. Students have internships two days per week throughout their high school career and complete real-world internship projects where students realize their professional capacities, interests, and future goals.
- **One Student-At-A-Time Personalization:** At Chelan School of Innovation, students' interests, passions, and talents drive the learning. Through small advisories, students get to know at least one adult well and that advisor facilitates each student's learning over the four-year program. Students develop Learning Plans with the guidance of their advisor and input from their parents, mentors, and peers. Students engage in rigorous interest-based projects, becoming the directors of their learning.
- **Authentic Assessments:** Students demonstrate learning through trimesterly exhibitions where they are assessed based on learning goals aligned with competencies (pending waiver approval). Students demonstrate learning through increasingly complex projects developed through their internship, student-driven projects, artifact development, and portfolios.
- **School Organization:** In order to truly personalize learning, we have designed our campus to create a vibrant, innovative, flexible, and collaborative school environment. Our school is flexible with movable walls, large open project space,

makerspaces, cafe areas, gardens, a recording studio, and quiet reading and writing spaces. Students and staff are able to quickly adapt our campus to meet the learning needs of our students. We also embrace our community so they play an integral role in the success of our school.

- **Advisory Structure:** At Chelan School of Innovation, students are part of a small supportive learning community called an Advisory. These advisories are small, mixed grade level student teams of approximately 18 students which are managed by a teacher (called an Advisor). The Advisor stays with their students throughout the student's 4 years of high school. The advisor organizes the "advisory time" to meet the needs of the students. He or she facilitates the group activities that are designed to expose students to new ideas and concepts, provide academic learning opportunities, create a group identity and group process, and build a sense of belonging and trust in school and the educational process. Though certified in one area, the advisor does not "teach" his or her subject area; rather he or she draws on many disciplines to meet the needs of each student, their projects, their Learning Plans, and the advisory activities. Overall, the advisor's job is to know students well and provide the right measure of challenge and support for each student in each activity to promote growth.
- **Small School Culture:** Chelan School of Innovation opened in the fall of 2015 with approximately 30 students and is anticipated to grow to approximately 50-60 students by 2017. Students are nurtured to be kind, thoughtful, courageous, and resilient individuals with compassion and tolerance for adversity. The school community is one that is vibrant and supportive allowing students to thrive in a safe and kind environment.
- **Leadership:** Leadership is shared and spread between the principal, Crosby Carpenter, and advisors, Erik Peterson and Tim Bombaci. Advisors take great responsibility in the day-to-day nurturing of the school climate, becoming committed advocates for their students, role modeling continued learning. Students are immersed in the school's culture, developing leadership skills essential for their academic, career, and life success. Chelan School of Innovation is dedicated to providing high quality leadership education through leadership programs and student activities in an integrated academic environment working with faculty, students, staff, and the greater community.
- **Parent/Family Engagement:** Parents and families are essential to the workings of Chelan School of Innovation. Families are invited to be engaged with the school and their student's academic programs through their participation in Learning Plan meetings, exhibitions - held three times annually, and school events. In addition, we encourage parents to engage with our students through becoming an internship mentor or leading "offerings" on our campus.
- **School College Partnership and College Preparation:** Students graduate with strong academic, occupational and non-cognitive skills to continue learning while becoming responsible and successful citizens in a dynamic global environment.

Chelan School of Innovation exposes students to a variety of career and academic paths available after high school and will support students to develop their paths in order to maximize their post high school opportunities. Beginning in the first year at Chelan School of Innovation, students begin researching colleges. This includes school-based work as well as visits to college campuses. By the end of the sophomore year, students will have some understanding of what is required of them for admission to various schools of interest to them. Their tasks in the junior and senior years, with support from advisors and other school staff, will include preparing themselves to be competitive in the admission process. Chelan School of Innovation staff are also in dialogue with representatives from various colleges and universities to create relationships to help our students gain admission to schools of choice.

- **Professional Development:** The Principal and district administration design professional development sessions in conjunction with school staff. This ongoing professional development takes place weekly during Monday late starts, as well as during staff retreats, and conferences. Much of the professional development training is related to implementation of the Big Picture Learning model and Restorative Justice conflict resolution.

Timeline for Implementation: A study group began meeting during the winter of 2015 to discuss and plan for the opening of Chelan School of Innovation, which was a direct result of the shortcomings of the then-existing Glacier Valley High School. Strategic planning took place over the course of eight months, including - but not limited to - staffing, student enrollment, recruitment, curriculum, policies and procedures. The school opened in the fall of 2015 with an enrollment of 30 students.

CSI staff prepared this additional description of *Chelan School of Innovation Design Highlights* to further elaborate on CSI's instructional approach.

- **Individualized Student Learning Plans:** Advisors meet with students individually to analyze credit/graduation needs and explore ways to help students develop a course of study that meets these needs based on their interests, passions and career paths. Advisors provide instruction and model ways to create cross-curricular personal interest projects, register students for online classes and monitor their performance, and connect students with internship and post-secondary planning opportunities.
- **Internship Program:** CSI's Grade Level Expectations require 9th and 10th graders to explore careers via job shadows, while 11th and 12th graders are required to obtain more extensive LTI's (Learning Through Internships). Internships typically occur 2 days a week for 2-3 hours at a time. Advisors and the Internship Coordinator work to establish a close relationship with the local business community. 12th graders complete a culminating LTI project based on their internship experience.
- **Advisory Model:** Students participate in daily Advisory meetings. Advisory provides a "home room" style connection point, where students engage in group team-building activities, share progress and challenges, ask questions, and

receive Advisor support. Students also participate in subcommittee work, engage in whole group reading activities, and get focused writing support.

- **Real-World Learning:** At CSI we value the importance of direct experience, and take every opportunity to make the world our classroom. Advisory groups or whole-school field experiences occur frequently, and are tied to core content areas or workplace learning objectives. We often invite experts from the community or other speakers to our school to share knowledge, skills, opportunities, or provide inspiration and motivation.
- **Student Leadership Council:** Students nominate peers whom they feel embody the virtues and values inherent in our CSI Constitution and serve as positive role models. Leadership Council meets daily to discuss ideas, propose schedule changes, explore community service opportunities and make democratic decisions. Leadership Council is also responsible for facilitating the Restorative Justice process, with Advisor oversight. Students in Leadership Council provide academic and emotional support to peers, and identify those they feel should participate in Leadership. Each term, current Leadership students invite others to take their seat and join the group.
- **Student-led Restorative Justice process:** Students receive training from Restorative Justice Center for the Northwest, where they learn conflict resolution skills and how to proactively address minor discipline issues. Restorative Justice teaches effective communication skills that help students resolve, mediate and circumvent conflict situations.
- **Student-led School Subcommittees:** Students create and participate in various subcommittees designed to enhance the CSI experience. Subcommittees may center around fundraisers, school art and decoration, field trips, event planning, or community service opportunities.
- **Student interest driven multi-curricular study projects:** Advisors offer study projects based on what groups of students show interest in. For example, a Wilderness Survival group studied Science topics of weather, orienteering, topographical maps, geography, outdoor gear and wildlife. ELA components were essays and reflective journals of outdoor experiences. Another group was interested in making longboards. For this project Advisors provided instruction in CAD design software, the physics of skateboarding, tools and machines in the high school shop, and developing a business plan. Students wrote essays on the history of skateboarding or profiles of their favorite skaters.
- **College-level English 102 Research Writing Seminar:** This seminar is used to support students in developing a scholarly research paper on topics of their choice. Many topics are the result of Science study projects related to themes of Earth Science, Environmental Studies, Physical Science and Life Science. Most seniors choose Social Studies topics related to Current World Problems. The scope of this paper is adjusted according to student needs.
- **College and Career Readiness:** The Post-Secondary Plan is an integral part of the 11th and 12th grade Learning Plan. Advisors provide instruction in preparing resumes, cover letters, personal statements, and scholarships and arrange college visits and trips to college fairs. College guidance counselors from the high school meet with students to provide additional support. At the beginning of the year students in all grades attend LTI Boot Camp, a seminar designed to

teach important workplace etiquette and skills in preparation for job shadows and LTI's. The CSI program has an advantage over the traditional high school model in that it gives students the opportunity to tailor individual Learning Plans to directly apply to career paths of their choice.

- **Differentiated, Individualized SBAC/HSPE test prep:** Advisors work individually and with groups of students to prepare for state tests using Common Core aligned materials and anchor sets from the OSPI website. LEP students are given individualized instruction in preparing for state tests and the Collection of Evidence.
- **Student presentations at School Board meetings and Small Schools Principals Conference:** A recurring message from our students and their parents is that our formerly classified "at risk" students love coming to school. The confidence and ownership of their experience at CSI is illustrated at their Exhibitions and other venues where they reflect on how the CSI model works for them.
- **Variety of Teacher and Student-led Course/Seminar Offerings:** Research Writing, Vocabulary, Science themes, test prep, Poetry, Autobiography, Tribal Masks, Music Appreciation, Study Skills, Car Audio, Emotional Intelligence, etc.
- **Wide range of online courses:** Students have access to the full range of Acellus Online courses, as well as Khan Academy, and virtually anything that provides a springboard for substantial academic and project-based learning. Students also may take classes offered at Wenatchee Valley Community College and Wenatchee Valley Tech Center. Students are currently enrolled in Business Management, Psychology, Algebra, Chemistry, English US History, etc.
- **On Site Student-run Bike Repair Shop:** CSI has developed a fully functional bicycle repair shop that serves the community by repairing and selling bikes by donation. Our objective is to provide free or low cost bikes to kids in our community who do not have a bike. Student managers produce work orders, develop advertising campaigns, train students on bike repair and customer service skills, order parts, recycle scrap metal and maintain the shop's accounting. Students also use the shop to build custom bikes, scooters, ski-scooters and other creative prototypes.
- **Large and Dynamic Makerspace; Partnership with new Community Makerspace:** Our facility affords students the opportunity to design and build art, engineering and construction projects. We have a wide variety of tools and supplies available, and the space is conducive to hands-on learning. CSI has plans to work closely with a new community maker space set to open later this year. This will provide access to tools, supplies, artists and craftsmen from our community.
- **Project Management Tools and Learning Management Systems:** CSI uses Project Foundry, a dynamic Project Management platform that helps students plan, organize, document and exhibit their individualized Learning Plans. This program gives Advisors the ability to generate progress reports/transcripts, communicate with students and parents, provide student feedback, assess student work and align student work with Common Core State Standards and the 5 Competencies (see *below*).

- **Competency-Based Learning and Assessment:** Students are assessed according to the growth they provide evidence of in the 5 Competencies (Empirical Reasoning, Social Reasoning, Communication, Quantitative Reasoning, and Personal Qualities). Non-Cognitive Capacities, or “Soft Skills” are also part of assessment. Students provide evidence of growth in these areas during their exhibitions. Advisors work closely with each student to ensure that their Learning Plans meet credit needs and reflect a balance of work in each Competency. Student Self-Assessment and reflection are an integral part of Assessment and the Exhibition process. Assessment is documented in Project Foundry. During student Exhibitions, Advisors and panelists (comprised of selected peers, parents, mentors, administrators and community members) fill out Exhibition Feedback forms and give them to the presenter at the end. Final Assessment occurs when students meet with Advisors and are provided with Advisor Feedback forms, rubrics measuring Presentation Skills, Content, Growth in Competencies, praise and recommendations. Students are also provided with Advisor Narratives that address student performance.
- **Exhibitions of Student Work:** Student Exhibitions are held at the end of each trimester. At Exhibitions, students provide evidence of learning and growth as the culmination of their time spent. Students are required to provide a comprehensive outline using a form in Project Foundry prior to presenting. Some of the categories students discuss are Personal Interest Projects, LTI/Internships, Community Service, Advisory work, Seminars, Subcommittee work, and Reflection.

4. Please describe how the district or school will determine whether the higher standards for student learning have been met.

Chelan School of Innovation’s academic curriculum will be consistent with the standards of all Lake Chelan School District schools and emphasize integration of best practices around interest-based and project-based learning; one student at a time personalization; mentorships aligned with career interests and post high school planning; competency based assessment (per waiver approval); and the engagement of students disconnected from school. Chelan School of Innovation is subject to the various accountability measures of the school district, which include:

- Annual School Improvement Plan process
- Graduation rates
- EOC and SBAC test scores
- Enrollment, attendance, discipline data
- College and post high school data including National Clearinghouse data
- Students, staff, parent survey data

As in other schools in the Big Picture Learning network, Chelan School of Innovation’s assessment of student learning will draw heavily on exhibitions (three times annually) in which students present their learning to a panel of peers, school staff, parents, and mentors (often with professional expertise in fields related to the student’s project work). While the emphasis of exhibitions is on the authentic project work undertaken by the student in a particular learning cycle, panelists assess the student’s growth relative

to the aforementioned competencies. In addition to exhibitions, Chelan School of Innovation's teachers and administrators will assess student portfolios in formative and summative processes to determine adequate progress toward competencies and the expectations for progress from grade to grade and ultimately graduation. If granted this waiver, the Lake Chelan School District will update the State Board of Education annually on the progress of implementation, including student growth in the standards for increased student learning. The following pages show a sample exhibition feedback guide and project rubric.

January Exhibition Feedback Guide

Our school design is built on three principles: 1) Most learning must be based on the interests and goals of each student (learning plan); 2) Curriculum must be relevant to people and places in the real world (internship, project work); 3) The student's abilities must be measured by the quality of the work (exhibition, competencies, project evaluation, and portfolio).

Student: _____ Advisor: _____ Panelist: _____ Date: _____

TOPICS FOR STUDENT TO DISCUSS	NEW SKILLS/COMPETENCY GROWTH What specific skills, ways of thinking/reasoning, or new concepts did the student strengthen, develop or explore?
INTEREST BASED PROJECT	
INTERNSHIP – LTI	
PERSONAL GROWTH	
OTHER (Advisory work, reading, evidence from math/science/elective class)	

Competency Growth to watch for: Is there <i>evidence</i> in the student's work of:	yes	no
<u>Personal Qualities</u> : being "best" you, perseverance, time management, leadership, group work, fostering community	<input type="checkbox"/>	<input type="checkbox"/>
<u>Social Reasoning</u> : understanding other people's/historical perspectives, ethical questions, social systems	<input type="checkbox"/>	<input type="checkbox"/>
<u>Quantitative Reasoning</u> : thinking like a mathematician, numerical information, trends, algebraic/geometric concepts	<input type="checkbox"/>	<input type="checkbox"/>
<u>Communication</u> : expressing ideas creatively, consideration of audience, reading for research, analyzing creative works	<input type="checkbox"/>	<input type="checkbox"/>
<u>Empirical Reasoning</u> : making and testing hypotheses, designing investigation, applying scientific research	<input type="checkbox"/>	<input type="checkbox"/>

Overall Evaluation

Based on your assessment of the students learning, the progress made toward their learning plan goals, and the progress the student is making toward their long-term goals, please evaluate the student in the following areas:

Unsatisfactory	Some	Significant	Exemplary
Learning Plan: made little progress toward learning plan goals	made some progress toward learning plan goals	met most to all of their learning plan goals	exceeded their learning plan goals
Competency growth and new learning: demonstrated little or no evidence of new skill learning/competency growth	demonstrated some evidence of new skill learning/competency growth	demonstrated a significant degree of new skill learning / competency growth	demonstrated a high degree of growth in competencies and skills aligned with their long term vision
Projects: provided little or no evidence of project-based work towards proposed outcome	provided incomplete evidence of project-based work toward proposed outcome	provided significant evidence of project-based work toward proposed outcome	provided outstanding evidence of project-based work toward proposed outcome
LTI: not secured an internship and provides little evidence of out of the building experience	some evidence of progress toward finding an internship, has conducted multiple shadow days and interviews	evidence of significant progress toward finding an internship, utilizing multiple resources / student has an internship	secured an internship aligned with long-term vision and has developed learning goals and/or a project centered around the internship experience

Based on evidence exhibited, the student has made _____ progress.

NEXT LEARNING PLAN – LOOKING FORWARD What specific skills or new concepts does the student need to strengthen, develop, or explore? What do you think needs to be on the next learning plan?

CSI Draft Project Rubric

Student: _____

Project: _____

Evaluator: _____

Date: _____

<p>AUTHENTICITY</p> <ol style="list-style-type: none"> 1. Does the project arise from a problem or question that has personal meaning to the student? 2. Is it a problem or question that might actually be tackled by an adult at work or in the community? 3. Has the student created something that has personal or social value beyond the school setting? 	<p>Not at all.</p> <p>This project lacks personal meaning to the student and authenticity beyond the school setting.</p>	<p>Somewhat.</p> <p>This project meets some but not all of the criteria, or meets them but not convincingly.</p>	<p>Definitely.</p> <p>This project clearly has personal meaning and authenticity in work beyond the school setting.</p>
<p>ACADEMIC RIGOR</p> <ol style="list-style-type: none"> 1. Has the project led the student to acquire and apply knowledge related to one or more content areas? 2. Has the project involved methods of inquiry central to one or more disciplines? 3. Has the project helped the student develop higher-order thinking skills and habits of mind? 	<p>Not at all.</p> <p>This project has not led to new academic skills or critical thinking.</p>	<p>Somewhat.</p> <p>This project meets some but not all of the criteria, or meets them but not convincingly.</p>	<p>Definitely.</p> <p>This project clearly has demanded new academic skills, methods of inquiry, and growth in critical thinking.</p>
<p>APPLIED LEARNING</p> <ol style="list-style-type: none"> 1. Is the student addressing a problem grounded in life and work in the world beyond school? 2. Has the work required the student to develop organizational and self-management skills? 3. Has the project required the student to acquire competencies expected in high-performance work organizations (e.g. teamwork, problem-solving, appropriate use of technology, communications)? 	<p>Not at all.</p> <p>This project is not connected to life and work beyond school, and new workplace competencies have not been developed.</p>	<p>Somewhat.</p> <p>This project meets some but not all of the criteria, or meets them but not convincingly.</p>	<p>Definitely.</p> <p>This project is immersed in life and work beyond school, and the student has clearly developed new workplace competencies.</p>
<p>ACTIVE EXPLORATION</p> <ol style="list-style-type: none"> 1. Did the student spend significant amounts of time doing field-based (outside school) work on this project? 2. Has it required the student to engage in real investigation using a variety of methods, media, and sources? 3. Is the student expected to communicate through presentation what he or she is learning? 	<p>Not at all.</p> <p>This project has involved no field work, real investigation, or presentation of learning.</p>	<p>Somewhat.</p> <p>This project meets some but not all of the criteria, or meets them but not convincingly.</p>	<p>Definitely.</p> <p>This project has involved significant field work, real investigation, and presentation of learning.</p>
<p>ADULT RELATIONSHIPS</p> <ol style="list-style-type: none"> 1. Did the student meet and observe adults with relevant expertise and experience? 2. Did this project involve working closely with and getting to know at least one adult mentor in addition to the advisor and other school staff? 3. Did the adults collaborate with one another and with the student on the design, completion, and assessment of the project work? 	<p>Not at all.</p> <p>This project has involved little to no interaction with adults other than school staff.</p>	<p>Somewhat.</p> <p>This project meets some but not all of the criteria, or meets them but not convincingly.</p>	<p>Definitely.</p> <p>This project has involved adult experts who worked closely with the student through all stages of the project.</p>
<p>ASSESSMENT</p> <ol style="list-style-type: none"> 1. Were there clear milestones or products at the completion of each phase of the student's work, culminating in an exhibition, portfolio, and/or presentation? 2. Did the student receive timely feedback on works in progress and reflect regularly on his or her learning, using clear project criteria that he or she helped to set? 3. Have adults from outside the advisory and school been involved in the assessment of this 	<p>Not at all.</p> <p>This project lacked milestones or products, regular feedback and reflection, and clear</p>	<p>Somewhat.</p> <p>This project meets some but not all of the criteria, or meets them but not</p>	<p>Definitely.</p> <p>This project has involved clear quality criteria co-developed with the student, and regular</p>

<i>project?</i>	<i>quality criteria.</i>	<i>convincingly.</i>	<i>feedback and reflection.</i>
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Adapted from Adria Steinberg, Real Learning, Real Work: School-to-Work as High School Reform (New York: Routledge, 1997)

5. Please submit evidence demonstrating that students, families, and citizens were involved in developing the plan.

The following timeline outlines key developments in the history of Chelan School of Innovation, including input from various stakeholders.

Date	Details
10/20/14	Rob Manahan emails Jeff Petty to initiate discussion about redesign of Glacier Valley HS around Big Picture Learning principles.
12/12/14	Jeff meets with Rob and team in Chelan
1/14/2015	Chelan staff team visits Highline Big Picture School
1/27/2015	Exploratory Committee
2/19/2015, 3/13/2015, 3/16/2015	Team meeting
4/14/2015	Board Report Approves CSI
4/20/2015	Community Info Interview KOZI
4/21/2015	High School Info Session
4/23/2015 through 6/30/2015	Weekly Morning Meetings with Core CSI Staff
4/27/2015	Middle School Staff Presentation
5/14/2015, 5/20/2015	Admin. Planning Meeting
6/8/2015	Food Service Meeting
6/9/2015	Community Input Meeting
6/9/2015	Business Member Meeting
6/10/2015	Parent Meeting/Forum
6/16/2015	All Day Staff Planning/Board Report

In addition to the specific input outlined above, CSI's development and implementation responds to and benefits from the following district and community support:

- Strong support from community and district at events
- *Most Likely to Succeed* public documentary screening
- Student and parent information sessions
- Parent & mentor attendance at Learning Team meetings and student exhibitions
- Student narrative application process
- Community businesses interested in relationship building to promote employability

As well as the following national support:

- Call for personalized education
- Competency based approaches
- Emphasis on 21st century skills
- Communities calling for action for new innovative schools
- Recognition of need to appeal to student sense of relevancy

6. Please submit evidence demonstrating that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively to implement the plan.

During the planning period in 2015 and opening of the Chelan School of Innovation, the Lake Chelan School Board, district leadership, Big Picture Learning, CSI staff, students and vested community members have cooperated to develop and implement CSI's school-wide/strategic plan. Initial planning meetings to discuss the closing of Glacier Valley High School and the opening of the Chelan School of Innovation were held during the winter and spring of 2015. The hiring of the principal in April 2015 focused planning on a team of prospective staff members and district leadership. The school currently has a 0.2 FTE principal, two full time advisors/teachers, a 0.4 counselor/internship coordinator and a 0.6 paraprofessional/internship advisor, each of whom opted onto the CSI staff specifically to participate in the design and implementation of the approach described in this proposal.

7. Supporting documentation for new and renewal applications is attached to document the following:

□The school's expectations for student learning.

Chelan School of Innovation's expectations for student learning, including by grade level, are detailed in Section 2 regarding increased standards for student learning.

□The graduation rate of the high school(s) for the last three school years.

The following tables include graduation data for the past three years at Glacier Valley High School, which Chelan School of Innovation has replaced. Data shown here also reflect (1) the rationale for the transition from the previous instructional approach to the design described herein and (2) significant early indicators of CSI's effectiveness. All data prior to the 2015 - 2016 school year is for Glacier Valley High School; any 2015 - 2016 data reflects Chelan School of Innovation students.

Graduation Rates

Year	May Enrollment	Graduation Rate
2012 - 2013	25	26.9%
2013 - 2014	30	41.7%
2014 - 2015	25	13%

Attendance Data

Current CSI students missed an average of 24.5 days of school during the 2014 - 2015 school year, i.e. the year prior to CSI. This meets or exceeds various definitions of chronic absenteeism, identified in numerous studies as a pre-indicator or precursor to

dropping out of school. Chronic absence is also linked to other risk factors shared by many CSI students, including poverty, prior course failure, discipline issues, etc. Chelan School of Innovation has established an intervention system with the goal of reducing absenteeism by 20% during the 2015 - 2016 school year. Interventions include adoption of the Big Picture Learning model, including individualized learning plans and a staff attendance officer who follows up with absent students. Other data related to transitions in drop-out risk factors are included below.

Discipline Data

During the 2014 - 2015 school year, CSI students accumulated a total of 64 days of out of school suspension. Chelan School of Innovation has contracted with Restorative Justice Center of the Northwest to implement a restorative justice program with the goal of reducing out of school suspensions by 80%. As of March of 2016, CSI has had zero out of school suspensions and two discipline referrals.

Credits Earned

Initially, CSI students were expected to present exhibitions quarterly. After fall exhibitions, that schedule was adjusted to three times annually. During the fall quarter of 2015, students were awarded credit based on work presented. When credit data was compared with that of students in the previous year, it was observed that students earned more credit during their first quarter at CSI than in the previous year's fall quarter.

Credits Earned Comparison

Fall 2014 - 2015	Fall 2015 - 2016
2.22 (1.79 not including Ds)	3.25

Graduation Rates

Year	Glacier Valley High School	Chelan High School	Washington State Average
2012 - 2013	26.9%	93.5%	77.2%
2013 - 2014	41.7%	98%	76%
2014 - 2015	13%	96.6%	77.2%

Any available follow-up employment data for the high school's graduates for the last three years. (Combined with college data)

Not yet available. This will be tracked and reported after CSI's first graduating cohort.

□The system for documenting student learning (e.g., student portfolios, etc.).

In order to manage the complexity of personalized and competency-based learning, CSI has, like Gibson Ek HS in Issaquah, contracted with Project Foundry as our learning management system. Project Foundry is a cloud-based application for project-based schools to align individual student work to the academic competencies through personalized learning plans. This tool affords CSI staff and students the ability to build project proposal templates, track individual student project work, collaborate on tasks needed for completion, produce evidence in an online portfolio, as well as build and deploy assessments. Finally, Project Foundry enables CSI to translate competency completion into digestible transcripts and to access data on overall programmatic success. Project Foundry has been in use at innovative schools around the country. It is currently CSI's key technology component for empowering students, helping them stay organized, and tracking their progress toward meeting all of the competencies and qualifying for graduation.

□Student scores on the required statewide high school assessments for the past three years.

Statewide assessment results are not included here due to very small sample size and this being the initial year of CSI. School and district staff will be prepared to share and discuss related results, e.g. from specific students transitioning to CSI from previous schools, at the May SBE meeting if invited to present.

□The school's annual performance report for the last three years.

This is not yet applicable, as this is CSI's first year of implementation.

□The types of family and parent involvement at the school.

Big Picture Learning believes that parent/guardian engagement in a child's learning is essential to student success and Chelan School of Innovation is fully committed to this principle. Chelan School of Innovation does not only enroll students, we enroll families and involve them in all aspects of student learning. By bringing students out into the community and bringing the community into the school, Big Picture schools become community assets and positive, learning-rich contributors to their surrounding neighborhoods, towns, and cities. Most importantly, we are intentional about engaging families in their children's education by asking them to regularly participate in learning plan meetings and attend exhibitions. Families serve as resources, providing information about their child's strengths, weaknesses, and lives outside of school. They also serve as resources to the school community by connecting the school with potential internship opportunities and mentors; many parents and family members serve as mentors themselves.

Essential Elements of Parent/Family Engagement include:

- Families are actively involved in the education and school life of their children

- Parental voice is vital in school organization and culture
- Families attend and participate in learning plan meetings and exhibitions
- Parents are involved in recruitment and enrollment processes
- Families are engaged in the college search process

□The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school in the last three years.

Not yet applicable. Chelan School of Innovation will conduct student and family surveys to assess student and parent satisfaction and confidence in the school. A student engagement survey will be given two times per year and a family engagement and satisfaction survey will be given yearly. Results will be shared with the SBE as part of CSI's annual reporting obligations regarding effective implementation.

8. Please provide documentation and rationale showing that any noncredit-based graduation requirements that replace in whole or in part the applicable graduation requirements in Chapter 180-51 WAC meet the minimum College Academic Distribution Requirements established in [WAC 392-415-070](#) for students planning to attend a baccalaureate institution.

Upon waiver approval, the Chelan School of Innovation Core Team, consisting of district administrators, counselors, and CSI staff, will work with college admissions counselors and other college entrance experts to design a transcript using models from Highline Big Picture and The Met, Big Picture Learning's flagship school in Rhode Island. This work will coincide with and collaborate with related work at Gibson Ek High School in Issaquah and the Independent Learning Center in Methow Valley School District. We will also continue to research and implement new developments in college admissions and acceptance. Additionally, the CSI transcript will have an explanation of the College Academic Distribution Requirements (CADR).

Results from the Highline Big Picture forum in 2008 provide further rationale for design of CSI and its proposed waiver from credit-based graduation requirements. This forum included input from public baccalaureate admissions directors. Their testimony, as well as continued research on the importance of non-cognitive competencies, offers additional rationale for the school design as well as this waiver.

In the 2008 forum, senior admissions staff (primarily admissions directors) from Evergreen, Pacific Lutheran University, University of Puget Sound, Seattle Pacific University, the University of Washington, Washington State University, Smith College, DeVry University, St. Martin's University, and Highline Community College discussed what students need to succeed in college and what causes them to drop out.

Group 1

What students need to succeed in college:

- Sense of why they are there
- Attitude toward success
- Social skills/get voice heard
- Able to seek out and use faculty and staff/adults as resources
- Prioritization and time management skills
- Collaborative skills
- Self-disciplined/self-challenger
- Reading/writing proficiencies
- Knowing how to learn (or absorb)
- Math proficiency
- Have something to work for
- Participation/attendance
- Self confidence
- Leadership skills
- Adaptability
- Test scores
- Able to self-assess/self-advocate

Top 5, organized from left

- Interpersonal qualities
- Internal qualities
- Knowing how to learn/adapt
- Reading/writing
- Goal-oriented
- General academic proficiencies

Why students don't succeed:

- Don't connect with faculty/staff
- Lack of the 5 priorities
- Not connecting with the student community
- First generation
- Socioeconomics
- Lack of initiative and confidence to take advantage of resources
- Lack of cultural connection/diversity
- Lack of management skills
- Financial aid
- Home life/family/peers/\$\$
- Don't know what to do.... it's unclear to them why they are there

Group 2

What student need to succeed in college:

- Manage their time (balance between life and study) to meet class expectations
- Write a research paper w/ footnotes
- Critical reading – understand why author chose; question the author
- Ability to focus on topic/subject not interested in – stepping outside comfort zone – be able to persevere when don't like it
- Do quantitative analysis as it relates to their field – in general, in all areas
- Have a deep (enough) understanding of scientific concepts to think critically about research (political...) presented
- Applying theory in daily practice – deep enough understanding of theory

Why we lose students:

- Time management: prioritize what need to do; not procrastinate
- Personal issues: “Life happens”, family, finances
- Being self-directed, able to make the transition into college
- (Especially in 1st year) lack of academic preparation
- Not using campus services
- Lack of focus/purpose – what they want to do
- College not the right choice (family chooses, friends, etc.)

Group 3

What students need to succeed in college:

- Writing skills (research papers, critiques, responses to text or discussion)
- Have a purpose and/or drive to be there/self-motivation
- Think critically
 - Being able to go beyond the writing prompt
 - Defend your thought process
 - Connect two or more different ideas
- Think spatially, being comfortable with math and statistics, thinking about math and science
- Manage their time!!!
- Organize/prioritize/take notes/study skills
- Navigate “systems” – know yourself well enough to navigate systems and build resources, know the language of college
- Know themselves, their learning style, how they learn, know when they need help and how to get help

Most common reasons not successful:

- Don't feel like they fit in
- Don't have the support system
- Not finding your own place
- Have not made connections
- Overwhelmed, can't handle the workload
- Lack of time management – can't handle multiple classes/multiple projects at once
- Have to be able to handle high-stakes tests/projects – there's not much flexibility
- Finances are a problem
- Lack of self-motivation/purpose/drive
- Lack of preparation, academic skills not where they need to be

Below is a partial list of colleges Highline Big Picture Alumni have been accepted to since 2009. Note that these alumni include a disproportional number of first generation college students and students demonstrating various risk factors for dropping out of high school (e.g. excessive absences, previous course failure and/or discipline issues, etc.).

1. Antioch University
2. Bellevue College
3. Cascadia College
4. Central Washington University
5. Columbia College of Chicago
6. Columbia College of Hollywood
7. Cornish College of the Arts
8. DeVry University
9. Digi Pen Institute of Technology
10. Eastern Washington University
11. Evergreen State College
12. Gene Juarez Academy
13. Grand Canyon State College
14. Green River Community College
15. Heritage University
16. Highline College
17. Los Angeles City College
18. Lewis and Clark College
19. Montana State University
20. NW College of the Arts

21. NW Indian College
22. Pacific Lutheran University
23. Renton Institute of Technology
24. Seattle Central Community College
25. Seattle Pacific University
26. Seattle University
27. Shoreline Community College
28. South Seattle College
29. Spokane Falls Community College
30. St Martin's College
31. The Art Institute of Seattle
32. University of Alaska Southeast
33. University of Hawaii, Hilo
34. University of Puget Sound
35. University of Washington
36. Washington State College
37. Western Washington University
38. Whitman College
39. Whitworth University



Proposal for Waiver from WAC 180-51-068: State subject and credit requirements for high school graduation

May 2016

**Methow Valley Independent Learning Center
18 Twin lakes Road
Winthrop, WA 98862**



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<input type="checkbox"/> The school's expectations for student learning.	
<input type="checkbox"/> The graduation rate of the high school(s) for the last three school years.	
<input type="checkbox"/> Any available follow-up employment data for the high school's graduates for the last three years. (Combined with college data)	
<input type="checkbox"/> The system for documenting student learning (e.g., student portfolios, etc.).	
<input type="checkbox"/> Student scores on the required statewide high school assessments for the past three years.	
<input type="checkbox"/> The school's annual performance report for the last three years.	
<input type="checkbox"/> The types of family and parent involvement at the school.	
<input type="checkbox"/> The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school in the last three years.	

- Documentation and rationale showing that any noncredit-based graduation requirements that replace in whole or in part the applicable graduation requirements in Chapter 180-51 WAC meet the minimum College Academic Distribution Requirements established in WAC 392-415-070 for students planning to attend a baccalaureate institution.

March 17, 2016

State Board of Education

P.O. Box 47206

Olympia, WA 98504

The Methow Valley School District is submitting a request to waive the current credit-based high school graduation requirements for the Independent Learning Center.

Working in partnership with our families and community, the Methow Valley School District board of directors has established an aspirational vision focused on the development of curious, creative, compassionate, competent, action-oriented citizens prepared to change the world.

In support of this vision, the Methow Valley School District has established six strategic areas of focus, one of which includes “Innovation and Flexibility” - The development of a personalized, competency-based approach to teaching and learning fueled by student interests and areas of passion.

Recognizing we can't do it alone, one of our core beliefs, the Methow Valley School District has partnered with Jeff Petty, Director of the Puget Sound Consortium for School Innovation, and the Chelan School of Innovation staff to develop a competency-based instructional framework aimed at engaging all learners in deeper levels of authentic learning and higher levels of accountability through student-initiated projects, internships, and student exhibitions.

As a rural, remote International Baccalaureate Candidate school district working to ensure all students graduate prepared to pursue a variety of post-secondary educational options, we appreciate the State Board of Education's consideration for our competency-based waiver.

Regards,

Tom Venable
Superintendent, Methow Valley School District

RATIONALE

Context

The Independent Learning Center (ILC) has been serving students since 1992. Created to provide an alternative option for students who were not thriving in the comprehensive school or who had dropped out of school, the ILC had a flexible schedule and packet-based curriculum. Its original design allowed students to earn credit through independent learning, with teachers available to assist as needed. While the school has a long history of a supportive climate, and many students and families attest to how it helped students stay in school and graduate, the school district felt that students would greatly benefit from increased engagement and opportunity.

Staffing changes in 2011 brought the first significant modification to school structure. Since 2012-13, the ILC has been rapidly emerging as a pocket of innovation within the Methow Valley district, as reflected by its growing enrollment. With the support of an exceptionally talented teaching staff, ILC students are engaged in the development of independent learning plans aligned to real-world, project-based, and action-oriented learning experiences, supported through internships and mentorship.

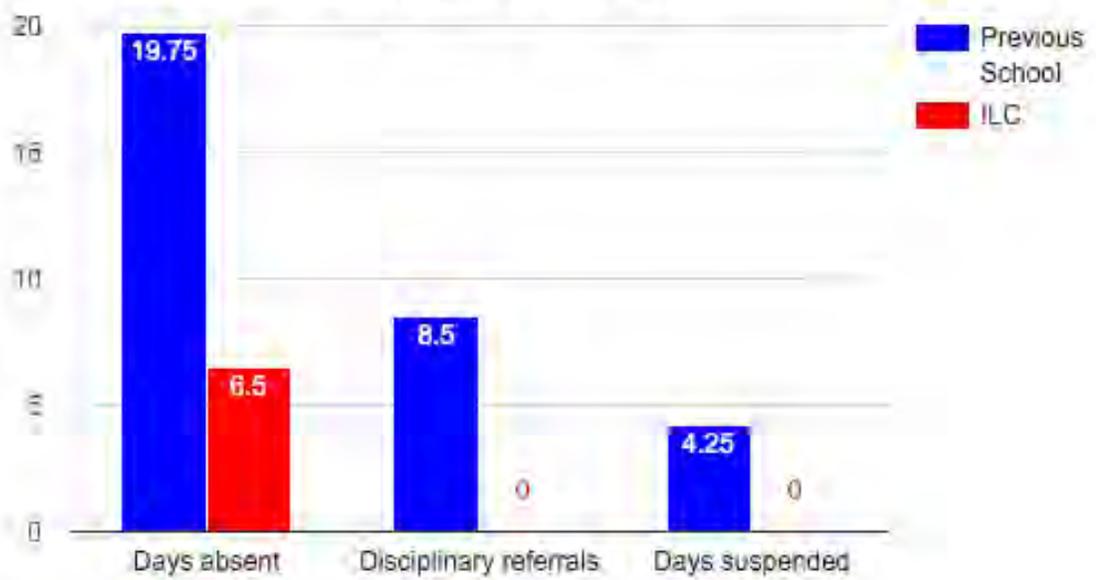
As a district, it is our intention to provide our students with increased opportunities to develop the competencies necessary to graduate with options that include employment “and” technical education “and” college. As our ILC programming has evolved, we’ve begun to attract students based on their preference for this style of education. Many of our students express a desire to move away from a compliance-based system in which success is measured by external motivators such as traditional grades and acquisition of credits. Instead, many have recognized that success measured by their progress toward authentic, personalized goals allows them to better prepare for a future of their own design.

Despite the increase in enrollment, the ILC continues to serve students with significant barriers to graduation. In February of 2016, staff surveyed the current student population to find out if students had ever considered dropping out of high school. 70% replied “Yes.” The top three reasons students had considered dropping out of school were:

- Getting poor grades/failing school
- Could not keep up with schoolwork
- Could not get along with other students

Students who have struggled to be successful in the comprehensive high school have found success at the ILC. In order to illustrate some of the positive transitions in drop-out predictive behaviors for ILC students, ILC staff collected and averaged attendance and discipline data from four current students who transferred to the ILC in the past two years. The four student profiles in discipline and attendance data show a marked decrease in chronic absenteeism and discipline.

Averages for Four Specific Students



Additional data from the past three years shows an increase in ILC's graduation rate as well as the number of students choosing to pursue scholarships and post high school educational opportunities. Details and additional contextual and supporting data are included in the supporting documentation section of this proposal.

Required Components of Application

WAC180-18-055

Alternative High School Graduation Requirements Application for Waiver from Requirements of Chapter 180-51 WAC

[WAC 180-18-055](#) states that the finding of the State Board of Education that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition from a time and credit based education system to a standards and performance based system with the least amount of difficulty. The Board stated an intent to provide districts and high schools the opportunity to create and implement alternative graduation requirements. The rule provides that a school district, or a high school with permission of the district's board of directors, or an approved private school may apply to the State Board of Education for a waiver of one or more of the requirements of Chapter 180-51 WAC (High school graduation requirements). The Board may grant the waiver for up to four years.

The following items 1-8 in Part A are for both new and renewal applications for waiver under this WAC. Part B consists of additional items that must be completed for renewal applications. Please title all attachments and indicate to which application item the attachments apply.

Part A

Contact Information

Name	Deborah DeKalb
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Application Information

Type of Application (new or renewal)	New
School(s) for which the Waiver Is Requested	Methow Valley Independent Learning Center
School Years Subject to the Waiver (maximum of four years)	2016-2020
Date of Application	May 11, 2016

Please identify the requirements of chapter 180-51 that are requested to be waived.

Specifically, this proposal requests a waiver from WAC 180-51-066, -067, and -068: Minimum requirements for high school graduation. In lieu of credits specified in WAC 180-51-066-8, the Methow Valley Independent Learning Center proposes to graduate students based on successful demonstration of competencies outlined in the following section. This proposal and the Big Picture Learning Distinguishers upon which they are based are consistent with the State's school reform vision as defined in WAC 180-51-001, which states:

(1) The state is shifting from a time and credit-based system of education to a standards and performance-based education system. Certain ways of thinking about time must shift in order to support the ongoing implementation of school reform. The board's long-term vision of a performance-based education system includes:

(a) No references to grade levels or linking a student's educational progress to a particular age. Instead, learning is viewed in terms of developmental progress, academically and vocationally, so that while the curriculum may be sequential the student moves through it at her or his developmental pace, regardless of age;

(b) An understanding that in the absence of other important information, a student's grade point average and performance on the Washington assessment of student learning do not provide a complete picture of the student's abilities and accomplishments;

(c) An understanding that our concept of school needs to expand and take into account that education and learning are about connected learning experiences, which can and do occur inside and outside the physical boundaries of a school building; and

(d) An understanding that students do not all learn in the same way (there are multiple learning styles), that teachers do not all instruct in the same way (there are multiple teaching styles and strategies), and these facts suggest that it should be possible to assess students' performance and achievement in multiple ways while maintaining common, high expectations and standards for learning.

Methow Valley Independent Learning Center curriculum, modeled after Big Picture Learning design principles, is both integrated and vocationally immersed, such that students acquire and demonstrate academic proficiencies through school-based work and also through internships in adult workplaces under the supervision of mentors who collaborate closely with school staff. They not only meet academic requirements for graduation from high school and admission to college, they also develop skills for the modern workplace. This is consistent with the State's reform vision outlined in WAC 180-51-003: Intent of graduation requirements, which highlight the importance of career exploration and integrating academic and vocational learning.

2. Please state the specific standards for increased student learning that that the district or school expects to achieve through the waiver.

The specific proposed competencies for increased student learning outlined on the following pages were created using Common Core State Standards and admissions expectations for four-year colleges. This format is adapted from the Big Picture Learning Goals and Highline Big Picture Competency Overviews, which have been continuously revised based on input from Washington's public baccalaureate

admissions directors and the learning from other schools in the Big Picture Learning network, particularly the growing number of similarly focused schools in the Pacific Northwest (Highline Big Picture, Bellevue Big Picture, Gibson Ek in Issaquah, Chelan School of Innovation, and two partner schools in Idaho). Additionally, using these competencies and Big Picture transcripts as models, Methow Valley Independent Learning Center intends to collaborate with the aforementioned schools and Washington State colleges to develop a Methow Valley School District transcript that documents student performance in various competencies as they relate to college admission expectations. Included in this section are:

1. Draft of Methow Valley Independent Learning Center Goals and Competency Descriptions aligning to Common Core and State Standards
2. Big Picture Learning Goal and Competency Descriptions aligned to Common Core
3. Sample transcripts from Highline Big Picture and The Met, BPL's flagship school in Rhode Island, recently named by *Tech Insider* one of the 13 most innovative schools in the world (<http://www.techinsider.io/the-13-most-innovative-schools-in-the-world-2015-9>)

Selected references and sources:

<http://www.competencyworks.org/wp-content/uploads/2014/02/Screen-Shot-2014-02-27-at-1.29.25-PM.png>

<https://www.odu.edu/content/dam/odu/offices/assessment/docs/quantitative-reasoning-report.pdf>

<http://www.cde.ca.gov/be/st/ss/index.asp>

<http://www.nextgenscience.org/sites/ngss/files/Appendix%20F%20%20Science%20and%20Engineering%20Practices%20in%20the%20NGSS%20-%20FINAL%20060513.pdf>

DRAFT Methow Valley ILC Learning Goal and Competency descriptions

Personal Qualities (PQ): “What do I bring to this process?”

This goal is to be the best you can be: to demonstrate respect, responsibility, organization, leadership, and to reflect on your abilities and strive for improvement.

Competency	Includes	Evidentiary work
Productive Mindset	Develop positive self-concept, realistic self-appraisal, and a growth mindset; cultivate healthy choices in personal and work relationships.	Ongoing: Personalized Learning Plans, Meta-Cognitive Variables (MCVs), Pick Me Ups (PMUs), Girl’s and Boy’s group, role plays, video lessons, guest speakers, small and large group discussions, LTI bootcamp, autobiographical writing, organizational system Culminating: All exhibitions, term reflections, LTI and project reflections, community service hours, personal project and LTI community service, exhibition feedback, Who Am I project.
Proactive Learning	Long-term goal planning and achievement. Define work in complex and varied contexts; establish a vision and set goals, individually and in groups; effectively translate goals into projects and tasks; manage workflow in context of conflicting priorities; apply effective technologies of managing workflow; access resources to get help when needed; establish and maintain clarity of purpose; persevere.	same as above
Reflective Learning	Reflect individually and in groups to identify strengths and growth areas. Explore personal history and how current perspectives originated; address strengths and weaknesses in personal learning plans.	same as above
Community Engagement and Leadership	Navigate systems; engage in community leadership, quality mentorship, and learning inside and outside of school. Apply awareness of group goals and one’s potential to influence others; apply appropriate strategies of facilitation, collaboration, and public speaking. Foster positive community relations in school and other contexts; mentor new members of the community; actively listen and empathize, recognizing one’s own views as a product of personal history and experience and honoring other perspectives; apply conflict mediation strategies; apply an understanding of group dynamics in work with small and large groups; accept responsibility.	same as above
Personal Wellness	Become aware of and manage choices toward a more successful existence; develop knowledge and skills related to mental, spiritual, financial, community, emotional, and physical wellness. Acquire the knowledge and skills necessary to maintain an active life through movement, flexibility, strength, and nutrition.	same as above

Empirical Reasoning (ER): Students are active and capable empirical reasoners, versed in the language of scientific inquiry and discerning readers of scientific content. They have investigated a field of science in sufficient depth to learn how to learn in the scientific realm, and they have designed and conducted a scientific inquiry.

Competency	Includes	Evidentiary Work
Fluency and Research Fundamentals	Develop fluency with the scientific method and principles of research, such as logic, precision, open-mindedness, objectivity, skepticism, replicability, and honesty. Critically evaluate and cite scientific sources.	Ongoing: School and internship-based projects, classroom based Biology labs and units Culminating: Portfolios and Exhibitions, WA state science assessments, community based scientific project presentations
Design and conduct scientific inquiry	Determine scope and focus of inquiry; form questions and hypotheses involving scientific relationships; design investigations using appropriate methodology and tools to address questions and test hypotheses; collect and present data; analyze data, reflect on results, and develop reasoned conclusions.	Ongoing: School and internship-based projects, community based scientific inquiry projects Culminating: Exhibitions, WA state science assessments, community based scientific project presentations
Understand, use, and investigate a field of science	Understand and correctly apply essential concepts of a particular field of science; investigate, through research and inquiry, important principles, theories, and relationships from a field of science.	Ongoing: School and internship-based projects, classroom based Biology labs and units Culminating: Portfolios and Exhibitions, WA state science assessments, community based scientific project presentations
Analyze scientific knowledge, theories, and research	Analyze scientific theories and arguments to understand the nature of scientific knowledge and the context in which it develops; evaluate the scientific, social, and ethical implications of scientific research and writings.	Ongoing: School and internship-based projects, classroom based Biology labs and units, community based science experiences Culminating: Portfolios and Exhibitions, WA state science assessments, community based scientific project presentations

Quantitative Reasoning (QR): “How do I measure, compare, or represent it?”

This goal is to think like a mathematician: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time.

Competency	Includes	Evidentiary Work
Fluency and Computation	Demonstrate fluency in the language and symbols of mathematics and the ability to perform basic calculations and operations related to the application of mathematics or statistics.	Ongoing: Basic Math, Financial Math, Algebra 1, Algebra 2, Geometry, Statistics, Art, Collection of Evidence, Student led elective classes; Real and fictional mathematical problems; Entrance and exit tickets; Small group, one-on-one, and individual work; IXL skills practice; internship-, work-, and school- based projects, including planning, evaluation and assessment. Culminating: Pre- and Post- assessments; Self- and peer- assessments; Weekly formative assessments; Concept assessments; End-of-unit assessments; IXL reports; Algebra and Geometry End of Course exams; ACT; SAT; Compass test; Collections of Evidence; art instillation, End of semester Exhibitions.
Logical Reasoning	Use stated assumptions, definitions, and previously established results to construct and support arguments. Use deductive reasoning and proofs to test conjectures and develop logical conclusions. Use computation, estimation, and mathematical properties to solve problems; estimate and check the reasonableness of results, including those obtained by technology.	Same as above
Problem Solving	Formulate and represent mathematical problems and solutions using both convergent and divergent reasoning. Formulate and understand mathematical problems; select or generate relevant information; use mathematical concepts, models, and representations; choose appropriate strategies and tools to devise solutions; evaluate processes, strategies, calculations, and solutions to verify reasonableness; explore alternative approaches, extensions, and generalizations; represent and communicate processes, solutions, ideas, and conclusions; use appropriate mathematical technologies, terminology, symbols, and notation. Represent and solve problems with two- and three-dimensional geometric models; measure directly and indirectly using geometry and right-angle trigonometry.	Same as above
Modeling and Analyzing Data	Create and interpret visual displays of quantitative information such as bar graphs, line graphs, pie charts, pictographs, and tables. Use appropriate models to make predictions, analyze relationships and draw inferences from data. Understand and apply concepts of probability; collect, organize, and display data using charts, tables and graphs, and also use these to draw inferences, make predictions, and solve problems; develop and evaluate inferences and predictions based on data; design, conduct, and critique statistical experiments, simulations, or surveys.	Same as above

Communication (COMM): “How do I take in and express ideas?”

This goal is to be a great communicator: to understand your audience, to write, to read, to speak and listen well, to use technology and artistic expression to communicate, and to

be exposed to another language.

Competency	Includes	Evidentiary Work
Expression	Effectively write persuasive, explanatory and narrative texts for various purposes and audiences. Use an effective writing process to reflect, persuade, explain, inform, plan, etc. Summarize and analyze articles, literature, poetry, etc. Practice creative and artistic writing and other means of expression.	Ongoing: Journals, reflections, letters, essays in response to articles and discussions, book reports and analyses, creative writing,, interest based project proposals, etc. Culminating: End of term personal narratives, Interest based project research papers, college admissions and scholarship essays, WA state writing assessment, Collections of evidence in writing
Understanding	Comprehend, analyze, and critique literary and informational texts across a variety of media. Read to learn about topics of interest; read articles and essays for discussion; read for research; read and interpret creative works.	Ongoing: Articles for seminar discussion, internship-based reading, interest based project reading, assigned and interest based books, etc. Culminating: Exhibition portfolios, WA state reading assessments, Collections of evidence in reading
Research and Inquiry	Gather accurate and relevant resources from varied media. Engage in inquiry/research to analyze, investigate, integrate and present information. Conduct research to address questions and problems of interest in various contexts; use and cite primary and secondary sources to gather and synthesize information and to create and communicate new knowledge.	Ongoing: Journals, reflections, letters, essays in response to articles and discussions, book reports and analyses, active listening debates, Culminating: Internship and interest based projects, exhibitions and portfolios
Multimedia Literacy	Effectively use technology to acquire, evaluate, produce and present information. Develop fluency in multiple communications media; choose and implement effective media for purpose, audience, and context.	Ongoing: Audio and video productions associated with internship and interest based projects, powerpoint, Prezi, and other presentation media, creative expression, reading response journals Culminating: End of term personal narrative reflections, Exhibitions and portfolios, published works in local newspaper and district publications, scholarship essays
Presentation and Feedback	Present and defend work in various contexts. Receive, incorporate, think critically about, and respond to outside feedback and ideas. Practice varied forms of public speaking, public displays and defenses of work, meeting and seminar facilitation, teaching, etc.	Ongoing: Advisory presentations, seminar discussions, internship work, independent project work. Culminating: Exhibitions

Social Reasoning (SR): “What are other people’s perspectives on this?”

This goal is to think like a sociologist, historian, or anthropologist and to apply an understanding of historical patterns to thinking about current political, social, ethical, economic, and cultural issues.

Competency	Includes	Evidentiary Work
Critical Analysis	Reflect on past and current events; analyze cause and effect; understand implications of policy and change over time; distinguish fact from opinion. Define and analyze past and current events of social significance; analyze causes and effects of local and international events and issues; interpret and propose solutions using supportable data and defensible criteria.	Ongoing: Active listening debates, current event articles discussions, advisory-based investigations, school and internship-based activities, community based guest presentations Culminating: Exhibitions and portfolios, interest and internship research papers and projects
Diverse Perspectives	Use primary and secondary sources; develop empathy and understand bias. Examine social influences, beliefs, and behavior across diverse communities and contexts.	Same as above
People, Places, and Environment	Understand processes of cultural interaction such as migration, assimilation, conflict and cooperation within the context of environment, resources, and climate. Use and apply geographic information to interpret events and relationships in history; analyze interrelationships among the characteristics of places and the various forces (e.g. social, cultural, etc.) that shape them; understand processes of cultural distribution, migration, assimilation, conflict, etc.; reflect on the interaction and interdependence of physical and human systems.	Same as above
Human Behavior and Expression	Examine social and cultural dynamics and their effects on individuals. Examine creative expression through the lens of art, literature, music, architecture, etc. Analyze issues of ethics and social responsibility. Examine social influences, beliefs, and behavior; examine and reflect on cultural and group dynamics and effects on individuals.	Same as above plus work referenced in Personal Qualities competencies related to collaboration and problem-solving in diverse contexts.
Institutions and Systems	Understand major political and social systems and structures and their effects on individuals and society. Think critically about individual rights and responsibilities within these systems. Understand the principles, structures, and functions of government in the United States and the rights and responsibilities of citizens.	Same as above

Big Picture Learning Goals and Competencies

At Big Picture Learning, we believe that high school graduates must know how to reason, problem-solve, and be active members of the community. At Big Picture Learning schools, there is no canon of information that all students must know. In a world where available information is growing exponentially, we believe that the most important thing a student needs to know is how to learn. Integral to the Big Picture Learning design are five Learning Goals, a framework for looking at concepts, skills, and abilities and a guide for creating personalized curriculum.

The five Learning Goals are:

- Personal Qualities
- Communication
- Quantitative Reasoning
- Empirical Reasoning
- Social Reasoning

Big Picture holds very high standards for our students. We have designed our educational program from the end-goal backwards – meaning, we have a clear vision of the skills, knowledge, and personal qualities that will help lead our graduates success and fulfillment. However, we also know that to truly educate one student at a time, our goals for student learning must be flexible enough to accommodate the diversity of student needs and personal aspirations. Our assessment system is based around two sets of goals – the five school-wide Learning Goals and each student’s own personal goals. Woven throughout all of the goals is the belief that learning should be authentic and meaningful, as well as a commitment that each student should become a life-long learner.

The five Learning Goals are tools for problem solving and offer a framework for looking at the real-world knowledge and abilities necessary to being a successful, well-rounded person. They are not content-oriented curricula, nor are they completely distinct categories. Each goal focuses on an aspect of reasoning or community behavior. Students’ learning and project work will often incorporate many overlapping elements of the Learning Goals. Associated with the Learning Goals on the following pages are clusters of competencies aligned to Common Core State Standards and the admissions expectations of four-year colleges in Washington and beyond.

Personal Qualities (PQ)

“What do I bring to this process?”

This goal is to be the best you can be: to demonstrate respect, responsibility, organization, leadership, and to reflect on your abilities and strive for improvement.

Questions to develop your project:

- How can I demonstrate respect?
- How can I empathize more with others?
- How can I look out for my health and well-being?
- How can I communicate honestly about this?
- How can I be responsible for this?
- How can I persevere at this?
- How can I better organize my work?
- How can I better manage my time?
- How can I be more self-aware?
- How can I work cooperatively with others?
- How can I take on more of a leadership role?
- How can I enhance my community through this?

Productive Mindset	Develop positive self-concept, realistic self-appraisal, and a growth mindset; cultivate healthy choices in personal and work relationships.
Proactive Learning	Long-term goal planning and achievement. Define work in complex and varied contexts; establish a vision and set goals, individually and in groups; effectively translate goals into projects and tasks; manage workflow in context of conflicting priorities; apply effective technologies of managing workflow; access resources to get help when needed; establish and maintain clarity of purpose; persevere.
Reflective Learning	Reflect individually and in groups to identify strengths and growth areas. Explore personal history and how current perspectives originated; address strengths and weaknesses in personal learning plans.
Community Engagement and Leadership	Navigate systems; engage in community leadership, quality mentorship, and learning inside and outside of school. Apply awareness of group goals and one’s potential to influence others; apply appropriate strategies of facilitation, collaboration, and public speaking. Foster positive community relations in school and other contexts; mentor new members of the community; actively listen and empathize, recognizing one’s own views as a product of personal history and experience and honoring other perspectives; apply conflict mediation strategies; apply an understanding of group dynamics in work with small and large groups; accept responsibility.
Personal Wellness	Become aware of and manage choices toward a more successful existence; develop knowledge and skills related to mental, spiritual, financial, community, emotional, and physical wellness. Acquire the knowledge and skills necessary to maintain an active life through movement, flexibility, strength, and nutrition.

Communication

“How do I take in and express ideas?”

This goal is to be a great communicator: to understand your audience, to write, to read, to speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language.

Questions to develop your project:

1. How can I write about it?
2. What is the main idea I want to get across (thesis)?
3. Who is my audience?
4. What can I read about it?
5. Whom can I listen to about it?
6. How can I speak about it?
7. How can technology help me to express it?
8. How can I express it creatively?
9. How can I express it in another language?

Understanding	Comprehend, analyze, and critique literary and informational texts across a variety of media. Read to learn about topics of interest; read articles and essays for discussion; read for research; read and interpret creative works.
Expression	Effectively write persuasive, explanatory and narrative texts for various purposes and audiences. Use an effective writing process to reflect, persuade, explain, inform, plan, etc. Summarize and analyze articles, literature, poetry, etc. Practice creative and artistic writing and other means of expression.
Research and Inquiry	Gather accurate and relevant resources from varied media. Engage in inquiry/research to analyze, investigate, integrate and present information. Conduct research to address questions and problems of interest in various contexts; use and cite primary and secondary sources to gather and synthesize information and to create and communicate new knowledge.
Presentation and Feedback	Present and defend work in various contexts. Receive, incorporate, think critically about, and respond to outside feedback and ideas. Practice varied forms of public speaking, public displays and defenses of work, meeting and seminar facilitation, teaching, etc.
Multimedia Literacy	Effectively use technology to acquire, evaluate, produce and present information. Develop fluency in multiple communications media; choose and implement effective media for purpose, audience, and context.

Quantitative Reasoning (QR)

“How do I measure, compare, or represent it?”

This goal is to think like a mathematician: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time.

Questions to develop your project:

10. How can I use numbers to evaluate my hypothesis?
11. What numerical information can I collect about this?
12. Can I estimate this quantity?
13. How can I represent this information as a table, graph, and/or formula
14. How can I interpret this formula or graph?
15. How can I measure its shape or structure?
16. What trends do I see? How does this change over time?
17. What predictions can I make?
18. Can I show a correlation?

Fluency and Computation	Demonstrate fluency in the language and symbols of mathematics and the ability to perform basic calculations and operations related to the application of mathematics or statistics.
Logical Reasoning	Use stated assumptions, definitions, and previously established results to construct and support arguments. Use deductive reasoning and proofs to test conjectures and develop logical conclusions. Use computation, estimation, and mathematical properties to solve problems; estimate and check the reasonableness of results, including those obtained by technology.
Problem Solving	Formulate and represent mathematical problems and solutions using both convergent and divergent reasoning. Formulate and understand mathematical problems; select or generate relevant information; use mathematical concepts, models, and representations; choose appropriate strategies and tools to devise solutions; evaluate processes, strategies, calculations, and solutions to verify reasonableness; explore alternative approaches, extensions, and generalizations; represent and communicate processes, solutions, ideas, and conclusions; use appropriate mathematical technologies, terminology, symbols, and notation. Represent and solve problems with two- and three-dimensional geometric models; measure directly and indirectly using geometry and right-angle trigonometry.
Modeling and Analyzing Data	Create and interpret visual displays of quantitative information such as bar graphs, line graphs, pie charts, pictographs, and tables. Use appropriate models to make predictions, analyze relationships and draw inferences from data. Understand and apply concepts of probability; collect, organize, and display data using charts, tables and graphs, and also use these to draw inferences, make predictions, and solve problems; develop and evaluate inferences and predictions based on data; design, conduct, and critique statistical experiments, simulations, or surveys.

Empirical Reasoning (ER)

“How do I prove it?”

This goal is to think like a scientist: to use empirical evidence and a logical process to make decisions and to evaluate hypotheses. It does not reflect specific science content material, but instead can incorporate ideas from physics to sociology to art theory.

Questions to develop your project:

- What idea do I want to test (essential question)?
- What has other research shown?
- What is my hypothesis?
- How can I test it?
- What information (data) do I need to collect?
- How will I collect the information?
- What will I use as a control in my research?
- How good is my information?
- What are the results of my research?
- What conclusions can I draw from my research?
- How will I present my results?

Fluency and Research Fundamentals	Develop fluency with the scientific method and principles of research, such as logic, precision, open-mindedness, objectivity, skepticism, replicability, and honesty. Critically evaluate and cite scientific sources.
Design and conduct scientific inquiry	Determine scope and focus of inquiry; form questions and hypotheses involving scientific relationships; design investigations using appropriate methodology and tools to address questions and test hypotheses; collect and present data; analyze data, reflect on results, and develop reasoned conclusions.
Understand, use, and investigate a field of science	Understand and correctly apply essential concepts of a particular field of science; investigate, through research and inquiry, important principles, theories, and relationships from a field of science.
Analyze scientific knowledge, theories, and research	Analyze scientific theories and arguments to understand the nature of scientific knowledge and the context in which it develops; evaluate the scientific, social, and ethical implications of scientific research and writings.

Social Reasoning (SR)

“What are other people’s perspectives on this?”

This goal is to think like a sociologist, historian, or anthropologist and to apply an understanding of historical patterns to thinking about current political, social, ethical, economic, and cultural issues.

Questions to develop your project:

- How do diverse communities view this?
- How does this issue affect different communities?
- Who cares about this? To whom is it important?
- What is the history of this? How has this issue changed over time?
- Who benefits and who is harmed through this issue?
- What do people believe about this?
- What social systems are in place around this?
- What are the ethical questions behind this?
- What do I think should be done about this?
- What can I do?

Critical Analysis	Reflect on past and current events; analyze cause and effect; understand implications of policy and change over time; distinguish fact from opinion. Define and analyze past and current events of social significance; analyze causes and effects of local and international events and issues; interpret and propose solutions using supportable data and defensible criteria.
Diverse Perspectives	Use primary and secondary sources; develop empathy and understand bias. Examine social influences, beliefs, and behavior across diverse communities and contexts.
People, Places, and Environment	Understand processes of cultural interaction such as migration, assimilation, conflict and cooperation within the context of environment, resources, and climate. Use and apply geographic information to interpret events and relationships in history; analyze interrelationships among the characteristics of places and the various forces (e.g. social, cultural, etc.) that shape them; understand processes of cultural distribution, migration, assimilation, conflict, etc.; reflect on the interaction and interdependence of physical and human systems.
Human Behavior and Expression	Examine social and cultural dynamics and their effects on individuals. Examine creative expression through the lens of art, literature, music, architecture, etc. Analyze issues of ethics and social responsibility. Examine social influences, beliefs, and behavior; examine and reflect on cultural and group dynamics and effects on individuals.
Institutions and Systems	Understand major political and social systems and structures and their effects on individuals and society. Think critically about individual rights and responsibilities within these systems. Understand the principles, structures, and functions of government in the United States and the rights and responsibilities of citizens.

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Highline Big Picture High School

Highline Public Schools

206.444.7726
2450 South 142nd Street
SeaTac, WA 98168

Legal Name: Redacted Student
Birth Date:
Parent:
District ID #:
SSID #:
Date of Graduation:
Date of Report:

THIS IS AN ACADEMIC RECORD FOR
GRADE(S):
9, 10, 11, 12

WE DO NOT GRADE OR RANK OUR STUDENTS
Total number in class: 27
Senior Advisor cumulative GPA: 3.8

9 th Grade Applied Learning Goals	Degree of proficiency			C A D R
	IP	ME	EE	
COMMUNICATION				
Writing re text analysis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Reading/Socratic discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Facilitating and presenting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Multimedia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Expository Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
QUANTITATIVE REASONING				
Solving Equations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5
Algebraic operations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5
Mathematical problems	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5
Business Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
EMPIRICAL REASONING				
Anatomy & Physiology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	9
Health Science	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9
SOCIAL REASONING				
Analysis of issues and events	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1 3
Inquiry and research	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1 3
Business Market Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1 4
PERSONAL QUALITIES				
Teamwork and collaboration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Organization/Time Managmnt	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Reflection and Life Planning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10th Grade Applied				
Degree of				C

9 th grade internships and real world learning opportunities student has taken advantage of:
<ul style="list-style-type: none"> Exemplary participation in real world interest exploration curriculum. Interned with a highly regarded Seattle chiropractor – learned about best business practices as well as anatomy and health.
Other student highlights this year:
<ul style="list-style-type: none"> Learned about business planning and management by creating outstanding independent project about starting a chiropractic business in Seattle.
10th grade internships

Learning Goals	proficiency			A D R
	IP	ME	EE	
COMMUNICATION				
Autobiographical Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Reading/Socratic discussion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
3D Perspective & Drawing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1 6
Intro to Music Theory	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1 6
Reading/Memoir Study	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Website Design	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Expository Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
QUANTITATIVE REASONING				
Applied quantitative thinking	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6
Mathematical problems	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Algebraic operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6
Geometric concepts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6
EMPIRICAL REASONING				
Scientific Method/Inquiry	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	9
Data Analysis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	9
Animation Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1 6
SOCIAL REASONING				
Analysis of Issues & Events	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1 3
Contemporary World Issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1 4
Inquiry and Research	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Navigating Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
PERSONAL QUALITIES				
Teamwork and Collaboration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Organization/Time Managmnt	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Reflection and Life Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

and real world learning opportunities student has taken advantage of:
<ul style="list-style-type: none"> Interned with Seattle Drum School. Designed professional website and learned basic music theory. Helped instructor guide small groups through music lessons.
Other student highlights this year:
<ul style="list-style-type: none"> Applied and accepted to highly competitive summer internship with The Port of Seattle. Worked as a full time desk proctor and helped design Emergency Evacuation Plan. Proficient use of Adobe Photoshop Suite, Windows Movie Maker and Flash.

Authorized Signature _____

Title _____

Date _____

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11 th Grade Applied Learning Goals	Degree of proficiency			C A D R
	IP	ME	EE	
COMMUNICATION				
Adv Expository Writing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3
Reading/text analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3
Inquiry and research	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3
2 & 3D Animation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9
Facilitating and presenting	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3
German Language Ind Study	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1 1
QUANTITATIVE REASONING				
Graphing Lines	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	7
Linear Equations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	7
Polynomials	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	7
Rational Expressions/Roots	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	7
Accounting & Finance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Applied scenarios (of above concepts)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	7
EMPIRICAL REASONING				
Data Collection	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	9
Data Analysis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	9
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SOCIAL REASONING				
Comparative business	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1 4
German Culture Ind Study	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1 5
Inquiry and research	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1 4
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PERSONAL QUALITIES				
Teamwork and collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Organization & time mngmnt	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Reflection and life planning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Leadership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

11th grade internships and real world learning opportunities student has taken advantage of:

- Interned with elementary school teacher – worked with struggling readers and writers. Also designed and taught art lessons.
- Interned with Starbucks Corporate Headquarters Accounting and Finance division in Seattle. Audited invoices for US, Canada, UK, and Ireland. Conducted complete vendor reconciliations for large Starbucks maintenance vendors.

Other student highlights this year:

- Spent five weeks in Germany studying the language, culture and family history.
- Named DigiPen Animation student of the quarter at Puget Sound Skills Center.
- Named Business Student of the Month by SW King County Chamber of Commerce.
- Part of design team that won Smartphone App Idea Brilliant Seed Contest in The Digital Connectors program at Youngstown Arts Center.

12 th Grade Applied Learning Goals	Degree of proficiency			C A D R
	IP	ME	EE	
COMMUNICATION				
College Composition (ENG 101)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
College Reading (ENG 101)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
Inquiry and research	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
Facilitating and presenting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
QUANTITATIVE REASONING				
Functions in Business	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
Functions in Social Sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Theory of Matrices	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
Fitting Curves to Data	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
Linear Programming	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
EMPIRICAL REASONING				
Data Collection and Analysis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Environmental impact study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
Chemistry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 0 1 0
Biology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SOCIAL REASONING				
Analysis of issues and events	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 5
Patterns of human history	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 4
Applied geography	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 4
Inquiry and research	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 5
Diverse perspectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 5
PERSONAL QUALITIES				
Teamwork and collaboration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Organization & time mngmnt	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reflection and life planning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Leadership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

12th grade internships and real world learning opportunities student has taken advantage of:

- Senior Thesis Project connecting school with King County Green Schools Program. Creating sustainable school recycling program.

Other student highlights this year:

COLLEGE CREDIT EARNED			
College	Course	Semester	Grade
Highline C.C.	Math 091	Spring 2011	A
Highline C.C.	Math 111	Fall 2011	In progress

SENIOR THESIS PROJECT
 School Sustainability and Recycling Program in conjunction with King County Green Schools Program

STANDARDIZED TEST SCORES
SAT Reading: 550
SAT Writing: 610
SAT Math: 520

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Key to CADR Column

The “CADR” column indicates which proficiencies and collections of work on this student’s transcript correspond to the Washington Higher Education Board’s College Academic Distribution Requirement (CADR) Coursework, according to the following key:

1-4	English – 4 credits including 3 credits of college preparatory composition or literature. One credit may be satisfied by courses in drama as literature, public speaking, debate, journalistic writing, business English, English as a Second Language, or Learning Support English. Passing the state mandated high school assessment in Reading is equivalent to earning the first 2 CADR credits of high school English.
5-7	Mathematics – 3 credits: Algebra I, geometry, and Algebra II (intermediate algebra), or Integrated Math I, II, and III. Passing the state mandated high school assessment in math is equivalent to earning the first 2 CADR credits of high school math (Algebra I & Geometry or Integrated Math I and II).
8	Senior Year Math-Based Quantitative Course - During the senior year of high school, students must earn a credit in a math-based quantitative course. This requirement may be met through enrollment in one of the three required math courses listed above; or by completing a math-based quantitative course like statistics, applied math, or appropriate career and technical courses; or by completing an algebra-based science course taken during the senior year that would satisfy this requirement and part of the science requirement below.
9,10	Science – 2 credits of laboratory science are required for admission to public baccalaureate institutions beginning in the summer of 2010. One credit must be in an algebra-based science course as determined by the school district. One credit must be in biology, chemistry, or physics (this course may also meet the algebra-based requirement).
11,12	World Languages – 2 credits must be earned in the same World Language, Native American language, or American Sign Language.
13-15	Social Science – 3 credits of history or other social science (e.g. anthropology, contemporary world problems, economics, geography, government, political science, psychology).
16	Arts – 1 credit of fine, visual, or performing arts - or 1 additional credit in other CADR academic subject areas as defined above. Acceptable coursework in the fine, visual, or performing arts includes art appreciation, band, ceramics, choir, dance, dramatics performance and production, drawing, fiber arts, graphic arts, metal design, music appreciation, music theory, orchestra, painting, photography, print making, or sculpture.

OFFICIAL TRANSCRIPT for The Metropolitan Regional Career and Technical Center: Final Report

The Metropolitan Regional Career and Technical Center is Accredited by the Rhode Island Board of Regents

	Public Street Campus 325 Public Street Providence, RI 02905	Paul W. Crowley East Bay Met School Campus 115 Girard Ave. Newport, RI 02840	Peace Street Campus 362 Dexter Street Providence, RI 02907	Student: Address: Parent: Date of Birth: Date of Graduation:	This is an academic record for grades: —	We do not grade or rank our students. Total number in the class: ____
--	---	---	--	--	---	---

Degree of Work Completion (IP = In Progress, ME = Meets Expectations, EE = Exceeds Expectations)

9th Grade Applied Learning Goals		IP	ME	EE	10th Grade Applied Learning Goals		IP	ME	EE
Communication	ELA I				ELA II				
	Public Speaking I				Public Speaking II				
Quantitative Reasoning	Algebra 1				Geometry				
Empirical Reasoning									
Social Reasoning									
Personal Qualities									
Career Pathways	Career Preparation and Exploration 101				Career Preparation and Exploration 201				

9th grade internship and real world learning opportunities and projects

10th grade internship and real world learning opportunities and projects

Internships and RWL:

Internships and RWL:

Additional Opportunities:

Additional Opportunities:

“Degree of completion” assesses whether the student met the expectations for each skill area, as laid out in their annual learning plans.
Please see Met school profile for guidance on interpreting The Met transcript.

Degree of Work Completion (IP = In Progress, ME = Meets Expectations, EE = Exceeds Expectations)

	11th Grade Applied Learning Goals			12th Grade Applied Learning Goals			College Credits and Certifications			
	IP	ME	EE	IP	ME	EE	College/ Cert.	Course	Semester	Grade
Communication	ELA III			ELA IV						
	Public Speaking III			Public Speaking IV						
Quantitative Reasoning	Algebra 2 or			Pre-Calculus or						
	Financial Literacy or			Financial Literacy or						
	Mathematics - Independent Study			Mathematics - Independent Study						
Empirical Reasoning										
Social Reasoning										
Personal Qualities										
Career Pathways	Career Prep. and Exploration 301			Career Prep. and Exploration 401						
				Senior Thesis Project 401						

11th grade internship and real world learning opportunities and Projects

12th grade internship and Senior Thesis Project

Internships and RWL:

Internships and RWL:

Additional Opportunities:

Additional Opportunities:

Standardized Test Scores

Please see the student’s official ACT report

Authorized Signature _____ **Title** _____ **Date** _____

“Degree of completion” assesses whether the student met the expectations for each skill area, as laid out in their annual learning plans.

Please see Met school profile for guidance on interpreting The Met transcript.

3. Please describe how the district or school plans to achieve the higher standards for student learning, including timelines for implementation.

The district will achieve the standards described above with a small high school modeled after the Big Picture Learning Distinguishers. Following is a summary of the structure and rationale of this design presented to the Methow Valley School Board in March 2016.

Our Mission: The Methow Valley Independent Learning Center is a district-sponsored educational program designed to help students who require a more flexible and creative learning environment. We strive to accommodate the diverse needs of our student population by providing a safe environment with individualized learning plans where students can thrive by engaging in rigorous interest-based learning and authentic internships in a vibrant and supportive community.

Our Vision: Methow Valley Independent Learning Center is a small innovative high school where students' interests, passions, and talents drive the learning. Our graduates possess the communication, academic, and life skills necessary to become contributing members of the community.

School Model-The school is modeled after Big Picture Learning Distinguishers. The following is what those distinguishers look like at Methow Valley Independent Learning Center.

- **Internships in the Real World:** ILC students follow their curiosities through rigorous interest-based learning and real-world internships. All students complete Learning Through Interest experiences (LTIs), working with adults whose careers match the students' passions and career aspirations. Students have internships two days per week and complete real-world internship projects where students realize their professional capacities, interests, and future goals.
- **One Student-At-A-Time Personalization:** At the ILC, students' interests, passions, and talents drive the learning. Through small advisories, students get to know at least one adult well and that advisor facilitates each student's learning over a four-year program. Students develop Learning Plans with the guidance of their advisor and input from their parents, mentors, and peers. Students engage in rigorous interest-based projects, becoming the directors of their learning.
- **Authentic Assessments:** Students demonstrate learning through quarterly exhibitions where they are assessed based on learning goals aligned with competencies (pending waiver approval). Students demonstrate learning through increasingly complex projects developed through their internship, student-driven projects, product development, and portfolios.

- **School Organization:** In order to personalize learning, we have designed our curriculum to create a supportive, innovative, flexible, and collaborative school environment. Students and staff are able to adapt our daily routine to meet the learning needs of our students. Utilizing community facilities and opportunities outside of school, we embrace our community resources and ensure they have an integral role in the success of our school.
- **Advisory Structure:** At ILC, students are part of a small supportive learning community called an Advisory. These advisories are small, mixed grade level student teams of approximately 10-15 students, which are managed by a teacher (called an Advisor). Currently, two advisors staff our school. Students stay with each advisory for an average of two years. The advisor organizes the “advisory time” to meet the needs of the students. He or she facilitates the group activities that are designed to expose students to new ideas and concepts, provide academic learning opportunities, create a group identity and group process, and build a sense of belonging and trust in school and the educational process. Though certified in one or more areas, the advisor does not “teach” his or her subject area; rather he or she draws on many disciplines to meet the needs of each student, their projects, their Learning Plans, and the advisory activities. Overall, the advisor’s job is to know students well and provide the right measure of challenge and support for each student in each activity to promote growth.
- **Small School Culture:** ILC is fortunate to have a truly small school culture. Currently, twenty students in grades 9-12 are enrolled. Students are nurtured to be kind, thoughtful, courageous, and resilient individuals with compassion and tolerance for adversity. The school community is one that is vibrant and supportive allowing students to thrive in a safe and nurturing environment.
- **Leadership:** Leadership is shared between a dedicated duo of advisors as well as the support of a Big Picture model mentor, the district’s superintendent, and the principal of our comprehensive high school. Advisors take great responsibility in the day-to-day nurturing of the school climate, becoming committed advocates for their students, role modeling continued learning. Students are immersed in the school’s culture, developing leadership skills essential for their academic, career, and life success. ILC is dedicated to providing high quality leadership education through leadership programs and student activities in an integrated academic environment working with faculty, students, staff, and the greater community.
- **Parent/Family Engagement:** The innovation at ILC happens with everyone -- students, families, and educators. Parents and families are essential to the workings of ILC. Families are invited to be engaged with the school and their student’s academic programs through their participation in Learning Plan meetings, semester exhibitions, and school events. In addition, we encourage parents to engage with our students through becoming an internship mentor or leading “offerings” on our campus.

- **School College Partnership and College Preparation:** Students graduate with strong academic, occupational, and personal skills to continue learning while being resourceful, responsible, and successful citizens in a dynamic global environment. ILC exposes students to a variety of professional, academic, and social paths available after high school and will support students to develop their paths in order to maximize their post high school opportunities.

Beginning in the first year at ILC, students begin researching colleges. This includes school-based work as well as visits to college campuses. By the end of the sophomore year, students will have some understanding of what is required of them for admission to various schools of interest to them. Their tasks in the junior and senior years, with support from advisors and other school staff, will include maximizing their post high school options. At the same time this is happening, ILC staff provide an opportunity for Juniors and Seniors to enroll in a local community college as a way to gain college credits while in high school as well as better prepare them for admission to schools of choice.

- **Professional Development:** The Superintendent, Principal and Advisors design professional development sessions. This ongoing professional development takes place at regularly scheduled staff meetings, staff retreats, and conferences. Big Picture Learning offers support to staff, who travel to observe other innovative schools to continue to learn and be inspired.

Timeline for Implementation

- 2012-13 ILC staff and administration explored Big Picture Learning design
- 2013-14 Methow Valley School District school board approves exploration of competency-based systems
- 2014-15 Students at ILC begin to experience project based learning, preparing for exhibitions, and seeking community based internships
- 2015-16 Students and staff at ILC begin implementing competencies as part of curriculum to guide projects, internship, and real world work
- 2016 Methow Valley School District seeks credit-based waiver to further support innovation and flexibility

4. Please describe how the district or school will determine whether the higher standards for student learning have been met.

As a Methow Valley School District public school, ILC's academic programming will be consistent with the standards of all Methow Valley School District schools and emphasize integration of best practices around interest-based and project-based learning; one student at a time personalization; mentorships aligned with career

interests and post high school planning; competency based assessment (per waiver approval); and the engagement of students disconnected from school.

As in other schools in the Big Picture Learning network, ILC's assessment of student learning will draw heavily on end of term exhibitions in which students present their learning to a panel of peers, school staff, parents, community members, and mentors (often with professional expertise in fields related to the student's project work). While the emphasis of exhibitions is on the authentic project work undertaken by the student in a particular learning cycle, panelists assess the student's growth relative to the aforementioned competencies. In addition to exhibitions, ILC's advisors will assess student portfolios in formative and summative processes to determine adequate progress toward competencies and the expectations for progress from grade to grade and ultimately graduation. The following pages show a sample exhibition feedback guide and project rubric.

January Exhibition Feedback Guide

Our school design is built on three principles: 1) Most learning must be based on the interests and goals of each student (learning plan); 2) Curriculum must be relevant to people and places in the real world (internship, project work); 3) The student's abilities must be measured by the quality of the work (exhibition, competencies, project evaluation, and portfolio).

Student: _____ Advisor: _____ Panelist: _____ Date: _____

TOPICS FOR STUDENT TO DISCUSS	NEW SKILLS/COMPETENCY GROWTH What specific skills, ways of thinking/reasoning, or new concepts did the student strengthen, develop or explore?
INTEREST BASED PROJECT	
INTERNSHIP – LTI	
PERSONAL GROWTH	
OTHER (Advisory work, reading, evidence from math/science/elective class)	

Competency Growth to watch for: Is there <i>evidence</i> in the student's work of:	yes	no
<u>Personal Qualities</u> : being "best" you, perseverance, time management, leadership, group work, fostering community	<input type="checkbox"/>	<input type="checkbox"/>
<u>Social Reasoning</u> : understanding other people's/historical perspectives, ethical questions, social systems	<input type="checkbox"/>	<input type="checkbox"/>
<u>Quantitative Reasoning</u> : thinking like a mathematician, numerical information, trends, algebraic/geometric concepts	<input type="checkbox"/>	<input type="checkbox"/>
<u>Communication</u> : expressing ideas creatively, consideration of audience, reading for research, analyzing creative works	<input type="checkbox"/>	<input type="checkbox"/>
<u>Empirical Reasoning</u> : making and testing hypotheses, designing investigation, applying scientific research	<input type="checkbox"/>	<input type="checkbox"/>

Overall Evaluation

Based on your assessment of the students learning, the progress made toward their learning plan goals, and the progress the student is making toward their long-term goals, please evaluate the student in the following areas:

Unsatisfactory	Some	Significant	Exemplary
Learning Plan: made little progress toward learning plan goals	made some progress toward learning plan goals	met most to all of their learning plan goals	exceeded their learning plan goals
Competency growth and new learning: demonstrated little or no evidence of new skill learning/competency growth	demonstrated some evidence of new skill learning/competency growth	demonstrated a significant degree of new skill learning / competency growth	demonstrated a high degree of growth in competencies and skills aligned with their long term vision
Projects: provided little or no evidence of project-based work towards proposed outcome	provided incomplete evidence of project-based work toward proposed outcome	provided significant evidence of project-based work toward proposed outcome	provided outstanding evidence of project-based work toward proposed outcome
LTI: not secured an internship and provides little evidence of out of the building experience	some evidence of progress toward finding an internship, has conducted multiple shadow days and interviews	evidence of significant progress toward finding an internship, utilizing multiple resources / student has an internship	secured an internship aligned with long-term vision and has developed learning goals and/or a project centered around the internship experience

Based on evidence exhibited, the student has made _____ progress.

NEXT LEARNING PLAN – LOOKING FORWARD What specific skills or new concepts does the student need to strengthen, develop, or explore? What do you think needs to be on the next learning plan?

ILC Draft Project Rubric

Student: _____

Project: _____

Evaluator: _____

Date: _____

<p>AUTHENTICITY</p> <ol style="list-style-type: none"> 1. Does the project arise from a problem or question that has personal meaning to the student? 2. Is it a problem or question that might actually be tackled by an adult at work or in the community? 3. Has the student created something that has personal or social value beyond the school setting? 	<p>Not at all.</p> <p>This project lacks personal meaning to the student and authenticity beyond the school setting.</p>	<p>Somewhat.</p> <p>This project meets some but not all of the criteria, or meets them but not convincingly.</p>	<p>Definitely.</p> <p>This project clearly has personal meaning and authenticity in work beyond the school setting.</p>
<p>ACADEMIC RIGOR</p> <ol style="list-style-type: none"> 1. Has the project led the student to acquire and apply knowledge related to one or more content areas? 2. Has the project involved methods of inquiry central to one or more disciplines? 3. Has the project helped the student develop higher-order thinking skills and habits of mind? 	<p>Not at all.</p> <p>This project has not led to new academic skills or critical thinking.</p>	<p>Somewhat.</p> <p>This project meets some but not all of the criteria, or meets them but not convincingly.</p>	<p>Definitely.</p> <p>This project clearly has demanded new academic skills, methods of inquiry, and growth in critical thinking.</p>
<p>APPLIED LEARNING</p> <ol style="list-style-type: none"> 1. Is the student addressing a problem grounded in life and work in the world beyond school? 2. Has the work required the student to develop organizational and self-management skills? 3. Has the project required the student to acquire competencies expected in high-performance work organizations (e.g. teamwork, problem-solving, appropriate use of technology, communications)? 	<p>Not at all.</p> <p>This project is not connected to life and work beyond school, and new workplace competencies have not been developed.</p>	<p>Somewhat.</p> <p>This project meets some but not all of the criteria, or meets them but not convincingly.</p>	<p>Definitely.</p> <p>This project is immersed in life and work beyond school, and the student has clearly developed new workplace competencies.</p>
<p>ACTIVE EXPLORATION</p> <ol style="list-style-type: none"> 1. Did the student spend significant amounts of time doing field-based (outside school) work on this project? 2. Has it required the student to engage in real investigation using a variety of methods, media, and sources? 3. Is the student expected to communicate through presentation what he or she is learning? 	<p>Not at all.</p> <p>This project has involved no field work, real investigation, or presentation of learning.</p>	<p>Somewhat.</p> <p>This project meets some but not all of the criteria, or meets them but not convincingly.</p>	<p>Definitely.</p> <p>This project has involved significant field work, real investigation, and presentation of learning.</p>
<p>ADULT RELATIONSHIPS</p> <ol style="list-style-type: none"> 1. Did the student meet and observe adults with relevant expertise and experience? 2. Did this project involve working closely with and getting to know at least one adult mentor in addition to the advisor and other school staff? 3. Did the adults collaborate with one another and with the student on the design, completion, and assessment of the project work? 	<p>Not at all.</p> <p>This project has involved little to no interaction with adults other than school staff.</p>	<p>Somewhat.</p> <p>This project meets some but not all of the criteria, or meets them but not convincingly.</p>	<p>Definitely.</p> <p>This project has involved adult experts who worked closely with the student through all stages of the project.</p>
<p>ASSESSMENT</p> <ol style="list-style-type: none"> 1. Were there clear milestones or products at the completion of each phase of the student's work, culminating in an exhibition, portfolio, and/or presentation? 2. Did the student receive timely feedback on works in progress and reflect regularly on his or 	<p>Not at all.</p> <p>This project lacked milestones or products, regular feedback and</p>	<p>Somewhat.</p> <p>This project meets some but not all of the criteria, or</p>	<p>Definitely.</p> <p>This project has involved clear quality criteria co-developed with the</p>

<i>her learning, using clear project criteria that he or she helped to set?</i> <i>3. Have adults from outside the advisory and school been involved in the assessment of this project?</i>	<i>reflection, and clear quality criteria.</i>	<i>meets them but not convincingly.</i>	<i>student, and regular feedback and reflection.</i>
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Adapted from Adria Steinberg, Real Learning, Real Work: School-to-Work as High School Reform (New York: Routledge, 1997)

As a Methow Valley School District school, ILC is subject to the various accountability measures of the school district, which include:

- MVSD’s Listening and Learning Framework
- Graduation rates
- EOC and SBAC scores
- Enrollment, attendance, discipline data
- College enrollment, persistence, and other post high school success data
- Survey data

If granted this waiver, the Methow Valley School District will anticipate updating the State Board of Education annually on the progress of implementation, including student growth in the standards for increased student learning.

5. Please submit evidence demonstrating that students, families, and citizens were involved in developing the plan.

The ongoing transition of the ILC from a packet-based program to an innovative and competency-based program corresponds closely to the MVSD’s Listening and Learning framework led by Superintendent Tom Venable. Many of the action steps emerging from that extensive months-long listening process of engaging students, parents, and citizens in various convenings are reflected in this proposed instructional approach for the ILC. The Listening and Learning process also included individual interviews with every district staff member. Specific action items emerging from that process include “promote increased flexibility through the development of a competency-based model of learning. Allow students to design and engage in rigorous coursework driven by student interests and passion.” More generally, the emergent themes of innovation and flexibility, attention to a Learner Profile, and family and community engagement are strongly aligned with the ongoing and proposed changes to the ILC.

Additional input from families occurred in January, when staff invited parents’ written responses to the following two questions:

- What purpose do you believe a high school should serve for its students?
- Please share your thoughts on the value of an exhibition as an assessment.

Parent responses both reinforce changes to date at the ILC and inform its ongoing transition. Responses to these questions and additional survey data in the supporting documentation section reflect ongoing parent and community input regarding both the growing effectiveness of the ILC as well as its particular approach to competency-based assessment.

6. Please submit evidence demonstrating that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively to implement the plan.

In 2013, the Methow Valley School District Board established a clear vision: *Working in partnership with our families and community, we develop curious, creative, compassionate, competent, action-oriented citizens prepared to change the world.* In support of this vision, six strategic areas of focus were identified. One of these areas includes a focus on “Innovation and Flexibility,” promoting a personalized program of study aimed at meeting the needs of every learner.

Following the establishment of this vision and focus, the superintendent and school board initiated a visit to Highline Big Picture school for the ILC staff, principal, superintendent, and other interested district staff members. Impressed by the personalized, competency-based approach to teaching and learning, the Methow Valley School District initiated further action by formally establishing a partnership with Jeff Petty, Director of the Puget Sound Consortium for School Innovation, Big Picture Learning’s regional initiative.

Two years later, the team, working in partnership with Big Picture Learning and, most recently, the Chelan School of Innovation, continues to regularly engage the ongoing development of a competency-based program of study using a project and internship-based approach to teaching and learning. School board members, parents, and community members are becoming increasingly engaged through their participation as project and internship mentors and as panelists during student exhibitions. In addition, the superintendent regularly highlights the development of the program in a variety of school-district publications and media sources.

7. Supporting documentation for new and renewal applications is attached to document the following:

□ The school’s expectations for student learning.

In addition to what’s described in previous sections:

Methow Valley ILC Expectations for Student Learning

Benchmarks and Gateways:

Benchmarks are grade level expectations, whereas Gateways guide student advancement between Junior and Senior Advisory (10th to 11th grade) and at graduation. Benchmarks and Gateways serve as signposts of all necessary work to be completed in addition to individual goals set in their learning plan. Examples below:

Benchmark Requirements: 9th to 10th grade

may include:

- Evidence of a Learning Plan for all previous terms
- Copies of calendar pages or examples of organizational system

- Consistently participating and completing class requirements (Advisory, Algebra, Biology, PE, required electives)
- For each domain (Comm, SR, QR, ER, PR) evidence demonstrating growth and achievement of substantial learning
 - Include corresponding competencies
- 3 or more independent projects completed and presented in Advisory
- Annotated bibliography of written works read
 - novels (or teacher approved compilation of literature)
 - other works of varying complexity and sophistication
 - weekly reading journal
- All LTI Boot Camp requirements/ Interviews/ Job Shadow
- Student narrative reflections for all previous terms
- Completed Portfolio
- Successfully completing an exhibition for each trimester showing growth and readiness
- 15 hours of community service

Gateway Expectations: 10th to Senior Advisory

may include:

- Evidence of a Learning Plan for all previous terms
- Copies of calendar pages or examples of organizational system
- Consistently participating and completing class requirements (Advisory, Algebra, Biology, PE, electives)
- For each domain (Comm, SR, QR, ER, PR), evidence demonstrating growth and achievement of substantial learning
 - Include corresponding competencies
- 3 or more independent projects completed and presented
 - evidence of inquiry and research skills, including sources cited
- Annotated bibliography of written works read
 - novels (or teacher approved compilation of literature)
 - other examples showing interpretation of works of varying complexity and sophistication
 - weekly reading journal
- 65 hours of LTI experience and all Boot camp requirements
- College Research Project
- College Tour(s) reflection
- Student Narrative reflection for all previous terms
- Gateway Narrative reflection (4 pg. double spaced, 12 font) explaining why you think you are prepared to move on to Senior Institute
- Recommendation letter from adult in community
- Compete Portfolio
- Successfully completing an exhibition for each term showing growth and readiness, with the “Gateway” exhibition including an interactive piece (involve audience)
- 15 hours of Community Service

Benchmark Requirements: 11th to 12th grade

may include:

- Successfully completing an exhibition for each semester showing growth and readiness
- Evidence of a Learning Plan for all previous terms
- Narrative for all previous terms
- Copies of calendar pages or examples of organizational system
- 65 hours of LTI and all Boot Camp requirements
- 3 or more individual projects completed and presented
 - evidence of inquiry and research skills, including sources cited
- Annotated bibliography of written works read
 - novels (or teacher approved compilation of literature)
 - other examples showing interpretation of works of varying complexity and sophistication
 - weekly reading journal
- Consistently participating and completing class requirements (Advisory, Algebra, Biology, PE, required electives)
- For each domain (Comm, SR, QR, ER, PR), evidence demonstrating growth and achievement of substantial learning
 - Include corresponding competencies
 - discuss which competency you have achieved and how
- College Research Project
- College Tour(s) reflection
- Complete Portfolio
- 15 hours Community Service

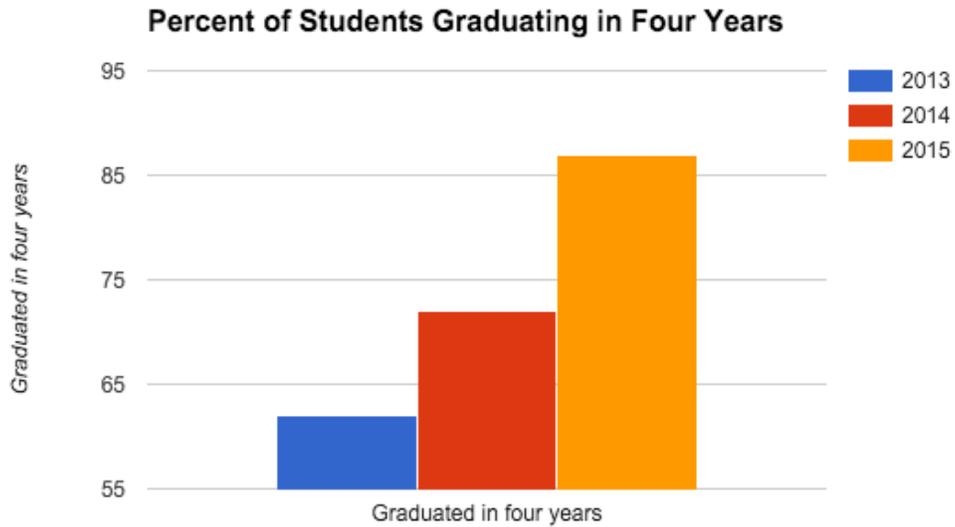
Gateway Expectations: 12th to Graduation

may include:

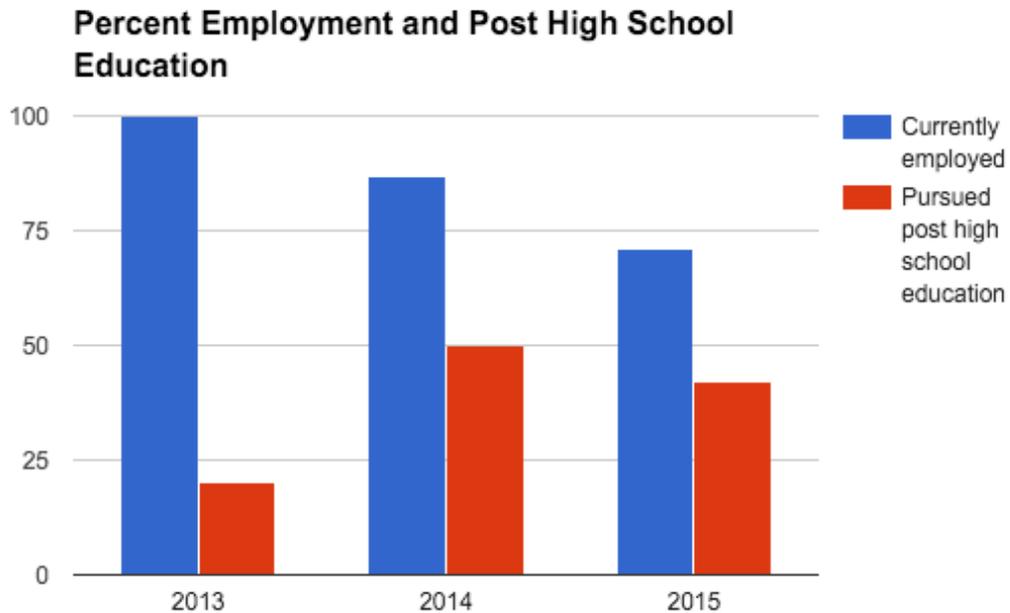
- Successfully completing an exhibition for each term showing growth and readiness, with the “Gateway” exhibition including an interactive piece (involve audience)
- Evidence of a Learning Plan for all previous terms
- Narrative for all previous terms
- Scholarship applications with essays
- 65 hours of LTI experience and all Boot camp requirements
- Annotated bibliography of written works read
 - novels (or teacher approved compilation of literature)
 - other examples showing interpretation of works of varying complexity and sophistication
 - weekly reading journal
- Consistently participating and completing class requirements (Advisory, Algebra, Biology, PE, required electives)
- For each domain (Comm, SR, QR, ER, PR), evidence demonstrating growth and achievement of substantial learning
 - Include corresponding competencies
- Recommendation letters from adults in community (at least 2 letters)
- Copies of calendar pages or examples of organizational system
- Community Service
- Senior Thesis Project
- College Tour(s) reflection

- College Research project
- Post High School Plan
- Complete Portfolio
- State Testing requirements completed: Mathematics, Reading/Writing, Science

□ *The graduation rate of the high school(s) for the last three school years.*



□ *Any available follow-up employment data for the high school's graduates for the last three years. (Combined with college data)*



□ *The system for documenting student learning (e.g., student portfolios, etc.).*

Essential Elements of Authentic Assessment at Methow Valley ILC include:

- Exhibitions
- Portfolios
- Real-world standards for assessment guidelines
- Student Narrative Reflections
- Weekly individual check-ins (between advisor and student)
- Reflective Journaling
- Benchmarks for 9th and 11th grades
- Gateway to Senior Institute (after 10th grade)
- Graduation Gateway
- Senior Project
- Academic transcripts

Exhibitions:

An exhibition is a high-stakes demonstration of mastery that occurs at a culminating academic moment, the end of each trimester. Exhibitions are summative assessments, but the process of building up to a final exhibition includes ongoing assessment, feedback, and revision of Learning Plan and building of Portfolio. Exhibitions are one of the most important school events. This is the time for students to show off their best work and be held accountable to their Learning Plans. Each student presents in front of a panel that includes the advisor, parent/guardian, peers, outside adults, and mentors.

The student's Learning Plan and grade expectations (Benchmarks/Gateways) are used as the basis for assessing the work. Exhibitions are a requirement for advancing to the next grade and graduation. Exhibitions demonstrate mastery. Exhibitions reflect in-depth learning. Through the feedback and revision process, students move increasingly closer to mastery and eventually become experts on their topic(s). Exhibitions require the restructuring of class time, and often serve as an alternative to traditional high-stakes assessments (i.e. standardized, norm-referenced tests). For these reasons, a school-wide approach is adopted and common standards are agreed upon and shared. Systems are in place to facilitate regular communication among advisors and students, such as scheduled weekly meetings and monthly progress checks. An exhibition takes a wide variety of forms:

- Oral presentations, speeches, or spoken-word poems
- Video documentaries, multimedia presentations, audio recordings, or podcasts
- Works of art, illustration, music, drama, dance, or performance
- Print or online publications, including websites or blogs
- Essays, poems, short stories, or plays
- Galleries of print or digital photography
- Scientific experiments, studies, and reports
- Physical products such as a models, sculptures, dioramas, musical instruments, or robots
- Portfolios of work samples and academic accomplishments that students collect over time

Portfolios

Portfolio assessment is an evaluation tool used to document student learning through a series of student-developed artifacts. Considered a form of authentic assessment, it offers an alternative to traditional methods of grading and high stakes exams. Portfolios show the cumulative efforts and learning of a particular student over time. Portfolio assessment gives both teachers and students a controlled space to document, review, and analyze content learning. They offer valuable data about student improvement and skill mastery. Along with student reflection, that data provides valuable information about how each student learns and what is important to him or her in the learning process. In short, portfolios are a collection of student work that allows assessment by providing evidence of growth, an opportunity to showcase student effort and accomplishments in relation to specific instructional goals, as well as provide evidence for evaluation.

Growth:

- to show growth or change over time
- to help develop process skills such as self-evaluation and goal-setting
- to identify strengths and weaknesses
- to track the development of one more products/performances

Showcase:

- to showcase trimester accomplishments
- to prepare a sample of best work for employment or college admission
- to showcase student perceptions of favorite, best or most important work

- to communicate a student's current aptitudes to future advisors

Evaluation:

- to document progress towards competencies
- to document achievement for Benchmarks and Gateways (“Leveling up”)
- to place students appropriately

□ Student scores on the required statewide high school assessments for the past three years.

Positively trending statewide assessment results are not included here due to very small sample size. School and district staff will be prepared to share and discuss these results at May SBE meeting if invited to present.

□ The school’s annual performance report for the last three years.

Methow Valley School District has in recent years transitioned away from the annual performance report format in lieu of district wide vision and an array of implementation and reporting processes.

□ The types of family and parent involvement at the school.

Big Picture Learning believes that parent/guardian engagement in a child’s learning is essential to student success, and the ILC is fully committed to this principle. The Independent Learning Center does not only enroll students, we enroll families and involve them in most aspects of student learning. By bringing students out into the community and bringing the community into the school, Big Picture schools become community assets and positive, learning-rich contributors to their surrounding neighborhoods and towns. Most importantly, the ILC is intentional about engaging families in their children’s education by asking them to participate in learning plan meetings and attend exhibitions. Families serve as resources, providing information about their child’s strengths, weaknesses, and lives outside of school. They also serve as resources to the school community by connecting the school with potential Learning Through Internship (LTI) opportunities and mentors; some parents and family members serve as mentors themselves. Parents also assist on school field trips, fundraisers and community service opportunities.

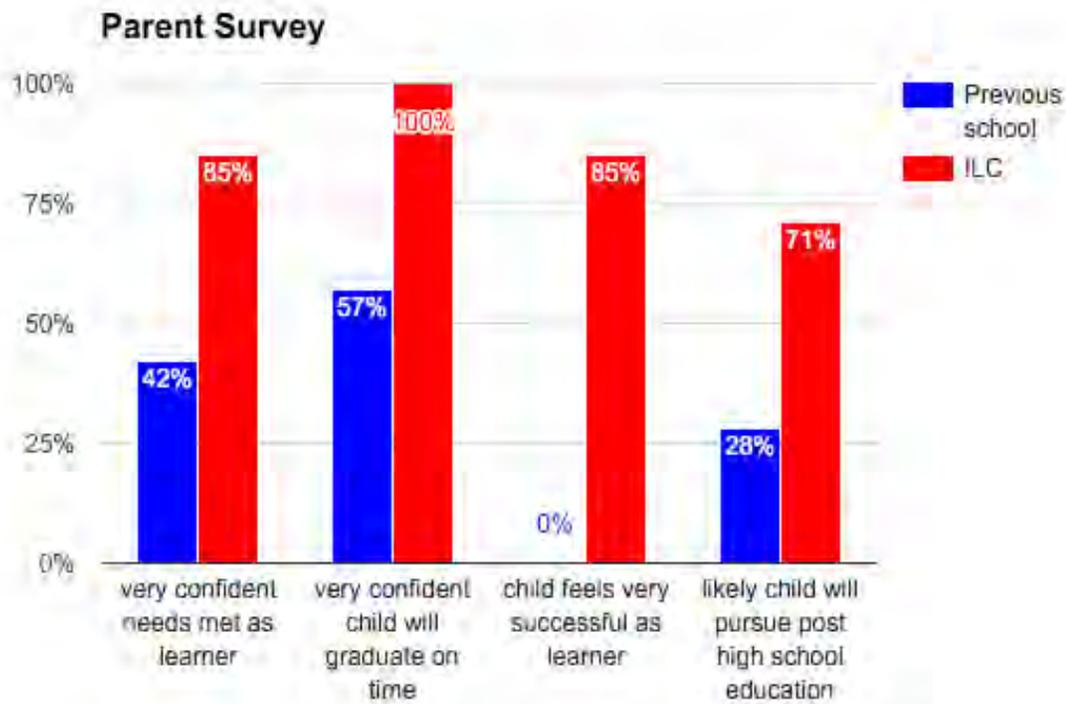
Essential Elements of Parent/Family Engagement include:

- Families are actively involved in the education and school life of their children
- Parental voice is vital in school organization and culture
- Families attend and participate in learning plan meetings and exhibitions
- Parents also assist on school field trips, fundraisers and community service opportunities
- Families are engaged in the college search process
- Feedback from families is collected at open houses and surveys to provide opportunities for continuous improvement

□ The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school in the last three years.

In addition to increasing enrollment in the ILC and other aforementioned indicators of school improvement, in February 2016 staff surveyed parents of current ILC students to gauge their perception of their child’s experience at their previous school and the ILC. We asked parents to rate their confidence levels on the following factors:

- How confident they felt that their child’s needs were being met as a learner
- How confident they felt that their child would graduate on time
- How successful their child felt as a learner
- How likely their child was to pursue post high school education



Consistent with ILC’s commitment to incorporate families and community members into the ongoing work of the school, ILC staff conducted anonymous surveys of exhibition panelists after exhibitions in January of 2016. The two questions with a sample of responses follow:

What purpose do you believe a high school should serve for its students?

“To help create lifelong learners who are passionately engaged in their own education.”

"I feel that a high school should be there to help a student to learn in the best way possible for that particular student. Not all students learn the same way. Some are hands on learners and some do better by the book."

"A high school should provide an environment which fosters self-discovery, a growing interest in learning and a challenging curriculum."

"Learn critical thinking skills: inquiry, research, writing, evaluation, analysis, Character-building, helping students identify their identity, values, goals, and priorities in life"

"The purpose is to get a student ready to meet the world on their own, ready to find work and be on their own with skills and strength and courage."

"Offer them different types of learning experiences that are connected to the real world such as working with community members on real projects rather than just working online or from books."

"I think the high school experience should refine basic skills of reading, critical thinking, writing, mathematical reasoning and historical analysis. High school should also help steer and prepare the students to become independent in the realm of practical life and also to fulfill their potential in terms of possible gifts to share with the world."

Please share your thoughts on the value of an exhibition as an assessment.

"I think that public exhibitions are valuable as an assessment tool. It not only requires a thorough knowledge of the subject at hand but also empowers the student to practice presentation skills. In the end, this process will more likely help the student to integrate the knowledge, rather than temporarily memorize facts for a test."

"I found it to be a really effective way to guide a student on their process of exploration of learning. I loved that the student is required to present in front of friends, peers, and family. Creates accountability, while giving constructive direction and feedback."

"This was incredible! I believe all students should reflect on goals and growth toward those goals regularly. The individualized attention to a student's progress is so valuable to her learning and owning work she's done over a semester. It's a very holistic approach to the various subjects and it comes together so well."

"Exhibition is excellent for seeing how the student has grown, as well as results in a very personal look into that student's life and learning"

8. Please provide documentation and rationale showing that any noncredit-based graduation requirements that replace in whole or in part the applicable graduation requirements in Chapter 180-51 WAC meet the minimum College Academic Distribution Requirements established in [WAC 392-415-070](#) for students planning to attend a baccalaureate institution.

Upon waiver approval, the ILC staff will work with other partners of the Puget Sound Consortium for School Innovation (including Highline Big Picture and Gibson Ek in Issaquah) and college admissions counselors and other college entrance experts to design a transcript using models from Highline Big Picture and The Met, Big Picture Learning's flagship school in Rhode Island. We will also continue to research and implement new developments in college admissions and acceptance. Additionally, the ILC transcript will have an explanation of the College Academic Distribution Requirements (CADR).

Results from the Highline Big Picture forum in 2008 provide further rationale for design of the ILC and its proposed waiver from credit-based graduation requirements. This forum included input from public baccalaureate admissions directors. Their testimony, as well as continued research on the importance of non-cognitive competencies, offers additional rationale for the school design as well as this waiver.

In the 2008 forum, senior admissions staff (primarily admissions directors) from Evergreen, Pacific Lutheran University, University of Puget Sound, Seattle Pacific University, the University of Washington, Washington State University, Smith College, DeVry University, St. Martin's University, and Highline Community College discussed what students need to succeed in college and what causes them to drop out.

Group 1

What students need to succeed in college:

- Sense of why they are there
- Attitude toward success
- Social skills/get voice heard
- Able to seek out and use faculty and staff/adults as resources
- Prioritization and time management skills
- Collaborative skills
- Self-disciplined/self challenger
- Reading/writing proficiencies
- Knowing how to learn (or absorb)
- Math proficiency
- Have something to work for
- Participation/attendance
- Self confidence
- Leadership skills
- Adaptability

- | |
|--|
| Top 5, organized from left |
| <ul style="list-style-type: none">• Interpersonal qualities• Internal qualities• Knowing how to learn/adapt• Reading/writing• Goal-oriented• General academic proficiencies |

- Test scores
- Able to self-assess/self advocate

Why students don't succeed:

- Don't connect with faculty/staff
- Lack of the 5 priorities
- Not connecting with the student community
- First generation
- Socioeconomics
- Lack of initiative and confidence to take advantage of resources
- Lack of cultural connection/diversity
- Lack of management skills
- Financial aid
- Home life/family/peers/\$\$
- Don't know what to do.... it's unclear to them why they are there

Group 2

What student need to succeed in college:

- Manage their time (balance between life and study) to meet class expectations
- Write a research paper w/ footnotes
- Critical reading – understand why author chose; question the author
- Ability to focus on topic/subject not interested in – stepping outside comfort zone – be able to persevere when don't like it
- Do quantitative analysis as it relates to their field – in general, in all areas
- Have a deep (enough) understanding of scientific concepts to think critically about research (political...) presented
- Applying theory in daily practice – deep enough understanding of theory

Why we lose students:

- Time management: prioritize what need to do; not procrastinate
- Personal issues: "Life happens", family, finances
- Being self-directed, able to make the transition into college
- (Especially in 1st year) lack of academic preparation
- Not using campus services
- Lack of focus/purpose – what they want to do
- College not the right choice (family chooses, friends, etc.)

Group 3

What students need to succeed in college:

- Writing skills (research papers, critiques, responses to text or discussion)
- Have a purpose and/or drive to be there/self motivation
- Think critically
 - Being able to go beyond the writing prompt
 - Defend your thought process
 - Connect two or more different ideas

- Think spatially, being comfortable with math and statistics, thinking about math and science
- Manage their time!!!
- Organize/prioritize/take notes/study skills
- Navigate “systems” – know yourself well enough to navigate systems and build resources, know the language of college
- Know themselves, their learning style, how they learn, know when they need help and how to get help

Most common reasons not successful:

- Don't feel like they fit in
- Don't have the support system
- Not finding your own place
- Have not made connections
- Overwhelmed, can't handle the workload
- Lack of time management – can't handle multiple classes/multiple projects at once
- Have to be able to handle high-stakes tests/projects – there's not much flexibility
- Finances are a problem
- Lack of self motivation/purpose/drive
- Lack of preparation, academic skills not where they need to be

Below is a partial list of colleges Highline Big Picture Alumni have been accepted to since 2009. Note that these alumni include a disproportional number of first generation college students and students demonstrating various risk factors for dropping out of high school (e.g. excessive absences, previous course failure and/or discipline issues, etc.).

- | | |
|------------------------------------|---------------------------------------|
| 1. Antioch University | 17. Los Angeles City College |
| 2. Bellevue College | 18. Lewis and Clark College |
| 3. Cascadia College | 19. Montana State University |
| 4. Central Washington University | 20. NW College of the Arts |
| 5. Columbia College of Chicago | 21. NW Indian College |
| 6. Columbia College of Hollywood | 22. Pacific Lutheran University |
| 7. Cornish College of the Arts | 23. Renton Institute of Technology |
| 8. DeVry University | 24. Seattle Central Community College |
| 9. Digipen Institute of Technology | 25. Seattle Pacific University |
| 10. Eastern Washington University | 26. Seattle University |
| 11. Evergreen State College | 27. Shoreline Community College |
| 12. Gene Juarez Academy | 28. South Seattle College |
| 13. Grand Canyon State College | 29. Spokane Falls Community College |
| 14. Greenriver Community College | 30. St Martin's College |
| 15. Heritage University | 31. The Art Institute of Seattle |
| 16. Highline College | 32. University of Alaska Southeast |

33. University of Hawaii, Hilo
34. University of Puget Sound
35. University of Washington
36. Washington State College
37. Western Washington University
38. Whitman College
39. Whitworth University

**METHOW VALLEY SCHOOL DISTRICT NO. 350
RESOLUTION 03-01-16**

**Waiver from the State High School graduation Requirements for
Independent Learning Center, Methow Valley School District #350**

A **RESOLUTION** of the Board of Directors of the Methow Valley School District No. 350 (the "District"), requesting a waiver from the state high school graduation requirements for the Independent Learning Center in Methow Valley School District #350.

WHEREAS, the district is a duly organized political subdivision of the State of Washington; and

WHEREAS, WAC 180-51-060 through - 068 outlines the minimum subject areas for high school graduation credits based on when a student starts high school; and

WHEREAS, WAC 180-18-055 outlines a process for alternative high school graduation requirements; and

WHEREAS, the district's Board of Directors, working in partnership with families and community, has established a vision that focuses on the development of curious, creative, compassionate, competent, action-oriented citizens prepared to change the world; and

WHEREAS, the district has a goal of reaching 100% on-time graduation rate by 2017; and

WHEREAS, the district has a goal of developing students that graduate prepared for a variety of post-secondary educational opportunities; and

WHEREAS, the district's Board of Directors, teachers, administrators and classified employees are committed to an innovative and personalized program of study designed to meet the individual needs of every learner, and

WHEREAS, students, families, parents and citizens were involved in developing a plan to achieve that goal; and

WHEREAS, that goal will be best met by allowing schools like the Independent Learning Center the flexibility to innovate while being held accountable to high standards;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Methow Valley School District No. 350, Okanogan County, Washington, approves the application by the Independent Learning Center to the State Board of Education requesting a continuation waiver from the requirements of WAC 180-51-061(1)(a) through (h) and 180-51-068(1)(a) through (h).

Adopted on the 23rd day of March 2016

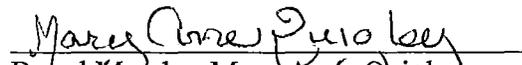
ATTEST:

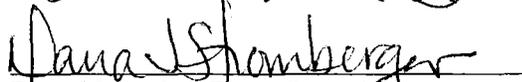
BOARD OF DIRECTORS:


Supt./Board Secretary, Tom Venable


Board Chair Frank Kline


Board Vice-Chair Gary Marchbank


Board Member Mary Anne Quigley


Board Member Dana Stromberger


Board Member Judith Hardmeyer-Wright



Alternative School
 Principal Deborah Dekalb
 509.997.8006

[School Web Site](#)
 220 Hwy 20 Twisp 98856-0000 Grade Span: 9-12
 Methow Valley School District

Select a year: 2014-15

2014-15 Results (Administration Info)		
Grade Level	SBA ELA	SBA Math
11th Grade	Suppressed	Suppressed
Grade Level *	EOC Biology	
10th Grade	Suppressed	

* End of Course (EOC) Biology is administered in any grade in which the course is offered. Prior to 2015, EOC Math exams were given in any grade in which the course is offered and served as the state's accountability test in mathematics. As of 2015, EOC Math tests are taken only for the purpose of meeting assessment graduation requirements by students in the classes of 2018 and prior.

** The "Makeup" exam was given to students who had already completed the Year 1 or Year 2 coursework. It was not a "retake".

Student Demographics	
Enrollment	
October 2014 Student Count	19
May 2015 Student Count	22
Gender (October 2014)	
Male	8 42.1%
Female	11 57.9%
Race/Ethnicity (October 2014)	
Hispanic / Latino of any race(s)	2 10.5%
White	16 84.2%
Two or More Races	1 5.3%
Special Programs	
Free or Reduced-Price Meals (May 2015)	12 54.5%
Special Education (May 2015)	2 9.1%
Transitional Bilingual (May 2015)	0 0.0%
Migrant (May 2015)	0 0.0%
Section 504 (May 2015)	0 0.0%
Foster Care (May 2015)	N<10
Other Information (more info)	
Adjusted 4-Year Cohort Graduation Rate (Class of 2014)	75.0%
Adjusted 5-year Cohort Graduation Rate (Class of 2013)	77.8%
College/University enrollment rates of graduates	

Teacher Information (2014-15) (more info)	
Classroom Teachers	3
Average Years of Teacher Experience	3.7
Teachers with at least a Master's Degree	33.3%
Total number of teachers who teach core academic classes	2
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%
Total number of core academic classes	19
ESEA Highly Qualified Teacher Information	
% of classes taught by teachers meeting ESEA highly qualified (HQ) definition	94.7%
% of classes taught by teachers who do not meet ESEA HQ definition	5.3%
% of classes in high poverty schools taught by teachers who meet ESEA HQ definition	N/A
% of classes in high poverty schools taught by teachers who do not meet ESEA HQ definition	N/A
% of classes in low poverty schools taught by teachers who meet ESEA HQ definition	N/A
% of classes in low poverty schools taught by teachers who do not meet ESEA HQ definition	N/A



Chelan School of Innovation

Principal Crosby Carpenter
509.682.4061

School Web Site

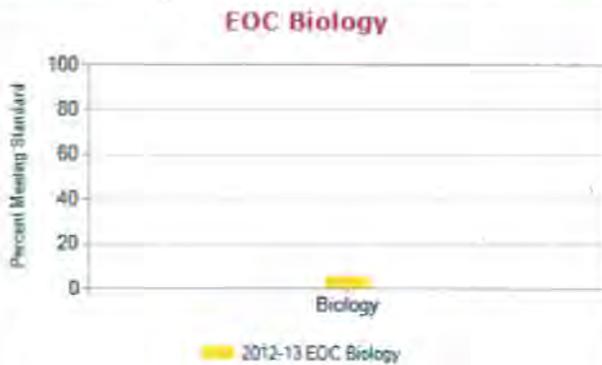
216 N Emerson Street Chelan 98816-0000 Grade Span: 9-12
Lake Chelan School District

Select a year: 2014-15

2014-15 Results (Administration Info)

Grade Level	SBA ELA	SBA Math
11th Grade	Suppressed	Suppressed

Grade Level *	EOC Biology
10th Grade	Suppressed



* End of Course (EOC) Biology is administered in any grade in which the course is offered. Prior to 2015, EOC Math exams were given in any grade in which the course is offered and served as the state's accountability test in mathematics. As of 2015, EOC Math tests are taken only for the purpose of meeting assessment graduation requirements by students in the classes of 2018 and prior.

** The "Makeup" exam was given to students who had already completed the Year 1 or Year 2 coursework. It was not a "retake".

Student Demographics

Enrollment	
October 2014 Student Count	36
May 2015 Student Count	25
Gender (October 2014)	
Male	24 66.7%
Female	12 33.3%
Race/Ethnicity (October 2014)	
Hispanic / Latino of any race(s)	33 91.7%
White	3 8.3%
Special Programs	
Free or Reduced-Price Meals (May 2015)	23 92.0%
Special Education (May 2015)	1 4.0%
Transitional Bilingual (May 2015)	14 56.0%
Migrant (May 2015)	11 44.0%
Section 504 (May 2015)	0 0.0%
Foster Care (May 2015)	N<10
Other Information (more info)	
Adjusted 4-Year Cohort Graduation Rate (Class of 2014)	13.0%
Adjusted 5-year Cohort Graduation Rate (Class of 2013)	40.7%
College/University enrollment rates of graduates	

Teacher Information (2014-15) (more info)

Classroom Teachers	2
Average Years of Teacher Experience	20.5
Teachers with at least a Master's Degree	100.0%
Total number of teachers who teach core academic classes	2
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%
Total number of core academic classes	13
ESEA Highly Qualified Teacher Information	
% of classes taught by teachers meeting ESEA highly qualified (HQ) definition	100.0%
% of classes taught by teachers who do not meet ESEA HQ definition	0.0%
% of classes in high poverty schools taught by teachers who meet ESEA HQ definition	N/A
% of classes in high poverty schools taught by teachers who do not meet ESEA HQ definition	N/A
% of classes in low poverty schools taught by teachers who meet ESEA HQ definition	N/A
% of classes in low poverty schools taught by teachers who do not meet ESEA HQ definition	N/A

WAC 180-18-055

Alternative high school graduation requirements.

(1) The shift from a time and credit based system of education to a standards and performance based education system will be a multiyear transition. In order to facilitate the transition and encourage local innovation, the state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements.

(2) A school district, or high school with permission of the district board of directors, or approved private high school, desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for high school students, may apply to the state board of education for a waiver from one or more of the requirements of chapter [180-51](#) WAC.

(3) The state board of education may grant the waiver for a period up to four school years.

(4) The waiver application shall be in the form of a resolution adopted by the district or private school board of directors which includes a request for the waiver and a plan for restructuring the educational program of one or more high schools which consists of at least the following information:

(a) Identification of the requirements of chapter [180-51](#) WAC to be waived;

(b) Specific standards for increased student learning that the district or school expects to achieve;

(c) How the district or school plans to achieve the higher standards, including timelines for implementation;

(d) How the district or school plans to determine if the higher standards are met;

(e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan;

(f) Evidence that students, families, parents, and citizens were involved in developing the plan; and

(g) Identification of the school years subject to the waiver.

(5) The plan for restructuring the educational program of one or more high schools may consist of the school improvement plans required under WAC [180-16-220](#), along with the requirements of subsection (4)(a) through (d) of this section.

(6) The application also shall include documentation that the school is successful as demonstrated by indicators such as, but not limited to, the following:

(a) The school has clear expectations for student learning;

(b) The graduation rate of the high school for the last three school years;

(c) Any follow-up employment data for the high school's graduate for the last three years;

(d) The college admission rate of the school's graduates the last three school years;

(e) Use of student portfolios to document student learning;

(f) Student scores on the high school Washington assessments of student learning;

(g) The level and types of family and parent involvement at the school;

(h) The school's annual performance report the last three school years; and

(i) The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school the last three school years.

(7) A waiver of WAC [180-51-060](#) may be granted only if the district or school provides documentation and rationale that any noncredit based graduation requirements that will replace in whole or in part WAC [180-51-060](#), will support the state's performance-based education system being implemented pursuant to RCW [28A.630.885](#), and the noncredit based requirements meet the minimum college core admissions standards as accepted by the higher education coordinating board for students planning to attend a baccalaureate institution.

(8) A waiver granted under this section may be renewed upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational requirements that were implemented as a result of the waiver. The request to the state board shall include information regarding the activities and programs implemented as a result of the waiver, whether higher standards for students are being achieved, assurances that students in advanced placement or other postsecondary options programs, such as but not limited to: College in the high school, running start, and tech-prep, shall not be disadvantaged, and a summary of the comments received at the public meeting or meetings.

(9) The state board of education shall notify the state board for community and technical colleges, the higher education coordinating board and the council of presidents of any waiver granted under this section.

(10) Any waiver requested under this section will be granted with the understanding that the state board of education will affirm that students who graduate under alternative graduation requirements have in fact completed state requirements for high school graduation in a nontraditional program.

(11) Any school or district granted a waiver under this chapter shall report annually to the state board of education, in a form and manner to be determined by the board, on the progress and effects of implementing the waiver.

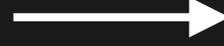
[Statutory Authority: RCW [28A.150.220](#) and [28A.305.140](#). WSR 04-23-006, § 180-18-055, filed 11/4/04, effective 12/5/04. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#), and [28A.305.130](#)(6). WSR 04-04-093, § 180-18-055, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW [28A.230.090](#), [28A.305.140](#) and [28A.600.010](#). WSR 99-10-094, § 180-18-055, filed 5/4/99, effective 6/4/99.]



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Title:	Student Presentation	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input checked="" type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:		
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	Student presentations allow SBE board members an opportunity to explore the unique perspectives of their younger colleagues. In her final presentation to the Board, Student Representative Madaleine Osmun will reflect on her past and present experiences and share her postsecondary plans.	



A Life's Journey Only Begun

By: Madaleine Osmun





Young, Curious & Creative



Innovation



My Idea ~ 2005



Actual Product- 2009

Creativity

Creative according to Merriam Webster's Dictionary:

To produce (something new, such as a work of art) by using your talents and imagination

In my earlier years I...

Was named 'Survivor Woman'

Made a nurse's apron

Built a cardboard robot in my garage

Learned to crochet

Created forts

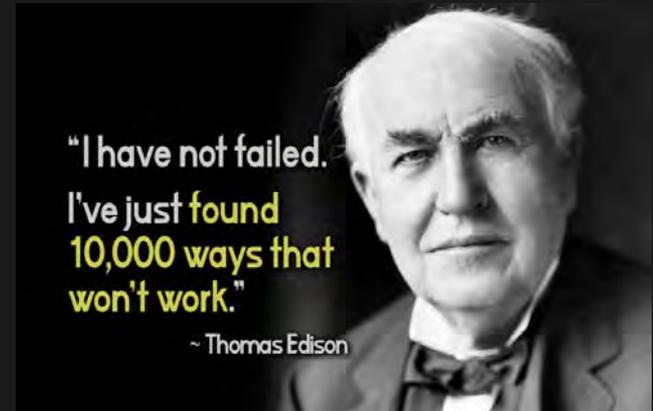
Bottom line:

I tried.



Too Afraid to Try

- How many people dismiss themselves without even trying?
 - I did!
- I stopped creating things thinking I couldn't make them good enough
 - I wanted to do things perfectly or not at all
 - Fear of failure and judgement
- Many things changed in my life to discredit my faulty perspective
 - Art-
 - Broadened my perspective
 - Out of my comfort zone
 - Learned perseverance and patience
- Try. And fail. But never fail to try.



The Human Connection

- I moved a lot when I was young which made it difficult to form lasting friendships
 - Allowed me to get to know lots of different people without being locked into one group
 - I appreciate the few friendships that do last
 - Family is what endures
- State Board has allowed me to meet people with varied backgrounds
 - Adults who are concerned about the future of MY generation
 - Students around Washington state who beat the odds on a daily basis and live in very different circumstances
 - Allowed me to become more understanding and aware of others

My Here e

And Now

Future Me

“When I grow up...”

Have you noticed that grown ups say this line too?

Reality is, there is no such thing as “future me”

We have to live in the here and now

We cannot afford to fear failure

Fear of failure only prevents us from enjoying any success at all

Failure can teach many lessons that immediate success cannot

I aspire to be many things, but I know I have some work to do to fulfill my potential. The key is to try.

Do your best while you can, time is short

I'm finding that I value...

1. Service

- Most important connections we can have are with people
- Inspire desire, passion, goodness, drive, and change
- Relationships with people are what you'll be able to take with you
- Serve selflessly
 - We are given gifts so we can share them with others

2. Creativity

- Implies doing something that challenges you
- Imagination
- Perseverance
- "The master has failed more times than the beginner has even tried."
~Unknown



The Unknown

College

- I will be attending BYU Provo
- Spring break surprise!
- I have a job waiting for me at BYU!
 - Similar to State Board
 - Collects data about its education system and uses it to improve programs
 - Helps students get through their schooling to be able to be successful in their goals after college
 - Working with the Educator Preparation Program
 - Accreditation unit for educator preparation at BYU



Career

Something I love doing!

People

Satisfaction from working

Element of creativity

Stable and reliable

Service



Tentative Plan For The Next 10 Years

1. Attend 1st semester of college at BYU (possibly 1st full year)
2. Go on 18 month LDS mission
3. Continue my education and decide on a course of study/career
4. Get married
5. Start a family

“Opportunity is missed by most people because it is dressed in overalls and looks like work” - Thomas Edison



Thank you!



How lucky I am to have
something that makes saying
goodbye so hard.
~Winnie the Pooh



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Title: Data Spotlight: New Disaggregated Data and Work Plan for the 2016 Biennial Report on the Indicators of Educational System Health

- As Related To:**
- Goal One: Develop and support policies to close the achievement and opportunity gaps.
 - Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.
 - Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.
 - Goal Four: Provide effective oversight of the K-12 system.
 - Other

- Relevant To Board Roles:**
- Policy Leadership
 - System Oversight
 - Advocacy
 - Communication
 - Convening and Facilitating

Policy Considerations / Key Questions:

In support of Goal 1.A.1 of the SBE’s 2015-2018 Strategic Plan, staff will continue to further disaggregate data for the report to the legislature on the Indicators of Educational System Health and collaborate with partner agencies to expand disaggregation to additional indicators. How should these data be displayed and describe to be the most meaningful in the report to the Legislature?

Section (5)(a) of RCW 28A.150.550 specifies that the biennial report on the statewide indicators of the education system sent to the education committees of the legislature may include revised performance goals and measurements. The shift to a new assessment system necessitates changes to the annual targets so as to accurately determine the educational system health.

- Possible Board Action:**
- Review
 - Approve
 - Adopt
 - Other

- Materials Included in Packet:**
- Memo
 - Graphs / Graphics
 - Third-Party Materials
 - PowerPoint

Synopsis:

This section of the packet contains the following two memos that build on work for the 2016 Report to the Legislature on the Indicators of Educational System Health:

- Further disaggregation of the Native American student group; and
- Resetting of annual targets for three of the Indicators of Educational System Health.



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DATA DISAGGREGATION: NATIVE AMERICAN TRIBAL NATIONS

Executive Summary

Goal 1.A.1 of the State Board of Education's (SBE) 2015-2018 Strategic Plan is to analyze achievement and opportunity gaps through deeper disaggregation of student demographic data. This memo provides a further disaggregation of 2015 Smarter Balanced Assessment results for the Native American student group. The analysis shows considerably different assessment results among Tribal Nation student groups. The memo includes maps showing the districts where Native American students are enrolled. Additional data collection requirements of 4SHB 1541 are described and will allow for future analysis of other disaggregated student groups beginning with the 2017-18 school year.

Policy Considerations

In support of Goal 1.A.1 of the SBE's 2015-2018 Strategic Plan, staff will continue to further disaggregate data for the report to the Legislature on the Indicators of Educational System Health and collaborate with partner agencies to expand disaggregation to additional indicators. How should these data be presented to convey the most meaning in the report to the Legislature?

Literature Review

This deeper disaggregation is meant to continue the commitment to improving outcomes for the Native American student group. This memo builds on the important work of other organizations to close the achievement and opportunity gaps for Native American students. Of the studies and resources on Native American education in Washington, the resources had the following themes in common:

- There is an enduring legacy caused by the U.S. government and colonialism that has placed considerable hardship on Native American students;
- There are gaps among student outcomes for Native American students and other student groups; and,
- Knowledge of history and culture, including language, is of the utmost importance to the education of Native American students.

The Governor's Office of Indian Affairs hosts *From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State*, a research report with the following recommendations that emphasize cultural learning:

The integration of language and culture within place-based education models enables elders, Native community members, family members, parents along with their children, teachers, and administrators to work together to develop, implement, and evaluated authentic learning experiences that actively engage Native and non-Native students.

The most critical area of development for our Native youth is cultural well-being which consists of four components: (a) ability to live in two worlds; (b) knowledge of history, culture and language; (c) a positive Native identity; and (d) a positive connection to one's culture.

The research also stated that there are different cultural perspectives on test results. At the state level, assessment results are often used to compare educational system outcomes. This memo includes Smarter Balanced assessment results to show the different tests results among students identifying with Tribal Nations but is not meant to define “educational success” for a student group.

Takeaways

There are disparate assessment results among the Tribal Nation student groups within Washington. For instance, on the 2015 ELA SBA in grades three through eight combined, 65 percent of students who identified with the Samish tribe met standard on the state assessment while 33 percent of students who identified with the Lummi tribe met standard, thus showing a large gap of 32 percentage points (See Figure 2). In Math, the results were similar with a 31 percentage point gap between Samish students at 52% proficient and Lummi students at 21% proficient (See Figure 3). The gaps that exist among the assessment results for these Tribal Nations are hidden when aggregated to the federal race/ethnicity of “Native American and Alaskan Native.” This is due to the n-size of the “Other American Indian” and, to a lesser extent, the “Alaskan Native” student groups. In grades three through eight in this dataset, the “Other American Indian” group is approximately 19,000 students and the “Alaskan Native” student group is approximately 2,200 students. Most of the Washington Tribal Nation student groups number fewer than two-hundred students in grades three through eight. When these large groups are included with the smaller n-size Tribal Nation student groups to calculate the proficiency rate of the federal “Native American and Alaskan Native” student group, the disparate student outcomes among the Tribal Nation student groups are not visible (See Figure 1).

In order to close achievement and opportunity gaps for Native American students, these further disaggregated data should be made available for students, parents, educators, advocates, communities, and Tribal Nations.

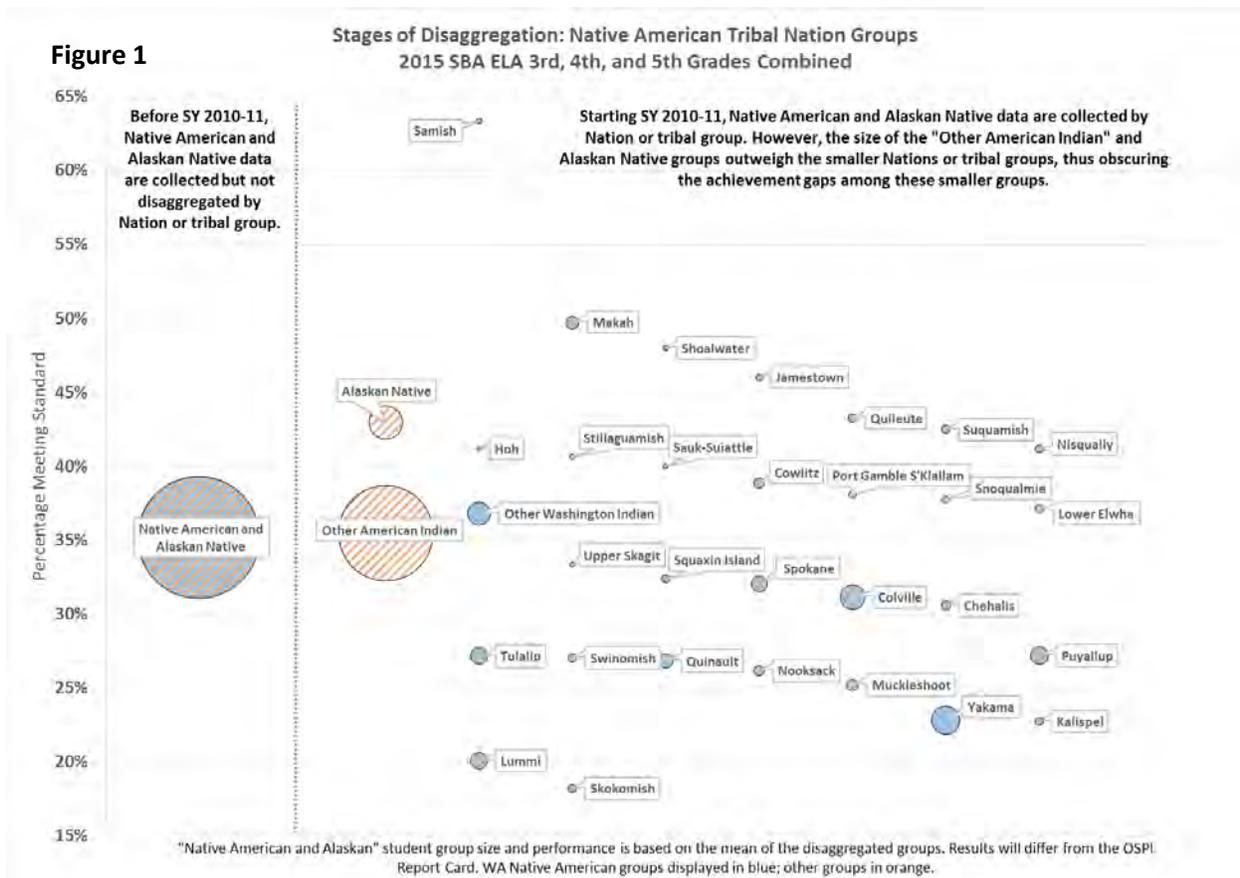


Figure 2 Native American Student Group Disaggregated: Grades Three Through Eight Combined
2015 English Language Arts Smarter Balanced Assessment

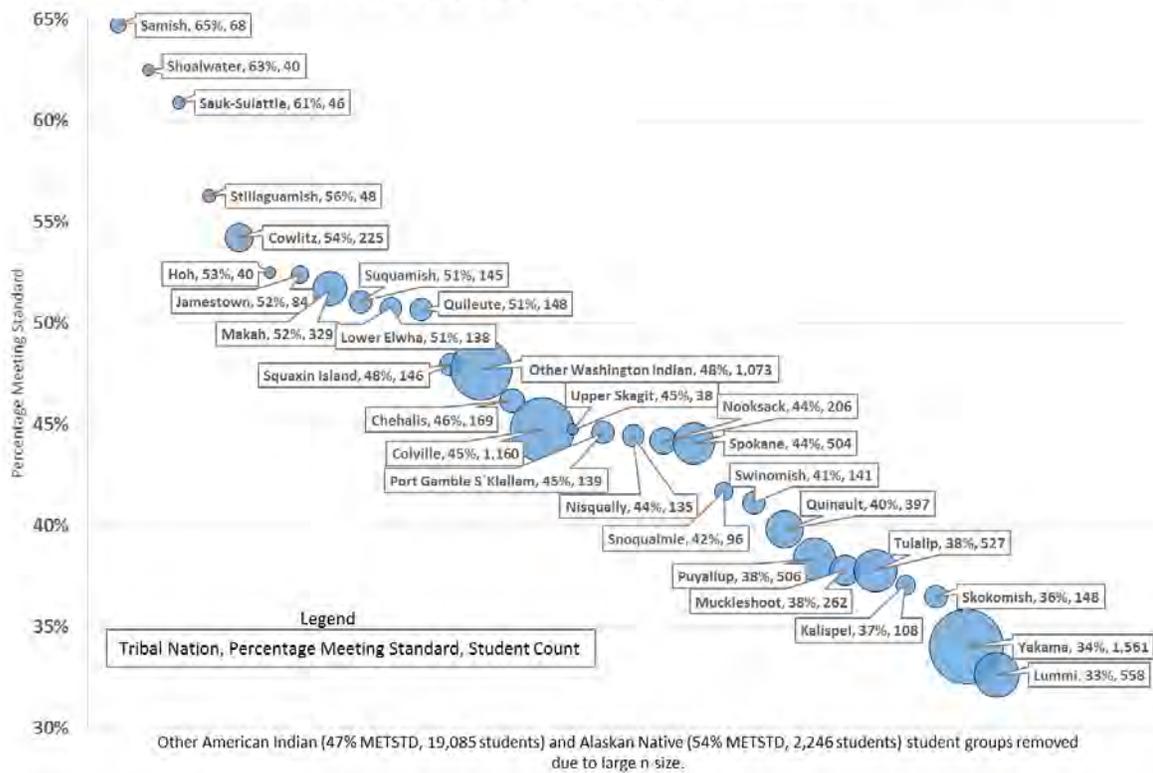
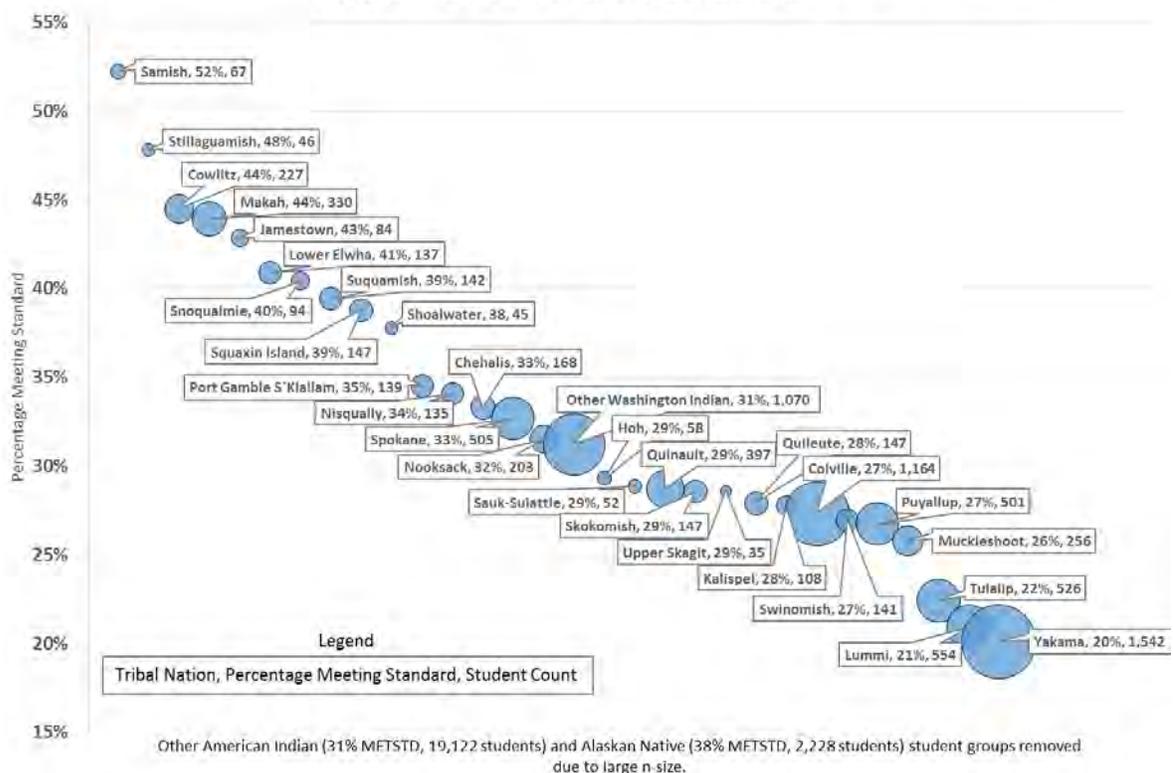


Figure 3 Native American Student Group Disaggregated: Grades Three Through Eight Combined
2015 Mathematics Smarter Balanced Assessment



Data Limitations

Sample size for the Washington Tribal Nation student groups is very small. In order to report data with n-counts above the federal suppression threshold of 10, multiple grades had to be combined. In order to get the largest sample size, grades three through eight were combined in the featured charts. The small sample size makes the results less reliable and raises issues of statistical significance. At each grade level, the results for the Tribal Nation student groups and their relative positions among one another differ more than the further disaggregated Asian and Pacific Islander student groups did. Furthermore, it would be difficult to publicly report further disaggregation at the district or school level due to suppression rules intended to protect student privacy. Despite these limitations and challenges, the data do indicate that there are considerable gaps among Tribal Nation student groups in Washington.

For further information on further disaggregation data limitations, please refer to the memo on further disaggregation of the Asian and Pacific Islander student groups in the March, 2016 board packet.

Where are students from the Tribal Nations located within Washington state?

Figure 4 shows the percentage of Native American students in each district with darker blue showing a higher percentage of Native American students in a district and lighter shades of blue showing a lower percentage. When compared to Figure 6, a map showing reservation locations within Washington state, the districts that have reservations in their boundaries and are not in the Puget Sound area or I-5 corridor generally have much higher proportions of Native American students than the districts in the Puget Sound area or I-5 corridor, even if there is a reservation within the district. Figure 5 uses the same coloring scheme to depict the enrollment count by district. From this map, it is apparent that the districts in the Puget Sound area serve many Native American students even if the Native American students are a smaller proportion of total enrollment. In addition to these maps, OSPI provides a spreadsheet that lists the closest district to each reservation. This can aid educators who are providing place-based education that incorporates the nearby Tribal Nation's culture, language, and history (see resources).

Figure 4 Percentage of District Enrollment that are Native American
Based on May 2015 Demographic Data from OSPI

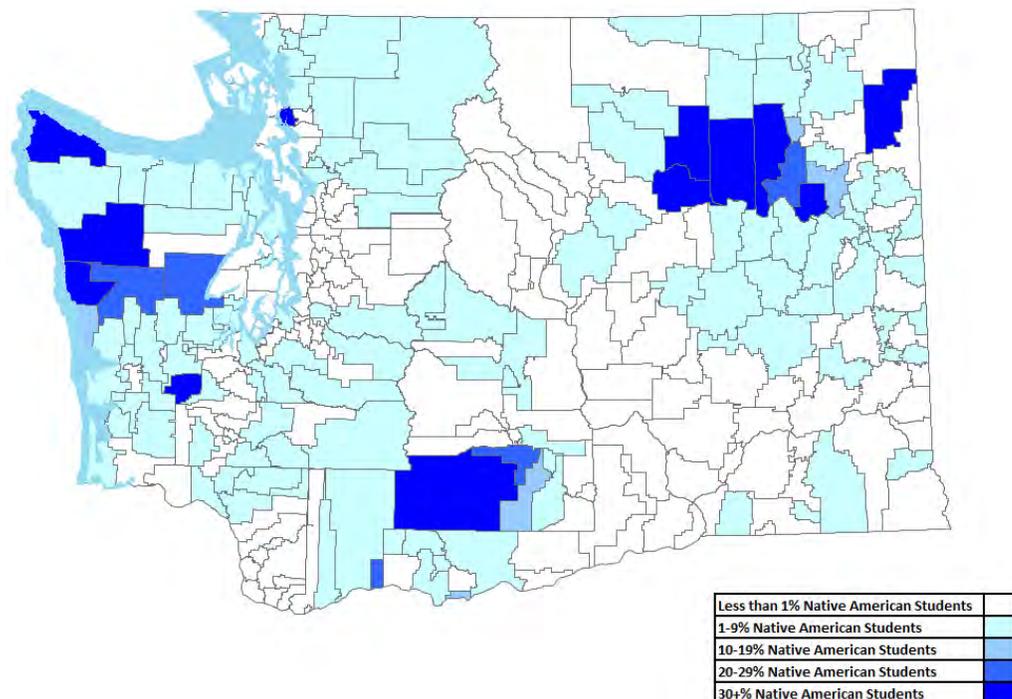


Figure 5

Enrollment Count of Native American Students by District

Based on May 2015 Demographic Data from OSPI

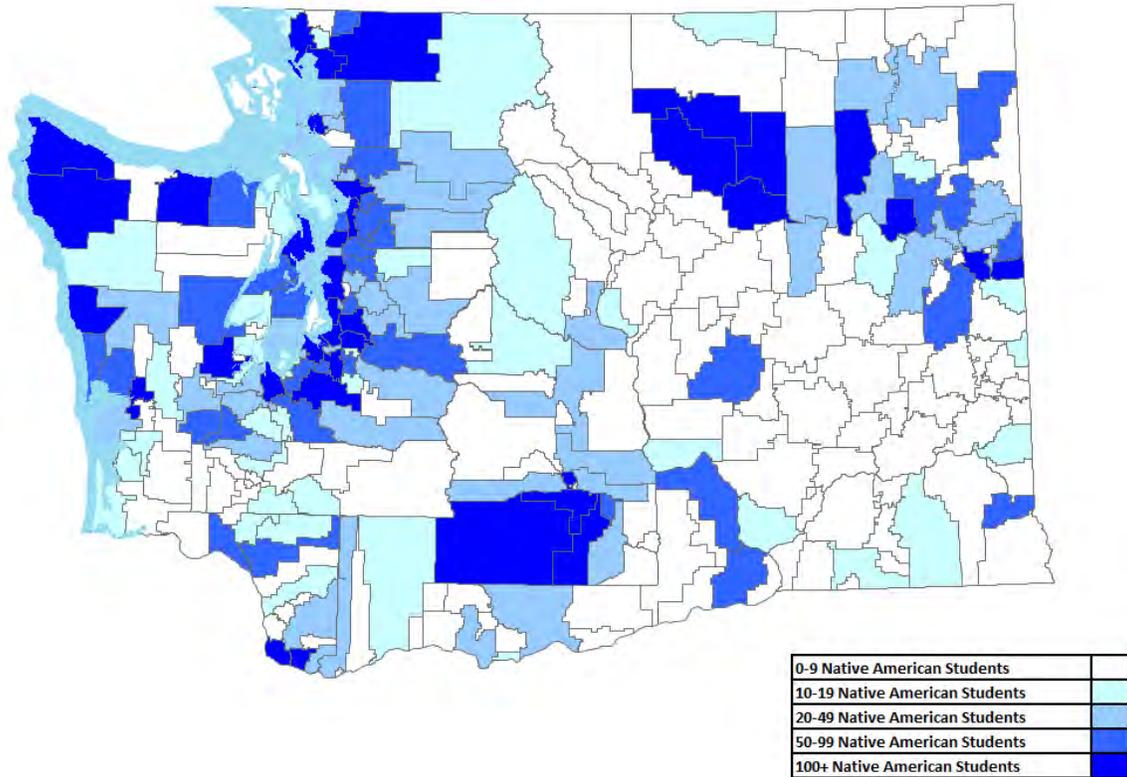
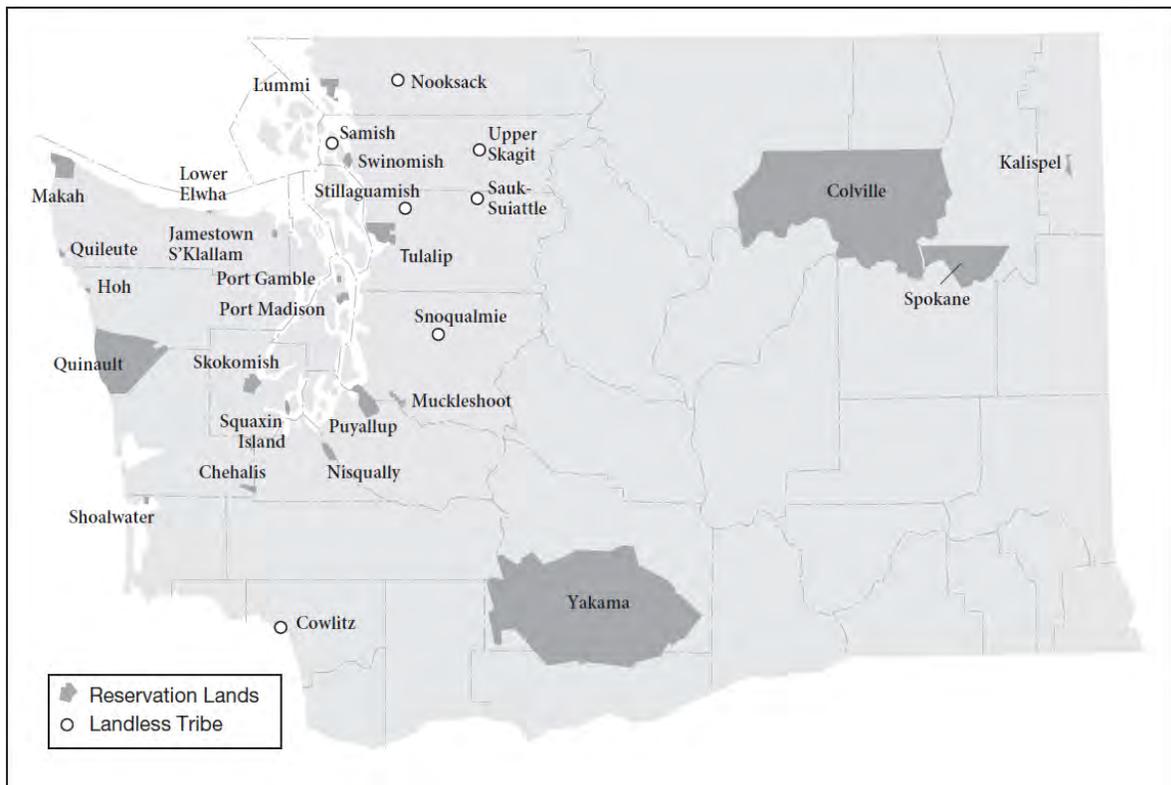


Figure 6: Map of Federally Recognized Tribal Reservations within Washington State (Source: WSDOT)



4SHB 1541 – Further Disaggregation Required Beginning 2017-18

During the 2016 legislative session, 4SHB 1541 – implementing strategies to close the educational opportunity gap, based on the recommendations of the Educational Opportunity Gap Oversight and Accountability Committee - was signed into law. 4SHB 1541 amended RCW 28A.300.042 to require collection of data that are further disaggregated beginning with the 2017-18 school year. In addition to the student-level data already collected under the 2007 guidance from the U.S. Department of Education, 4SHB 1541 requires the following additional data:

- Further disaggregation of the Black category to differentiate students of African origin and students native to the United States with African ancestors;
- Further disaggregation of countries of origin for Asian students;
- Further disaggregation of the White category to include subethnic categories for Eastern European nationalities that have significant populations in Washington; and,
- For students who report as multiracial, collection of their racial and ethnic combination of categories.

Also, 4SHB requires that districts beginning with the 2017-18 school year, school districts shall resurvey the newly enrolled students for whom subracial and subethnic categories were not previously collected when the students transfer among schools or districts and allows districts to resurvey other students.

By August 1, 2016, the Office of Superintendent of Public Instruction (OSPI), in collaboration with the K-12 Data Governance Group, the Educational Research and Data Center, and the SBE shall adopt a rule that the only student data that should not be reported for public reporting and accountability is data where the school or district has fewer than 10 students in a grade level or student subgroup. OSPI has primary responsibility for this and is developing a plan.

Resources – Building a Foundation for Future Work

For the benefit of future policy work to improve the educational outcomes of Native American students, the following list of resources highlights some useful research pertaining to the education of Native American students in Washington.

The Governor’s Office of Indian Affairs hosts a research report that includes a brief history of the legacy of colonialism on Native American students, a data analysis demonstrating the gap among Native American students and other student groups, and recommendations on improving educational outcomes for Native American students.

Pavel, M. & Bank-Joseph S., et al (Dec. 2008). *From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State*. Published by the Clearinghouse on Native Teaching and Learning. Retrieved from: <http://www.goia.wa.gov/Links-Resources/NativeAmericanAchievementReport.pdf>

The Office of Superintendent of Public Instruction partnered with public and private agencies, and several Tribal Nations in Washington to produce a curriculum that includes teaching materials on tribal sovereignty, tribal history, and current tribal issues. The curriculum is aligned to the Common Core State Standards.

OSPI – Office of Native Education (ONE) (2010). *Since Time Immemorial: Tribal Sovereignty in Washington State*. Retrieved from: <http://www.indian-ed.org/>

Additionally, OSPI hosts a number of curriculum support materials to augment the Since Time Immemorial curriculum. These support materials provide Native American perspectives on history, Columbus, and boarding schools and Culture – The Daily Life, the Sacred Circle, and Thanksgiving.

OSPI – Office of Native Education (ONE) (Feb 2015). *Office of Native Education Curriculum Support Materials*. Retrieved from: <http://www.k12.wa.us/IndianEd/Curriculum.aspx>

The Bureau of Indian Education (BIE) funds two tribally controlled schools and five BIE contract schools in Washington. Northwest Evaluation Association produced a report on student achievement and growth at all BIE-administered schools in the nation.

Northwest Evaluation Association (Feb 2014). *Bureau of Indian Education Report on Student Achievement and Growth. Bureau of Indian Education: 2009-10 to 2012-13*. Retrieved from: <http://bie.edu/cs/groups/webteam/documents/document/idc1-028067.pdf>

The White House 2014 Native Youth Report provides a detailed history of the harmful effects of boarding schools and colonization on Native American students. Following that history, the report examines education outcomes, socioeconomic disparity, and health issues of Native Youth. The report ends with suggestions that include: 1) strengthen tribal control of education 2) provide comprehensive, community-based student supports 3) strengthen the integration of Native cultures and languages into school climate and classrooms 4) support highly effective teachers and school leaders 5) promote 21st century technology for tribal education 6) strengthen and expand efforts that target suicide prevention 7) improve community systems of care to better address the behavioral health needs of Native youth.

Executive Office of the President (Dec 2014). *2014 Native Youth Report*. The White House. Retrieved from: https://www.whitehouse.gov/sites/default/files/docs/20141129nativeyouthreport_final.pdf

RCW 28A.320.170 (Curricula—Tribal history and culture) requires “Beginning July 24, 2015, when a school district board of directors reviews or adopts its social studies curriculum, it shall incorporate curricula about the history, culture, and government of the nearest federally recognized Indian tribe or tribes, so that students learn about the unique heritage and experience of their closest neighbors.” This law also requires collaboration among school districts with tribes within their district to expand or integrate curriculum and increased collaboration among OSPI and school districts regarding curricular areas regarding tribal government and history that are statewide in nature.

OSPI provides a spreadsheet that lists the school districts and the nearest federally recognized Indian tribes. This resource can help educators to recognize a nearby Tribal Nation’s culture and language through curriculum. <http://www.k12.wa.us/indianed/>

If you have questions regarding this memo, please contact Parker Teed at parker.teed@k12.wa.us



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STATEWIDE INDICATORS OF THE EDUCATIONAL SYSTEM – RESETTING ANNUAL TARGETS

Policy Considerations

With assistance from partner agencies, the Washington State Board of Education (SBE) is required to establish goals and report on the goal attainment for the statewide indicators of educational system health under RCW 28A.150.550. Section (5)(a) specifies that the biennial report to the education committees of the legislature may include revised performance goals and measurements. The shift to a new assessment system necessitates changes to the annual targets so as to accurately determine the status of the educational system health.

Summary

This memo describes the proposed manner in which annual targets for three of the statewide indicators could be reset. For each of the indicators, the reset targets are more rigorous than the targets established in the initial report.

- The annual targets for the 3rd Grade Literacy and 8th Grade High School Readiness indicators should be reset in response to Washington's shift to the Smarter Balanced Assessment (SBA) system.
- The annual targets for the Quality of High School Diploma indicator should be reset to reflect the recommended indicator changes included in the December 2014 report to the legislature.

Staff anticipates that these updates will be included in the next biennial report to the education committees of the legislature due December 1, 2016. The next biennial report will include new performance gap information based on the traditional student groups and deeper disaggregated student groups and the first iteration of a state-level opportunity to learn index. The Board will be hearing more about these topics and providing guidance to staff in upcoming board meetings.

Background and Work Plan

At the March 2016 board meeting, the Board heard about and discussed the development new annual targets for two of the statewide indicators and that staff would be examining data for the other indicators in anticipation of preparing the next biennial report. To maintain year-to-year continuity, this memo presents the recalculated annual targets following the same goal setting methodology that was used in for the initial and 2014 reports.

In advance of this presentation at this May 2016 Board meeting, the Board will have heard about long-term goal setting framed in the context of the Every Student Succeeds Act (ESSA) Accountability System Workgroup and will have participated in a small group activity centered on developing guiding principles for ESSA implementation. After that presentation, discussion, and small group activity, the Board may wish to consider the idea of aligning the ESSA long-term goals and the statewide indicator goals. However, it would be perfectly reasonable to not directly align the ESSA goals and statewide indicator goals for any of a number of reasons.

- The purpose for the goal setting differs, as the ESSA goals are largely meant to differentiate schools and spur school and district improvement, while the statewide indicators are primarily meant to inform legislators about the status of the state educational system.
- The ESSA goals and measures will likely be designed in a manner to be ambitious, achievable, and criterion-based for districts and schools, while the statewide indicator goals are designed to be aspirational and criterion-based, state-level measurements that can also be used for norm-based comparisons.
- The ESSA goals have the potential to be associated with serious consequences for school and district personnel decisions, while the statewide indicator goals would be expected to have smaller or negligible impacts on school staffing decisions.

Over the course of the next board meetings, the Board is expected to provide input to staff about the development of goals for both the ESSA and the statewide health indicators. While the goals need not be perfectly aligned, the Board may consider making goal alignment a priority.

Washington fully implemented the Smarter Balanced Assessment (SBA) system for the first time in the 2014-15 school year. As was expected, the annual targets established in the December 2013 initial report for two indicators are no longer valid because no linking or bridging study was conducted to connect the performance on the SBA to the performance on the Measures of Student Progress (MSPs). Because of the shift in assessment systems and the absence of a linking study, the SBE should reset the annual targets for two of the statewide indicators following the goal setting methodology described in <http://www.sbe.wa.gov/edsystemhealth.php#.VxUk8k32ZaQ>. However, RCW 28A.150.550 Section (5)(a) gives the Board and partner agencies the option to include revised performance goals in the biennial report. Final target setting will be included in the December 2016 report to the education committees of the legislature and are preliminarily described in this memo.

The SBE staff also believes it prudent to report on the recommended Quality of High School Diploma indicator beginning with the December 2016 report to the legislature. The recommended indicator will highlight the credit-bearing enrollment patterns of recent high school graduates enrolling in institutions of higher education.

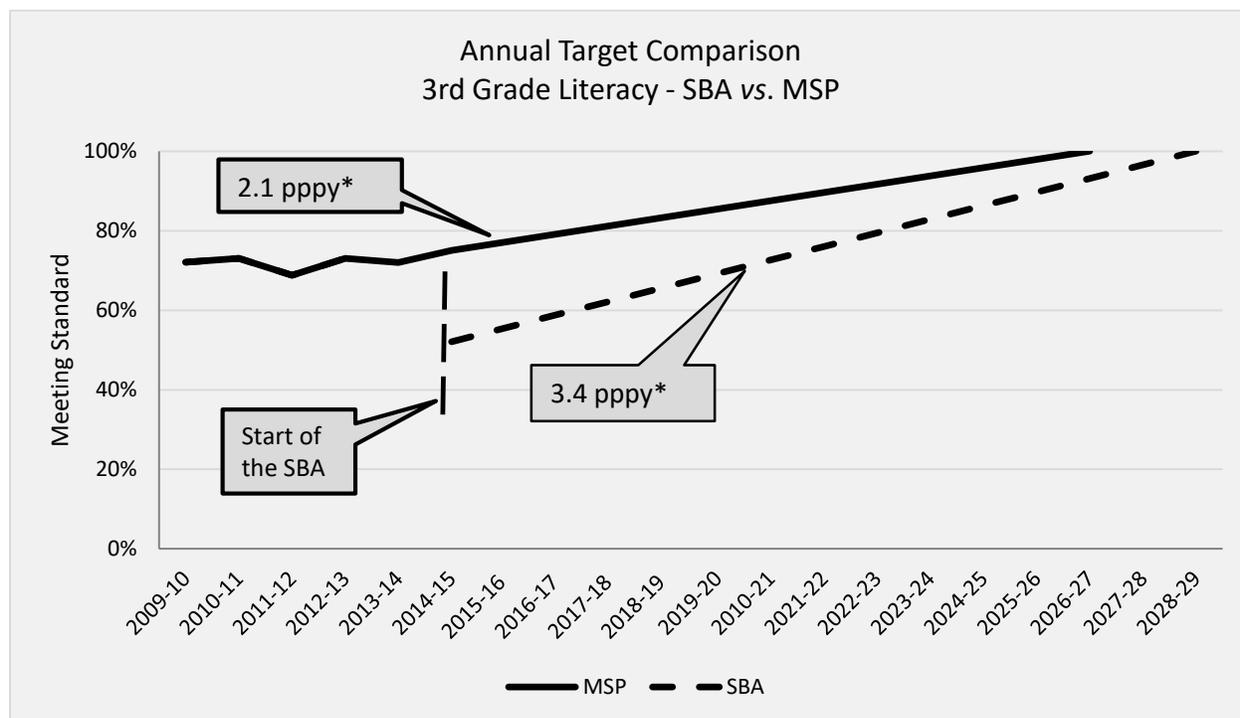
Staff have already begun to develop the new elements for the next biennial report, provided updates to the Board at the previous two meetings, and anticipate providing further updates at the next two regular meetings to inform the board members and solicit input and guidance from the Board. Staff may also develop short online surveys for the Board to participate in, which will provide more frequent and timely feedback and input for the important discussions and collaboration on goal setting with the Office of the Superintendent of Public Instruction (OSPI).

Revised Performance Goals and Measurements

3rd Grade Literacy

The recommended 3rd Grade Literacy indicator is the percentage of students meeting standard on the third grade statewide English/language arts (ELA) assessment. For the 3rd Grade Literacy indicator, the baseline (or starting point) will be reset to reflect the lower performance on the SBA but the endpoint of 100 percent meeting standard 14 years into the future remains the same. The lowered baseline and same endpoint goal means that student groups must make or meet larger annual steps to remain on-track to attain the endpoint goal (Figure 1 and Table 1).

Figure 1: Compares the annual step trajectory for the 3rd Grade Literacy indicator (All Students group) based on the final administration of the MSP and the first administration of the SBA.



*Note: annual step increases shown in percentage points per year (pppy).

Table 1: Shows the annual steps (preliminary) by student group and other data elements for the 3rd Grade Literacy indicator.

	2014-15 SBA*	Gap to 100%	50% of Gap	Yearly Step ⁺	2021-22 Midpoint	2028-29 End Goal
All Students	52.1%	47.9%	24.0%	3.4%	76.1%	100.0%
Black / African American	34.2%	65.8%	32.9%	4.7%	67.1%	100.0%
American Indian / Alaskan Native	25.9%	74.1%	37.1%	5.3%	63.0%	100.0%
Asian	69.6%	30.4%	15.2%	2.2%	84.8%	100.0%
Hispanic / Latino	33.8%	66.2%	33.1%	4.7%	66.9%	100.0%
Native Hawaiian / Pacific Islander	31.6%	68.4%	34.2%	4.9%	65.8%	100.0%
White	59.9%	40.1%	20.1%	2.9%	80.0%	100.0%
Two or More Races	54.6%	45.4%	22.7%	3.2%	77.3%	100.0%
Students with a Disability	26.7%	73.3%	36.7%	5.2%	63.4%	100.0%
Limited English	19.2%	80.8%	40.4%	5.8%	59.6%	100.0%
Low-Income	36.0%	64.0%	32.0%	5.3%	68.0%	100.0%

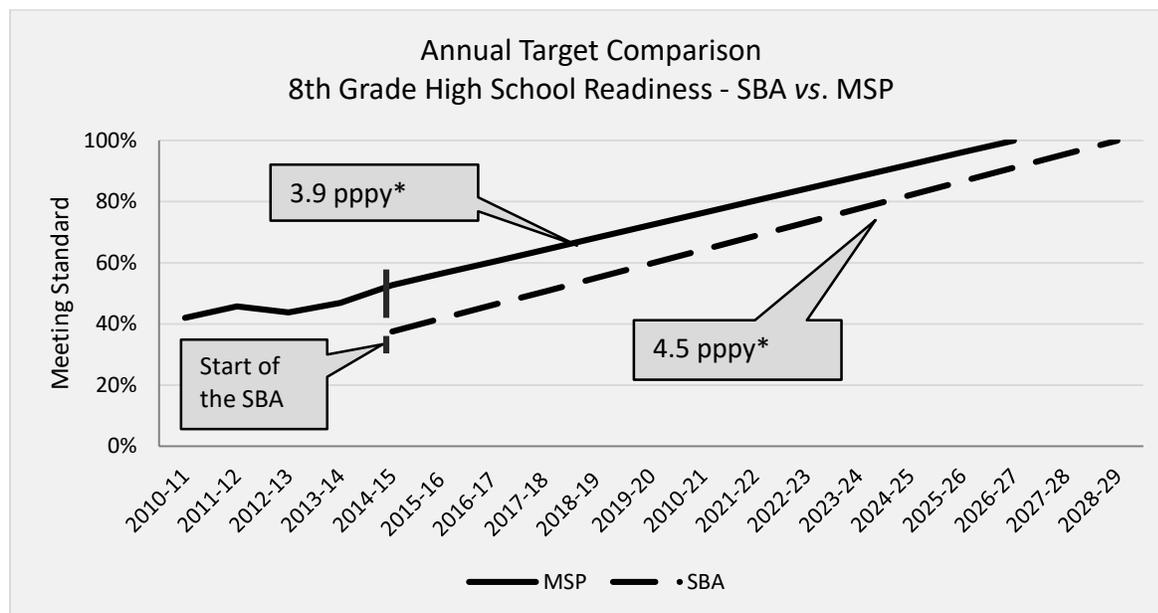
*Note: The target setting values shown here reflect a one-year baseline value equal to the 2014-15 SBA meeting standard rate. The target setting included in the December 2016 report will reflect a two-year baseline average of the 2014-15 and 2015-16 SBA results.

⁺Note: Yearly step values are in percentage points per year.

8th Grade High School Readiness

The recommended measure is the percent of 8th grade students who meet standard on all three (ELA, math, and science) content area assessments. The starting point will be reset to reflect the performance on the new assessments but the endpoint of 100 percent meeting standard in 14 years remains the same. Student groups must meet larger annual steps to remain on-track to attain the endpoint goal because the baseline is lowered while the endpoint goal remains the same. (Figure 2 and Table 2).

Figure 2: Compares the annual step trajectory for the 8th Grade High School Readiness indicator (All Students group) based on the final administration of the MSP and the first administration of the SBA.



*Note: annual step increases shown in percentage points per year (pppy).

Table 2: Shows the annual steps (preliminary) by student group and other data elements for the 8th Grade High School Readiness indicator.

	2014-15 SBA*	Gap to 100%	50% of Gap	Yearly Step*	2021-22 Midpoint	2028-29 End Goal
All Students	37.5%	62.5%	31.2%	4.5%	68.8%	100.0%
Black / African American	16.6%	83.4%	41.7%	6.0%	58.3%	100.0%
American Indian / Alaskan Native	14.2%	85.8%	42.9%	6.1%	57.1%	100.0%
Asian	60.9%	39.1%	19.6%	2.8%	80.5%	100.0%
Hispanic / Latino	19.9%	80.1%	40.1%	5.7%	60.0%	100.0%
Pacific Islander / Native Hawaiian	20.5%	79.5%	39.8%	5.7%	60.3%	100.0%
White	43.3%	56.7%	28.4%	4.1%	71.7%	100.0%
Two or More Races	40.0%	60.0%	30.0%	4.3%	70.0%	100.0%
Students with a Disability	3.8%	96.2%	48.1%	6.9%	51.9%	100.0%
Limited English	3.1%	96.9%	48.5%	6.9%	51.6%	100.0%
Low-Income	21.4%	78.6%	39.3%	5.6%	60.7%	100.0%

*Note: The values target setting values shown here reflect a one-year baseline value equal to the 2014-15 SBA meeting standard rate. The target setting reflected in the December 2016 report will reflect a two-year baseline average of the 2014-15 and 2015-16 SBA results.

*Note: Yearly step values are in percentage points per year.

Quality of High School Diploma

The December 2014 report to the legislature recommended a change to the Quality of High School Diploma indicator but continued to report on the indicator specified in the original legislation (ESSB 5491 of 2013) until updated data files could be delivered. By reporting on the recommended indicator (Table 3), the legislature and other stakeholders will be provided a clearer picture about the remedial course taking patterns of the recent high school graduates who actually enroll in higher education. The recommended change requires that annual targets be reset.

Table 3: Shows how the recommended indicator differs from the indicator specified in the original bill (ESSB 5491 in 2013) that was signed into law.

Specified Indicator in Bill	Current Reporting	Recommended Indicator
The percentage of high school graduates enrolled in precollege or remedial courses in public post-secondary institutions.	The percentage of recent high school graduates who bypass remedial courses.	The percentage of recent high school graduates who enroll in higher education and bypass remedial courses.

Using 2011-12 and 2012-13 high school graduation data provided by the Washington Educational Data and Research Center (ERDC), approximately 73 percent of recent high school graduates who enroll in higher education enroll directly in credit-bearing coursework in English and math.

Table 4: Shows the annual steps by student group and other data elements for the Quality of High School Diploma indicator.

	2-Year Baseline	Gap to 100%	50% of Gap	Yearly Step ⁺	2019-20 Midpoint	2026-27 End Goal
All Students	73.3%	26.7%	13.3%	1.9%	86.9%	100.0%
Black / African American	63.1%	36.9%	18.4%	2.6%	82.2%	100.0%
American Indian / Alaskan Native	63.1%	36.9%	18.5%	2.6%	83.5%	100.0%
Asian	79.4%	20.6%	10.3%	1.5%	90.1%	100.0%
Hispanic / Latino	55.5%	44.5%	22.2%	3.2%	78.4%	100.0%
Pacific Islander Native Hawaiian	66.3%	33.7%	16.8%	2.4%	80.9%	100.0%
White	76.3%	23.7%	11.8%	1.7%	88.6%	100.0%
Two or More Races	73.3%	26.7%	13.4%	1.9%	86.0%	100.0%
Students with a Disability	43.4%	56.6%	28.3%	4.0%	72.7%	100.0%
Limited English	36.3%	63.7%	31.9%	4.6%	68.6%	100.0%
Low-Income	59.5%	40.5%	20.3%	2.9%	79.9%	100.0%

*Note: Yearly step values are in percentage points per year.

Action

No action is anticipated.

Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding this memo.



APPLICATION Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014

Instructions

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. This law further provides:

“In the application, a school district must describe why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The state board of education shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application.”

The SBE has adopted rules to implement this provision as WAC 180-51-068(11). The rules provide that the SBE must post an application form on its public web site for use by school districts. The rules further provide:

- The application must be accompanied by a resolution adopted by the district’s board of directors requesting the waiver. The resolution must, at a minimum:
 1. State the entering freshman class or classes for whom the waiver is requested;
 2. Be signed by the chair or president of the board of directors and the superintendent.
- A district implementing a waiver granted by the SBE under this law will continue to be subject to the prior high school graduation requirements as specified in WAC 180-51-067 during the school year or years for which the waiver has been granted.
- A district granted a waiver under this law that elects to implement the career and college ready graduation requirements in WAC 180-51-068 during the period for which the waiver is granted shall provide notification of that decision to the SBE.

Please send the application and school board resolution electronically to:

Jack Archer
Director, Basic Education Oversight
360-725-6035
jack.archer@k12.wa.us

For questions, please contact:

Jack Archer
Director, Basic Education Oversight
360-725-6035
jack.archer@k12.wa.us

Linda Drake
Research Director
360-725-6028
linda.drake@k12.wa.us

Resolution No. 2748

A BOARD RESOLUTION REQUESTING TEMPORARY WAIVER FROM HIGH SCHOOL GRADUATION REQUIREMENTS

WHEREAS, the East Valley School District No. 361 will submit a resolution to the Washington State Board of Education delaying the implementation of the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 E2SSB 6552; and

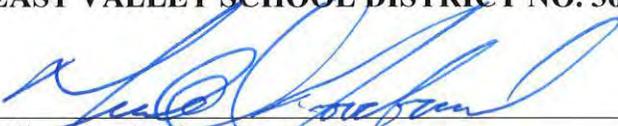
WHEREAS, the SBE allows for districts to apply for a temporary waiver (up to two years) in implementing these revised graduation requirements to provide districts additional time to plan for and effectively implement the required changes; and

WHEREAS, the East Valley School District No. 361 is seeking additional time to plan and communicate the changes in requirements;

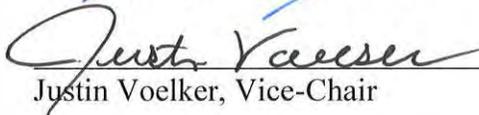
NOW, THEREFORE BE IT RESOLVED, the Board of Directors of East Valley School District No. 361 hereby approves the application for a temporary, two-year waiver in implementing the revised career and college ready high school graduation requirements for freshmen entering high school in 2015 and 2016 (Graduating classes of 2019 and 2020, respectively).

Adopted this 8th day of March, 2016.

EAST VALLEY SCHOOL DISTRICT NO. 361



Mike Novakovich, Board Chair



Justin Voelker, Vice-Chair

Todd Weger, Board Member



Fred Helms, Board Member



Laura Gates, Board Member

ATTEST:



Kelly Shea
Secretary to the Board of Directors



Jack Archer
Director, Basic Education Oversight
jack.archer@k12.wa.us

1. Name of district: East Valley School District No. 361

2. Contact information: Kelly Shea, Superintendent
(509) 241-5032
sheak@evsd.org

3. Date of application: March 9, 2016

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The district is requesting a waiver due to the lack of development systems of support that will help students to achieve the 24-credit diploma.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

Specific impediments include: lack of credit recovery options, instructional implications of a list of students failing at least one class, staffing and facility issues, scheduling challenges and involving the community in the decision-making process.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

Our staff will explore and implement different scheduling options to increase opportunity for credit, credit recovery and academic intervention. Our staff will explore instructional strategies that will encourage achievement and will develop systems to work together to provide interventions during the school day.

3830 N Sullivan Rd Bldg. 1
Spokane Valley, WA 99216
Phone: 509.924.1830
Fax: 509.927.9500
Web: www.evsd.org

Kelly Shea
Superintendent

BOARD OF DIRECTORS

Todd Weger, District 1
Laura Gates, District 2
Justin Voelker, District 3
Fred Helms, District 4
Mike Novakovich, District 5

Okanogan School District No. 105

Resolution No. 1060-15-16

Requesting Graduation Requirements Waiver of Core 24

WHEREAS, the Washington State Legislature codified in to law the passage of E2SSB 6552 increasing graduation requirements to Core 24 college and career ready; and

WHEREAS, under RCW 28A.230.230.090(1)(d)(ii) the State Board of Education has been authorized to grant school districts an opportunity to apply for a temporary waiver from the Core 24 career and college ready graduation requirements beginning with the graduating classes of 2019 and 2020; and

WHEREAS, the Okanogan School District is seeking additional time to plan and communicate the changes in requirements; and

WHEREAS, by building a deeper understanding of options and requirements students will experience greater success; and

WHEREAS, Okanogan School District is seeking more time to ensure systems are in place to best support students in meeting new requirements; and

WHEREAS, it is fitting that we support the application of a State Board of Education Core 24 career and college ready graduation requirement waiver;

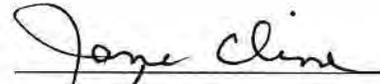
THEREFORE, BE IT RESOLVED the Board of Directors of Okanogan School District #105, Okanogan County, Washington, hereby authorizes its Superintendent to request a waiver of the Temporary Waiver from Core 24 college and career ready graduation requirements.

APPROVED by the Board of Directors of Okanogan School District No. 105, Okanogan County, Washington, at a regular meeting held this 27th day of April, 2016.

OKANOGAN SCHOOL DISTRICT NO. 105,
OKANOGAN COUNTY, WASHINGTON











Directors

ATTEST:



Secretary of the Board of Directors

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district

Okanogan School District #105

2. Contact information

Name and title **Roy Johnson ALE principal**

Telephone **509-826-7612**

E-mail address **rojohanson@oksd.wednet.edu**

3. Date of application: **May 2, 2016**

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The Okanogan Alternative Schools need additional time to prepare for planning, staffing, course offerings and scheduling to meet full implementation of the new graduation requirements.

Delaying the implementation of new career and college ready graduation requirements allows further time to provide necessary professional development for counseling staff. Our staff needs to have an in-depth understanding of 24-credit college and career ready graduation requirements, as well as time to design and incorporate systems of support.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

Okanogan Alternative Schools believe that extra time and funding are needed to develop additional credit opportunities for students and to find appropriate programs to implement for students to avoid credit loss. Time is needed to bridge the gap between staff, counseling services and implementation of the Personal Pathway Plan. Time and resources are also needed to develop appropriate practices and a credit retrieval program. Due to building codes, only 6 individuals can be in our current facility at one time, severely affecting any group work/classes/counseling.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

_____ Class of 2020

____X____ Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

The Okanogan Alternative Schools are in the process of securing a new facility that will help us address the increase of staff and increase class offerings related to new requirements.

Staff are in the process of developing CTE courses to meet Pathway requirements and develop equivalency credits.

Develop and implement a professional development plan for counselors and instructional staff to better understand student options and requirements.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.



Resolution #2016-08

Temporary Two-Year Waiver from High School Graduation Requirements

WHEREAS, the Washington State Legislature passed E2SSB 6552 which increases the number of credits required for graduation to 24 for the Class of 2019; and

WHEREAS, the Centralia School District currently requires 22 credits to graduate from high school; and

WHEREAS, the Washington State Legislature and State Board of Education provide for a procedure for school districts to request a waiver and delay implementation of the 24 credit requirement; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 credits will require a substantial amount of study and planning revolved around the consideration of resources, and time to implement effectively; and

WHEREAS, the Board of Directors of the Centralia School District is requesting a temporary waiver for the reasons set forth in The Washington State Board of Education Application for a Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014; and

WHEREAS, WAC 180-51-068 requires that the application waiver be accompanied by a resolution adopted by the district board of directors; and

NOW, THEREFORE, BE IT RESOLVED that the Centralia School District Board of Directors in accordance with RCW 28A.230.090(1)(d)(ii); the District is requesting a temporary waiver from the Career and College Ready Graduation Requirements for the graduating classes of 2019 and 2020.

DATED THIS 27th day of April 2016.

BOARD OF DIRECTORS
CENTRALIA SCHOOL DISTRICT NO. 401

[Handwritten signatures of Board Members]

Marka Dawatz

Secretary

Resolution Certification

I, Mark Davalos, Secretary of the Board of Directors of Centralia Joint School District No. 401, Lewis and Thurston Counties, Washington, do hereby certify that the foregoing constitutes a true and correct copy of Resolution No. 2016-08 of such Board of Directors duly adopted at the regular meeting thereof held on the 27th day of April 2016.



Mark Davalos, Secretary

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district – **Centralia School District**

2. Contact information

Name and title – **Mark Davalos, Superintendent/Josue Lowe, Principal CHS**

Telephone – **(360) 330-7600**

E-mail address – **mdavalos@centralia.wednet.edu/jlowe@centralia.wednet.edu**

3. Date of application – **March 2016**

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

Centralia School District is requesting a waiver to delay implementation of career and college ready graduation requirements to allow more time to implement a comprehensive solution providing for increased credit opportunities for our students.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

The specific impediments currently influencing our decision to apply for this waiver are staffing needs, classroom space and comprehensive professional development for PPR implementation, a possible change in the format of the CHS master/bell schedule and budgetary implications.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

_____ Class of 2020

__**XXX**__ Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

The following represent areas the new graduation requirements impact the Centralia School District along with a brief explanation of implementation plans:

1. **Bell Schedule Review:** *We have formed a new committee, Class of 2019, tasked with reviewing block periods, trimesters, and hybrid schedules. One of the committee's goal is to select the best bell schedule to ensure all students can pursue their personalized pathway while receiving an equitable opportunity to earn 24 credits.*

2. **Personal Pathway Requirement (PPR) Troubleshooting:** Over the next two years we are making logistical and philosophical changes to our fall & spring parent conferences allowing us to coordinate meaningful meetings with 1000+ students, their parents/guardians, teachers, counselors, and their advisory teacher. We are also implementing use of High School & Beyond module in My School Data to track the more complex PPR.
3. **New Course Offerings:** Our research has shown that some of the early adopters of the new graduation requirements have created 30-40 new courses in a single year. Our site leadership team and Instructional Materials Review Committee (IMRC) is looking at the process needed to review and adopt courses in order to meet this unusual demand.
4. **Communication:** This waiver will allow us to improve the communication to students, parents, teachers, and community about the new graduation requirements and their impact. One proposal to improve communication is to use the first week of school to communicate with grade levels about the new graduation requirements, reinforce schoolwide rules, procedures, and routines.
5. **Aligning Advisory Curriculum:** We have created an advisory (NAV/TSI) committee that is in the process of updating our curriculum for our advisory course to reflect the requirements and spirit behind the new graduation requirements.
6. **Facility Needs:** Our District is looking to run a bond in February that would allow us to house more teachers that would be needed for the new graduation requirements. We have also applied for the K-12 STEM Grant Program proposing to build a CSD STEM building. This potential building would also help relieve pressure on our existing facility as we currently do not have enough classroom space to accommodate the additional needs of increased science courses. This waiver is an essential first step to this process to make sure we can run and pass a bond to update our 45+ year old buildings.
7. **Staffing Needs:** The increase of Science and Foreign Language requirements are two examples of where we will need to increase our staffing. We are currently developing curriculum for a pilot Earth Science with the intent of employing a teacher full-time to teach Earth Science. This waiver allows us a couple years to implement and troubleshoot these courses before they will be high stakes courses for students.
8. **Budget Impacts:** This waiver is essential to gain a greater understanding and develop a plan of the many possible budget impacts of this requirement. The possible budget impacts are significant, for example, curriculum and materials for new courses, additional staffing, consequences of master schedule changes, student management systems, professional development, etc. As decisions are made in all of the various areas we will develop a master budget impact document to assist with decision making.
9. **Professional Development:** There will be professional development needs as decisions are made. Needs might include: training for best practices for teaching longer class periods, technology (student management program) training, content training for new courses being taught, etc.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

INTERPRETIVE STATEMENT DISTRICT-WIDE ANNUAL AVERAGE INSTRUCTIONAL HOURS

The state has made a series of changes to minimum instructional hours for basic education:

- ESHB 2261 (2009 Legislative Session) increased instructional hour requirements from a district-wide annual average 1,000 instructional hours in grades 1-12 to 1,080 instructional hours in each of grades 7-12 and 1,000 instructional hours in grades 1-6, on an implementation schedule adopted by the Legislature.
- The 2013-15 operating budget act (2013 Legislative Session) implemented the instructional hour requirements of ESHB 2261, effective with the 2014-15 school year.
- E2SSB 6552 (2014 Legislative Session) revised the instructional hour requirements of ESHB 2261, as implemented in 2013, to a district-wide annual average 1,080 hours in grades 9-12 and a district-wide annual average 1,000 hours in grades 1-8, while providing that the whole may be calculated as a district-wide average over grades 1-12, effective with the 2015-16 school year.

Incorporating the change made by the 2014 legislation, RCW 28A.150.220 (Basic education – Minimum instructional requirements) now provides, in relevant part:

(2) Each school district shall make available to students the following minimum instructional offering each school year:

(a) For students enrolled in grades one through twelve, at least a district-wide annual average of one thousand hours, which shall be increased beginning in the 2015-16 school year to at least one thousand eighty instructional hours for students enrolled in grades nine through twelve and at least one thousand instructional hours for students in grades one through eight, all of which may be calculated by a school district using a district-wide annual average of instructional hours over grades one through twelve;

The State Board of Education (SBE) implemented this provision as WAC 189-16-200, filed September 2014:

Total instructional hour requirement.

(1) Kindergarten total instructional hour requirement - Four hundred fifty hours annual minimum, increased to an annual minimum one thousand instructional hours according to an implementation schedule under RCW [28A.150.315](#).

(2) Grades 1-12 total instructional hour requirement - District-wide annual average of one thousand hours, increased beginning in the 2015-16 school year to:

(a) At least a district-wide average of one thousand eighty instructional hours for students enrolled in grades nine through twelve and a district-wide annual average of one thousand instructional hours in grades one through eight; or

(b) A district-wide annual average of one thousand twenty-seven instructional hours in grades one through twelve . . .

(3) For nonhigh school districts, a district-wide annual average of one thousand instructional hours in such grades as are offered by the district.

The change made by E2SSB 6552 in 2014 is significant not only for changing the number of instructional hours required by grade span, but for returning to a district-wide annual average in place of minimum required offerings in *each grade*.

This change, as made in the new law, has given rise to questions to the SBE from district personnel as to how to make the calculation of district-wide annual average instructional hours. Specifically, what does “district-wide annual average” mean in the context of an individual district?

“District-wide annual average” is not defined in current statute or rule. Nor was it defined in prior law. So the problem is not a new one; it has just gained more interest as the state has changed instructional hour requirements for basic education.

The SBE recognizes that there is more than one method for calculating a district-wide annual average of instructional hours offered by a district in any school year, and that different calculations, starting from the same data, may produce different results. For example, a district that operates one or more small alternative schools offering relatively fewer instructional hours may be unable to achieve a district-wide average of 1,027 hours in grades 1-12 in a straight calculation of average hours in the district by school. But that same district may be well able to show compliance if the calculation is made as the average of all the instructional hours offered by the district without regard to the schools that students attend.

To illustrate the variability of results by method of calculation, we offer the following example. Schools and enrollments are those of an actual Washington district. The instructional hours shown were chosen for illustrative purposes, but are well within the plausible.

Average by School		
	Student Count	Inst. Hours
School		
Alternative school	22	910
Jr.-Sr. High School	258	1,070
Elementary School	319	1,000
Total	599	2,980
District-Wide Annual Average		993

Weighted Average by Student Across Schools			
School	Student Count	Inst. Hours	Total Inst. Hrs.
Alternative school	22	910	20,020
Jr.-Sr. High School	258	1,070	276,060
Elementary School	319	1,000	319,000
Total	599	2,980	615,080
District-Wide Annual Average			1,027

In the first calculation the district falls short of meeting instructional hour requirements as established in RCW 28A.150.220 (2) and implemented by WAC 180-16-200. In the second, however, it achieves compliance.

The Board also recognizes that districts may differ in school organization and the choices they make in delivery of basic education services, based on local needs, circumstances, and educational philosophy, and that the choices they make should not be driven by a prescribed method of calculating instructional hours for basic education compliance, unless such method can be shown to reflect a specific legislative intent. The Board does not find in RCW 28A.150.200 a legislative intent prescribing or favoring a specific method of calculating district-wide annual instructional hours.

Given the many inquiries the Board has had on this subject, and the lack of a clear basis for rule adoption on it, the Board proposes issuing an interpretive statement under RCW 34.05.230 (Interpretive and policy statements) to offer guidance to districts in addressing this question.

An “interpretive statement” is a written expression of the opinion of an agency as to the meaning of a statute or other provision of law, of a court decision, or of an agency order. (RCW 28A.34.010 (8)) An interpretive statement is advisory only.

The Board advises that the following calculations of annual district-wide average are consistent with the intent of RCW 28A.150.220 and valid for assuring basic education program compliance under RCW 28A.150.250:

- A. **Average of schools.** Average of annual instructional hours offered by each school operated by the school district.
- B. **Weighted average by student across schools.** Average of all annual instructional hours offered to all students enrolled in the district, regardless of school attended.

The Board recognizes that there may be nuances to each of these methods, and that there may be other, mathematically valid methods consistent with the intent of basic education law. A school district may present other methods of calculating district-wide average instructional hours to the SBE before the beginning of the school year for its consideration in assuring basic education program compliance under RCW 28A.150.250.

Comments on this proposed interpretive statement may be addressed to:

Jack Archer
Director of Basic Education Oversight
jack.archer@k12.wa.us
360-725-6035



PREPROPOSAL STATEMENT OF INQUIRY

CR-101 (June 2004)
(Implements RCW 34.05.310)
Do **NOT** use for expedited rule making

Agency: State Board of Education

Subject of possible rule making: WAC 180-18-055, Alternative high school graduation requirements. This WAC, originally filed May 1999, enables a school district, a high school with permission of the district board of directors, or an approved private school to apply to the State Board of Education for waiver of credit-based high school graduation requirements.

Statutes authorizing the agency to adopt rules on this subject: RCW 28A.150.220, RCW 28A.305.140, RCW 28A.230.090.

Reasons why rules on this subject may be needed and what they might accomplish: This WAC, last amended November 2004, contains obsolete citations to RCWs and WACs and other obsolete references. Other needs for amendment may include:

1. Refine and improve the application requirements in (4).
2. Better distinguish between information required for new applications and for renewal of existing waivers.
3. Establish a due date for applications in relation to the dates of regular board meetings.
4. Establish criteria for evaluation of waiver applications and decisions whether to approve a waiver request.
5. Specify the format and manner for the annual reports required to be submitted by a school or district under (11).

Identify other federal and state agencies that regulate this subject and the process coordinating the rule with these agencies:

Superintendent of Public Instruction. The SBE will seek comment from OSPI on any draft amendment to this WAC.

Process for developing new rule (check all that apply):

- Negotiated rule making
- Pilot rule making
- Agency study
- Other (describe)

How interested parties can participate in the decision to adopt the new rule and formulation of the proposed rule before publication:

(List names, addresses, telephone, fax numbers, and e-mail of persons to contact; describe meetings, other exchanges of information, etc.)

Jack Archer
Washington State Board of Education
600 Washington Street
Olympia, WA 98504
360-725-6035
jack.archer@k12.wa.us

DATE	CODE REVISER USE ONLY
NAME (TYPE OR PRINT) Ben Rarick	
SIGNATURE	
TITLE Executive Director	



SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

April 28, 2016

TO: Washington State Board of Education

FROM: Dan Newell, Assistant Superintendent, Secondary Education & Student Support
Laura Moore, Project Specialist, Private Education 

RE: Approval of Schools for 2016–17 School Year

Attached is the listing of schools that have submitted renewal applications for the 2016–17 school year. Additional schools that have not yet applied will be submitted for approval at the Board's July meeting.

Included in the listing of schools to be approved are 15 new schools. This is down slightly from the number of new schools that applied for approval for the 2015–16 year (18 applications).

Two schools that applied in April are not included in the listing. During review, OSPI identified major deviations concerning these schools; they are being given an opportunity to address those deviations prior to submission for approval at the July State Board Meeting.

OSPI recommends State Board of Education approval of the schools on the attached listing.



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

APPROVAL OF PRIVATE SCHOOLS FOR 2015–16

Policy Consideration

Approval of Private Schools under RCW 28A.195.040 and Chapter 180-90 WAC at the May 11–12, 2016, Washington State Board of Education meeting.

Summary

Approval of Private Schools for the 2016–17 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. The application materials include a State Standards Certificate of Compliance and documents verifying that the school meets the criteria for approval established by statute and regulations.

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

Private schools may provide a service to the home school community through an extension program subject to the provisions of Chapter 28A.195 RCW. These students are counted for state purposes as private school students.

Action

The schools 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 2016-17 school year.

Isabel Muñoz-Colón, *Chair* • Ben Rarick, *Executive Director*
Mona Bailey • Kevin Lavery • Madaleine Osmun • Bob Hughes • Dr. Daniel Plung • Baxter Hershman • MJ Bolt
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Jeff Estes • Janis Avery
Randy Dorn, *Superintendent of Public Instruction*

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Private Schools for Approval

2016–17

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Academic Institute Sherrill O'Shaughnessy 2495 140 th Ave NE Suite D-210 Bellevue WA 98005-2023 425.401.6844	6-12	0	30	0	King
Academy for Precision Learning Jennifer Annable/Merit Malling 5031 University Way NE (Mail: PO Box 51241 Seattle 98115-1241) Seattle WA 98105-4341 206.427.0115	K-12	0	114	0	King
Academy NW/Family Academy Diana McAlister 23420 Jordan Rd (Mail: PO Box 66839 Seattle 98166) Arlington WA 982223-9584 360.435.9423	K-12	0	5	200	Snohomish
Academy NW/Marysville Campus Patti Deal 1224 10 th St Marysville WA 98270-4251 360.658.0105	K-8	0	10	2	Snohomish
Academy Schools./Children's Academy Kori Malone & Jennifer Sarget, Co-Directors 14601 Interurban Ave S Tukwila WA 98168-4652 206.588.0860	P-12	10	60	0	King
A Journey School Christa Giblin-Niven 21500 Cypress Way Building 8 Lynnwood WA 98036-7939 425.445.9718	P-1	170	24	0	Snohomish
Alcuin School Christine Williams 216 W Boston Seattle WA 98119-2641 206.286.0771	P-1	8	2	0	King
Alfajer School Initial Balasim Abdelaziz 8430 Rainier Ave S (Mail: 3809 30 th Ave W Seattle 98199-4655) Seattle WA 98199-7706 206.747.9036	K-12	0	80	0	King

Private Schools for Approval

2016–17

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
All Saints Catholic School Kathy Hicks 3510 E 18 th Ave Spokane WA 99223-3813 509.534.1098	P-8	58	360	0	Spokane
All Saints School (8128) Amy Orm 504 2 nd St SW Puyallup WA 98371-5801 253.845.5025	P-8	20	190	0	Pierce
All Saints School (8496) Amy Orm 2323 54 th Ave E Fife WA 98424-1918 253.922.5360	P-2	40	130	0	Pierce
Annie Wright Schools Christian Sullivan 827 Tacoma Ave N Tacoma WA 98403-2899 253.272.2216	P-12	16	477	0	Pierce
Arbor Schools Sean O'Brien 1107 228 th Ave SE Sammamish WA 98075-9509 425.392.3866	P-6	84	50	0	King
Archbishop Thomas J. Murphy High School Steve Schmutz 12911 39 th Ave SE Everett WA 98208-6159 425.379.6363	9-12	0	507	0	Snohomish
Arlington Christian Schools Russ Nuss 2425 200 th St NE (Mail: PO Box 3337 Arlington 98223) Arlington WA 98223 360.652.2988	P-12	5	100	0	Snohomish
Asia Pacific Language School Sharon Gao 2015 Richards Rd Bellevue WA 98005-3943 425.641.1703	P-1	35	16	0	King

Private Schools for Approval

2016–17

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Assumption Catholic School Bill Attebery 2116 Cornwall Ave Bellingham WA 98225-3699 360.733.6133	P-8	30	190	0	Whatcom
Assumption Grade School John Lesko 2066 E Alder St Walla Walla WA 99362-2699 509.525.9283	P-8	40	200	0	Walla Walla
Assumption School Timothy Romano 3618 W Indian Trail Rd Spokane WA 99208-4734 509.328.1115	P-8	45	145	0	Spokane
Assumption St. Bridget School Christina Vierra McGill 6220 32 nd Ave NE Seattle WA 98155-7233 206.524.7452	P-8	20	500	0	King
Auburn Adventist Academy John Soule 5000 Auburn Way S Auburn WA 98002-7204 253.939.5000	9-12	0	240	0	King
Baker View Christian School MaryAnn Barrett 5353 Waschke Rd Bellingham WA 98226-9612 360.384.8155	P-8	5	25	0	Whatcom
Bellevue Children's Academy Yuka Shimizu 14600 NE 24 th St Bellevue WA 98007-3723 425.556.0791	K-1	0	250	100	King
Bellevue Children's Academy–2 nd Location Yuka Shimizu 14640 NE 24 th St Bellevue WA 98007-3723 425.556.0791	2-5	0	250	100	King

Private Schools for Approval

2016–17

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Bellevue Christian Mack Elementary Tim Krell 18250 168 th PI NE (Mail: 1601 98 th Ave NE Clyde Hill 98004-3400) Woodinville WA 98072-9616 425.485.1824	P-6	82	200	0	King
Bellevue Christian School Tim Krell 1601 98 th Ave NE Clyde Hill 98004-3400 425.454.4402	7-12	0	552	0	King
Bellevue Montessori School Christine Hoffman 2411 112 th Ave NE Bellevue WA 98004-2048 425.454.7439	P-6	150	65	0	King
Bellingham Christian School Shawn Cunningham 1600 E Sunset Dr Bellingham WA 98226-5631 360.733.7303	P-8	30	180	0	Whatcom
Bel-Red Bilingual Academy Sue Tang 15061 Bel-Red Rd Bellevue WA 98007-4211 425.283.0717	P-3	41	52	0	King
Bertschi School Brigitte Bertschi 2227 10 th Ave E Seattle WA 98102-4177 206.324.5476	P-5	18	222	0	King
Bethany Lutheran Elementary School Shu-Ting Lai 151 Tremont St W Port Orchard WA 98366-3737 360.876.1300	P-8	40	75	0	Kitsap
Bethlehem Christian School Kelly Stadum 7215 51 st Ave NE Marysville WA 98270-4033 360.653.2882	P-2	132	25	0	Snohomish

Private Schools for Approval

2016–17

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Bethlehem Lutheran School Eric Haan 2505 W 27 th Ave Kennewick WA 99337-2911 509.582.5624	P-8	64	180	0	Benton
Big Brains Education David Zook 435 108 th Ave NE Bellevue WA 98004-5536 425.653.1222	1-12	0	8	0	King
Big Leaf Montessori School Alicia Jackson 1428 22 nd Ave Longview WA 98632-2828 360.200.8976	1-6	0	20	0	Cowlitz
Billings Middle School Ann-Evan Williams 7217 Woodlawn Ave NE Seattle WA 98115-5335 206.547.4614	6-8	0	90	0	King
Bishop Blanchet High School Sheila Kries 7217 Woodlawn Ave NE Seattle WA 98103-4599 206.527.7711	9-12	0	897	0	King
BK Academy—Initial Meera Shin 14224 Bel-Red Rd (Mail: 6236 122 nd Ave SE Bellevue 98006-4445) Bellevue WA 98007-3911 425.449.2060	P-5	10	2	0	King
BK Play Academy for Gifted Children Ben Kwak 14224 Bel-Red Rd (Mail: 6236 122 nd Ave SE Bellevue 98006-4445) Bellevue WA 98007-3911 425.633.2477	P-5	12	8	0	King
Blossoming Hill Montessori School Teresa Marie Falavigna 23855 SE 216 th St Maple Valley WA 98038-8402 425.276.5649	P-66	35	37	0	King

Private Schools for Approval

2016–17

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Bonney Lake Christian Academy Susan Kobes 8201 Locust Ave E Bonney Lake WA 98391-8548 253.507.0235	P-7	1	10	0	Pierce
Bright Water School Jayasri Ghosh 1501 Tenth Ave E Suite 100 Seattle WA 98102-4256 206.624.6176	P-8	11	174	0	King
Brightmont Academy–Bellevue Campus Glen Lutz/Sheila Harrison 7345 164 th Ave NE (Mail: 1215 Fourth Ave Suite 1500 Seattle 98161-1001) Redmond WA	6-12	0	18	0	King
Brightmont Academy–Sammamish Campus Glen Lutz/Brian Combes 4570 Klahanie Dr SE Suite 401 (Mail: 1215 Fourth Ave Suite 1500 Seattle 98161-1001) Issaquah WA 98029-5812 425.836.1600	6-12	0	13	0	King
Brightmont Academy–Seattle Campus Glen Lutz/Marcia Rodes 9750 Third Ave NE Suite 102 (Mail: 1215 Fourth Ave Suite 1500 Seattle 98161-1001) Seattle WA 98115-2022 206.284.2300	6-12	0	10	0	King
Brighton School David Locke 21705 58 th Ave W Mountlake Terrace WA 98043-3127 425.640.7067	P{-8	90	260	0	Snohomish
Brock's Academy Dr. Melodee Loshbaugh 17636 140 th Ave Woodinville WA 98072-6977 425.483.1353	K-12	0	12	2	King

Private Schools for Approval

2016–17

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Brooklake Christian School Nathan Golden 629 S 356 th St Federal Way WA 98003-8651 253.517.8247	P-5	50	95	0	King
Buena Vista SDA School Ronald Trautwein 3320 Academy Dr SE Auburn WA 98092-7341 253.833.0718	K-8	0	210	0	King
Burley Christian School Dennis Myers 14687 Olympic Dr SE (Mail: PO Box 729 Burley 98322-0729) Port Orchard WA 98367-8918 253.851.8619	P-12	6	86	0	Kitsap
Calvary Chapel Christian School Karen Conway 16409 E Broadway Ave Spokane WA 99037-9542 509.921.9460	P-8	15	24	0	Spokane
Calvary Christian School Bobi Whinery 10611 W Clearwater Ave Kennewick WA 99336-8621 509.735.1002	P-12	40	100	20	Benton
Camas Christian Academy Cindie Boyles 717 SE Everett Rd Camas WA 98607-7164 360.835.0558	P-8	75	85	0	Clark
Can Learn Christian Academy Carli Robinson 12611 N Wilson St (Mail: PO Box 9233 Spokane 98208-9233) Mead WA 99021 509.362.3418	P-12	1	12	0	Spokane
Capital Montessori School Merissa White 720 Lilly Rd SE Olympia WA 98501-2115 360.438.3639	P-8	1	12	0	Thurston

Private Schools for Approval

2016–17

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Carden Country School Christopher Harvey 6974 Island Center Rd NE (Mail: PO Box 10160 Bainbridge Island 98110-1618) Bainbridge Island WA 98110-1618 206.842.2721	K-8	0	45	0	Kitsap
Cascade Christian Academy Stephani Gates 600 N Western Ave Wenatchee WA 98801-1204 509.662.273	K-12	0	148	0	Chelan
Cascade Christian Junior High and Senior High Dr. Ken Friesen 811 21 st St SE Puyallup WA 98372-4760 253.445.9706	7-12	0	420	0	Pierce
Cascade Christian Schools— Fredrickson Elementary Tina DeVries 3425 176 th St E Tacoma WA 98446-1209 253.537.9339	P-6	75	135	0	Pierce
Cascade Christian Schools— McAlder Elementary Joyce Blum 15502 96 th St E Puyallup WA 98372-4439 253.841.1776	P-6	30	85	0	Pierce
Cascade Christian Schools— Puyallup Elementary Terry Broberg 601 9 th Ave SE Suite B Puyallup WA 98372-3832 253.841.1776	K-6	0	325	0	Pierce
Cascades Montessori Middle School Michael McCune 2710 Mckenzie Ave Bellingham WA 98225-6940 360.3306.8723	8-7	0	34	0	Whatcom

Private Schools for Approval

2016–17

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Cascadia Montessori School Marilyn Franklin 4239 162 nd Ave NE Redmond WA 98052-5469 425.881.2885	K-4	0	70	0	King
Cascadia School Danielle Bengé 10606 NE 14 th St Vancouver WA 98664-4304 360.944.8096	1-8	0	68	0	Clark
Cataldo School Dr. Mark Selle 455 W 18 th Ave Spokane WA 99203-2099 509.624.8759	P-8	60	340	0	Spokane
Cedar Crest Academy Alan Lee 2125 112 th Ave NE Bellevue WA 98004-2948 425.454.1234	K-5	0	148	0	King
Cedar Park Christian School—Bellevue Dr. Clint Behrends 625 140 th Ave NE Bellevue WA 98005-3498 425.746.3258	P-6	30	45	0	King
Cedar Park Christian School—Lynnwood Dr. Clint Behrends 17931 64 th Ave W Lynnwood WA 98037-7106 425.742.9518	P-6	50	140	0	Snohomish
Cedar Park Christian School—Mill Creek Campus Garron Smith 13000 21 st Dr SE (Mail: PMB 641 13300 Bothell-Everett HWY Mill Creek WA 98012-5312) Everett WA 98208-7103 425.337.6992	P-8	40	165	0	Snohomish

Private Schools for Approval

2016–17

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Cedar Park Christian School—Mountlake Terrace Campus Al Carpenter 23607 54 th Ave W Mountlake Terrace WA 98043-5238 425.774.7773	7-12	0	115	0	Snohomish
Cedar Park Christian Schools Dr. Clinton Behrends 16300 112 th Ave NE Bothell WA 98011-1535 425.488.9778	P-12	65	1000	55	King
Cedar River Montessori School Charis Sharp 15828 SE Jones Rd Renton WA 98058-8141 425.271.9614	P-9	45	80	0	King
Cedar Tree Classical Christian School Tom Bradshaw 20601 NE 29 th Ave Ridgefield WA 98642-8675 360.887.0190	K-12	0	180	0	Clark
Cedar Tree Montessori Kim Feerer 2114 Broadway Ave Bellingham WA 9225-3308 360.714.1762	P-6	20	47	0	Whatcom
Cedarbrook Adventist Christian School Gregory Reseck 461 Kennedy Rd Port Hadlock WA 98339-9719 360.385.4610	1-8	0	15	0	Jefferson
Centralia Christian School Ann Stout 1315 S Tower Ave (Mail: PO Box 1209 Centralia 98531-0726) Centralia WA 98531-2340 360.736.7657	P-8	15	110	0	Lewis
Charles Wright Academy Robert Camner 7723 Chambers Creek Rd W University Place WA 98467-2099 253.620.8311	P-12	16	638	0	Pierce

Private Schools for Approval

2016–17

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Chestnut Hill Academy South Campus Holly Senaga 13633 SE 26 th St Bellevue WA 98005-4209 425.372.2800	K-5	0	300	0	King
Child Development Program—WSU Cheryl Johnson 14204 NE Salmon Creek Ave Vancouver WA 98686-9600 360.546.9713	P-1	50	18	18	Clark
Child School-New Heights School at Children’s Institute for Learning Differences Dominic Jimenez 2640 Benson Rd S Renton WA 98055-5106 206.232.8680	K-12	0	44	0	King
Childrens Garden Montessori School Jennie Fulton 2440 Garlick Blvd Richland WA 99354-1786 509.375.1638	1-2	0	23	0	Benton
Christ the King Lutheran School Chris Hintz 8065 Chico Way NW Bremerton WA 98312.1049 360.692.8799	P-8	25	60	0	Kitsap
Christ the King School (8003) Christy Rasmussen 1122 Long Ave Richland WA 99354-3315 509.946.6158	P-8	36	404	0	Franklin
Christ the King (8031) Joanne Cecchini 415 N 117 th St Seattle WA 98133-8309 206.859.5111	P-8	25	185	0	King
Christian Faith School Debbie Schindler 33645 20 th Ave S Federal Way WA 98003-7743 253.943.2500	P-12	50	275	20	King

Private Schools for Approval

2016–17

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Christian Heritage School Brad Cain 48009 Ida Ave E Edwall WA 99008-8502 509.236.2224	K-12	0	75	0	Lincoln
Christian Worship Center Elementary Judy Wangemann 204 Cheyne Rd (Mail: PO Box 747 Zillah 98953-0747) Zillah WA 98953-9764 509.829.6965	P-12	20	40	0	Yakima
Chrysalis School (8766) Karen Fogle 15900 Woodinville-Redmond Rd (Mail: 14241 NE Woodinville-Duvall Rd #243 Woodinville 98072-8564) Woodinville WA 98072-4541 425.481.2228	8-12	0	160	5	King
Chrysalis School (8897) Karen Fogle 17005 140 th Ave NE (Mail: 14241 NE Woodinville-Duvall Rd #243 Woodinville 98072-8564) Woodinville WA 98072-6902 425.481.2228	K-7	0	60	5	King
Columbia Adventist Academy Jeff Jackson 11100 NE 189 th St Battle Ground WA 98004-9496 360.687.3161	9-12	0	95	0	Clark
Colville Valley Junior Academy June Graham 139 E Cedar Lp Colville WA 99114-9237 509.684.6830q	1-9	0	20	0	Stevens
Community Montessori School CathyRaye Hyland 1407 South I St Tacoma WA 984405-5026 253.627.7554	P-8	12	13	0	Pierce

Private Schools for Approval

2016–17

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Concordia Lutheran School (8032) Lisa Meyer 7040 36 th Ave NE Seattle WA 98115-5966 206.525.7407	P-8	60	40	0	King
Concordia Lutheran School (8134) M. Allen Hagen 202 E 56 th St Tacoma WA 98404-1298 253.475.9513	P-8	10	150	0	Pierce
Cornerstone Academy Michelle Jones 16910 161 st Ave SE Snohomish WA 98290-6615 425.892.3030	P-12	24	50	5	Snohomish
Cornerstone Christian Academy (8868) David Kistler 4224 E 4 th Ave Spokane WA 99202-5026 509.835.1235	K-8	0	35	0	Spokane
Cornerstone Christian Academy (8683) Bill Gibbons 7708 NE 78 th St Vancouver WA 98662-3632 360.256.9715	P-8	180	300	0	Clark
Cornerstone Christian School (8587) Darryn Kleyn 8872 Northwood Rd Lynden WA 98264-9363 360.318.0663	1-12	0	121	0	Whatcom
Cornerstone Christian School (8966) Tricia Davis 13630 100 th Ave NE Building 2 Kirkland WA 98034-5200 425.823.2211	P-3	16	110	0	King
Countryside Montessori School Teresa Smith 13630 100 th Ave NE Building 2 Kirkland WA 98034-5200 425.823.2211	P-3	38	20	0	King

Private Schools for Approval

2016–17

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Covenant Christian School Fred Hanko 9088 Northwood Rd Lynden WA 989264-9389 360.354.5436	K-8	0	30	0	Whatcom
Covenant High School Richard Hannula 620 S Shirley St Tacoma WA 98465-2531 253.759.9570	9-12	0	110	0	Pierce
Crosspoint Christian School Nicholas Sweeney 4012 Chico Way NW Bremerton WA 98312-1334 360.377.7700	K-12	0	330	0	Kitsap
Cypress Adventist School Dea Bienhoff 21500 Cypress Way Suite A Lynnwood WA 98036-7999 425.775.3578	P-8	5	40	0	Snohomish
Dartmoor School–Bellevue Campus Andrew Wahl/Kimm Conroy 13401 Bell-Red Rd (Mail: 2340 130 th Ave NE Suite 110 Bellevue 98005-1763) Bellevue WA 98005-2322 425.885.1123	1-12	0	30	0	King
Dartmoor School–Issaquah Campus Andrew Wahl/Kimm Conroy 13401 Bell-Red Rd (Mail: 2340 130 th Ave NE Suite 110 Bellevue 98005-1763) Bellevue WA 98005-2322 425.885.1123	1-12	0	30	0	King
Dartmoor School–Seattle Campus Andrew Wahl/Kimm Conroy 13401 Bell-Red Rd (Mail: 2340 130 th Ave NE Ste 110 Bellevue 98005-1763) Bellevue WA 98005-2322 425.885.1123	1-12	0	30	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Dartmoor School–Bothell Campus Andrew Wahl/Kimm Conroy 13401 Bell-Red Rd (Mail: 2340 130 th Ave NE Suite 110 Bellevue 98005-1763) Bellevue WA 98005-2322 425.885.1123	1-12	0	30	0	King
Deep Creek Hutterian School Jason Everman 3610 North Wood Rd Reardan WA 99029-9619 509.863.5908	K-12	0	26	0	Lincoln
Der Kinderhuis Montessori School Kari Sanders 900 SE Dock St Oak Harbor WA 98277-4063 360.675.4165	P-5	75	25	0	Island
Derech Emunah dba Seattle Jewish Girls High School Rabbi Shaul Engelsberg 5142 S Holly St Seattle WA 98118 888.944.1043/206.790.1475	9-12	0	20	0	King
DeSales Catholic School Lynne Kuntz 919 E Sumach Walla Walla WA 99362-1349 509.525.3030	9-12	0	100	0	Walla Walla
Discovery Depot Montessori School Constance Falconer 7333 Tracyton Blvd Bremerton WA 98311-9036 360.337.1400	P-3	45	25	0	Kitsap
Discovery Montessori School Starla Franks 1026 Sidney Ave #160 Port Orchard WA 98366-9036 360.337-5745	P-8	45	30	0	Kitsap

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Dolan Academy & Learning Center Janet Dolan 18500 156 th Ave NE Suite 204 Woodinville WA 98072-4459 425.488.3587	P-12	1	5	0	King
Eagle View Christian School Barbara Ballou 13036 Morris Rd SE Yelm WA 98597-9211 3660.458.3090	P-12	20	115	0	Thurston
Eastside Academy Toni Esparza 1717 Bellevue Way NE Bellevue WA 98804-2853 425.452.9920	9-12	0	45	0	King
Eastside Catholic School John T. Kennedy 232 228 th Ave SE Sammamish WA 98074-7207 425.295.3000	6-12	0	920	0	King
Eastside Christian School Mark Migliore 14615 SE 22 nd St Bellevue WA 98007-6242 425.641.5570	P-8	83	233	0	King
Eastside Preparatory School Terry Macaluso, PhD 10613 NE 38 th Place Kirkland WA 98033-7927 425.822.5668	5-12	0	390	0	King
Eaton Arrowsmith Academy Chris Wherity 17946 65 th St Redmond WA 98052-4963 604.264.8327	1-12	0	40	0	King
Ebenezer Christian School Jim Buss 9390 Guide Meridian Rd Lynden WA 98264-9798 360.354.2632	P-8	12	140	0	Whatcom

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Ellensburg Christian School Tammie Lentz 407 S Anderson St (Mail: PO Box 426 Ellensburg 98926-0426) Ellensburg WA 98926-3805 509.925.2411	K-8	0	90	0	Kittitas
Emerald City School Jeremy Turner 520 Denny Way Seattle WA 98109-5003 206.209.0950	1-9	0	20	0	King
Emerald Heights Academy Kim Bentler 3850 156 th Ave SE (Mail: 1420 NW Gilman Blvd PMB #2144 Issaquah 98027 Bellevue WA 98006-1760 425.643.1671	P-8	2	35	0	King
Epiphany School Matt Neely 3611 E Denny Way Seattle WA 98122-3423 206.323.9011	P-5	28	212	0	King
Eton School Dr. Russell Smith 2701 Bel-Red Rd Bellevue WA 98008-2253 425.881.4230	P-8	120	160	0	King
Everett Christian School Joel Alberts 2221 Cedar St Everett WA 98201-2599 425.259.3213	P-8	20	64	10	Snohomish
Evergreen Academy Michelle Coster 16017 118 th PI NE Bothell WA 98011-4151 425.488.8000	K-6	0	140	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Evergreen Academy of Arts & Sciences Mary Ann White, Board President 506 S Washington Ave Centralia WA 98531-2622 360.330.1833	P-6	12	15	0	Lewis
Evergreen Christian School Cyndi Pollard 1010 Black Lake Blvd SW Olympia WA 98502-5723 360.357.5590	P-8	120	300	0	Thurston
Evergreen Lutheran High School Theodore Klug 7306 Waller Road E Tacoma WA 98443-1105 253.946.4488	9-12	0	90	0	Pierce
Evergreen School Veronica Codrington-Cazeau 15201 Meridian Ave N Shoreline WA 98133-6331 206.957.1525	P-8	42	427	0	King
Explorer West Middle School Evan Hundley 10015 28 th Ave SW Seattle WA 98146-3708 206.935.0495	6-8	0	100	0	King
Fairview Christian School Sharilee West 844 NE 78 th St Seattle WA 98115-4202 206.526.0762	P-8	100	50	0	King
Faith Lutheran School (8135) Paul Leifer 113 S 96 th St Tacoma WA 98444-6502 253.537.2696	P-8	20	90	0	Pierce
Faith Lutheran School (8482) Laura White 7075 Pacific Ave SE Lacey WA 98503-1473 360.491.1733	P-8	90	110	0	Thurston

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Faith Lutheran School of Redmond Carol Wright 9041 166 th Ave NE Redmond WA 98052-3709 425.885.1810	P-3	60	15	0	King
Family Academy/Academy NW Candice Childs 14629 20 th Ave SW (Mail: PO Box 66839 Seattle 98166-0839) Seattle WA 98166-3709 206.246.9227	K-12	0	5	200	King
Family House Academy Lisa Mustion 1220 Carroll Rd (Mail: PO Box 511 Kelso 98626-0044) Kelso WA 98626-9467 360.425.7481	K-8	0	40	0	Cowlitz
Firm Foundation Christian School Julie Olson 1919 SW 25 th Ave Battle Ground WA 98604-3137 360.687.8382	P-12	33	338	0	Clark
First Fruits Academy Eric Sobotta 1111 Fish Hook Park Dr Prescott WA 99348-9618 509.749.2138	K-12	0	30	0	Walla Walla
First Place Scholars School Elizabeth Shields 172 20 th Ave (Mail: PO Box 22536 Seattle 98122-0536) Seattle WA 98122-5862 206.323.6715	K-5	0	80	0	King
First Presbyterian Christian School Tracy Blue 318 S Cedar Spokane WA 99201-7030 509.747.9192	P-5	120	65	0	Spokane

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
First Presbyterian Church School Matthew Shuts 20 Tacoma Ave S Tacoma WA 98402-2697 253.272.7145	P-5	200	90	0	Pierce
Foothills Christian School Mark Collins 730 N 16 th St (Mail: PO Box 2537 Mt. Vernon 98273-2537) Mt. Vernon WA 98273-3429 360.420.9749	P-8	8	80	0	Skagit
Forest Park Adventist School Cynthia Miller 4120 Federal Ave Everett WA 98203-2117 425.258.6911	K-8	0	40	0	Snohomish
Forest Ridge School of Sacred Heart Mark Pierotti 4800 139 th Ave SE Bellevue WA 98006-3015 425.641.0700	5-12	0	316	0	King
Freedom Academy Leonard Edlund 12527 200 th St E (Mail: 18710 Meridian E #115 Puyallup 98375-2231) Graham WA 98338 253.365.3397	K-12	0	1	0	Pierce
French Immersion School of Washington Veronique Dessaud 4211 W Lake Sammamish Parkway SE Bellevue WA 98008-5936 425.653.3970	P-5	65	130	0	King
French-Am School of Puget Sound Eric Thuau 3795 E Mercer Way Mercer Island WA 98040-3849 206.275.3533	P-8	70	355	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Gateway Christian Schools Nick Sweeney 705 NE Lincoln Rd (Mail: 18901 8 th Ave NE Poulsbo 98370-7349) Poulsbo WA 98370-7512 360.779.9189	K-5	0	100	0	Kitsap
Giddens School Morva McDonald 620 20 th Ave S Seattle WA 98144-2209 206.324.4847	P-5	15	151	0	King
Gig Harbor Academy Paul Raschke 6820 32 nd St NW Gig Harbor WA 98335-6417 253.265.2150	P-5	45	60	0	Pierce
Glendale Lutheran School Lisa Monto 13455 2 nd Ave SW Burien WA 98146-3320 206.244.6085	P-8	24	50	0	King
Gonzaga Preparatory School Cindy Reopelle 1224 E Euclid Ave Spokane WA 99207-2899 509.483.8511	9-12	0	880	0	Spokane
Gospel Outreach David Hill 1925 South Bay Rd Olympia WA 98506-3532 360.786.0070	1-12	0	48	48	Thurston
Grace Academy Timothy J. Lugg 8521 67 th Ave NE Marysville WA 98270-7855 360.659.8517	P-12	15	285	0	Snohomish
Grace Christian Academy Sarah Van Slyke 35 N Clark Ave (Mail: PO Box 88 Republic 99166-0088) Republic WA 99166 509.994.1458	P-12	2	27	0	Ferry

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Grace Lutheran School Rebecca Hussman 1207 S 7 th Ave Yakima WA 98902-5567 509.457.6611	P-8	40	30	0	Yakima
Grandview Adventist Junior Academy Richard Peterson 106 N Elm St Grandview WA 98930-1009 509.882.3717	K-8	0	24	0	Yakima
Grays Harbor Adventist Christian School Adria Hay 1216 State Route 12 Montesano WA 98563-9621 360.249.1115	K-8	0	17	0	Grays Harbor
Green River Montessori School Diana Holz 922 12 th St NE Auburn WA 98002-4246 253.833.7010	P-12	65	30	0	King
Guardian Angel St. Boniface School Lori Becker 306 Steptoe St (Mail: PO Box 48 Colton 99113-0048) Colton WA 99113 509.529.3579	K-8	0	34	0	Whitman
Hamlin Robinson School Joan Beauregard 1700 E Union St Seattle WA 98122-4140 206.763.1167	P-9	0	242	0	King
Harbor Christian Schools Bonnie Mudge 6509 38 th Ave NW Gig Harbor WA 98335-8301 253.857.6242	P-12	6	25	0	Pierce
Harbor Montessori School Aimee Allen 5414 Comte Dr Gig Harbor WA 98335-7424 253.851.5722	P-8	40	65	0	Pierce

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Harbor School Norine Martinsen 15920 Vashon Hwy SW (Mail: PO Box 1912 Vashon Island 98070-1912) Vashon Island WA 98070 206.567.5955	K-8	0	99	0	King
Her Academy Initial Lynn Coleman 2200 Rainier Ave S Suite 201 (Mail: 8309 5 th Ave NE Suite B-1 Seattle 98115-4183) Seattle WA 98144-4642 206.417.9904	6-8	0	8	0	King
Heritage Christian Academy Brenda Chadwick 19527 104 th Ave NE Bothell WA 98011-2401 425.485.2585	P-9	180	180	0	King
Heritage Christian School Ian Scott 5412 67 th Ave W University Place WA 98467-2246 253.564.6276	P-12	16	165	0	Pierce
Hillside Academy Kimberly Gilbreath 26423 NE Allen St Duvall WA 98019-8612 425.844.8608	P-8	68	65	0	King
Hillside Student Community School Kael Sherrard 5027 159 th PI SE Bellevue WA 98006-3636 425.747.6448	5-12	0	45	0	King
Holy Family Bilingual Catholic School Kris Brown 9615 20 th Ave SW Seattle WA 98106-2786 206.767.6640	P-8	10	110	120	King
Holy Family Parish School Jackie Degel 7300 120 th Ave NE Kirkland WA 98033-81221 425.827.0444	P-8	35	250	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Holy Family School (8000) Sharon Shelley-Ray 1002 Chestnut St Clarkston WA 99403-2595 509.758.6621	P-6	30	100	0	Asotin
Holy Family School (8098) Michele Corey 505 17 th St SE Auburn WA 98002-6895 253.833.8688	P-8	18	127	0	King
Holy Family School (8340) Lori Ordone 2606 Carpenter Rd SE (Mail: PO Box 3700 Lacey 98509-3700) Lacey WA 98503-3999 360.491.7060	P-8	22	70	0	Thurston
Holy Innocents School of Northwest Dennis Cantwell 2530 S 298thj St Federal Way WA 98003-4219 253.839.0788	k-12	0	25	0	King
Holy Names Academy Elizabeth Swift 728 21 st Ave E Seattle WA 98112-4058 206.323.4272	9-12	0	692	0	King
Holy Rosary Elementary School George Hofbauer 4142 42 nd Ave SW Seattle WA 98116-4202 206.937-7255	P-8	33	450	0	King
Holy Rosary—Edmonds Sue Venable 770 Aloha St (Mail: PO Box 206 Edmonds 98020-0206) Edmonds WA 98020-3019 425.778.3197	P-8	31	243	0	Snohomish
Holy Trinity Lutheran School Jason Kelley 2021 S 260 th St Des Moines WA 98198-9025 253.839.6516	P-8	36	115	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Home Port Learning Center Ralph Smallwood 707 Astor St Bellingham WA 98225-4048 360.715.8860	8-12	0	20	0	Whatcom
Hope Academy Mohamed Moalim 9421 18 th Ave SW Seattle WA 98106-2717 206.438.1778	K-8	0	90	0	King
Hope Lutheran School Kristen Okabayashi 4456 42 nd Ave SW Seattle WA 98116-4223 206.935.8500	P-8	53	180	0	King
Horizon School Leah Jones 1512 NW 195 th St Shoreline WA 98177-2820 206.546.0133	P-1	45	14	0	King
Hosanna Christian School Sue Bishoprick 4120 NE St. Jones Rd Vancouver WA 98661-3226 360.906.0941	P-11	19	86	0	Clark
HRRS–Juan Diego Academy Katie Dempsey 504 S 30 th St Tacoma WA 98402-1104 253.272.7012	P-8	50	150	0	Pierce
Hyla Middle School Vicki Jenkins 7861 Bucklin Hill Rd NE Bainbridge Island WA 98110-2603 206.842.5988	6-8	0	90	0	Kitsap
Imagination School of Education Fralisa McFall 14824 C Street S Tacoma WA 98444-4500 253.535.2522	P-10	4	20	0	Pierce

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Immaculate Conception Regional School Gwen Rodrigues 1321 E Division St Mount Vernon WA 98274-4132 360.428.3912	P-8	30	202	0	Skagit
Immaculate Conception/Our Lady of Perpetual Help Kimberlie Kilroy 2408 Hoyt Ave Everett WA 98201-2906 425.349.7777	P-8	29	221	40	Snohomish
Island Christian Academy Brenda Chittim 5373 S Maxwelton Rd (Mail: PO Box 1048 Langley 98260) Langley WA 98260-9521 360.221.0919	P-12	8	72	0	Island
Jefferson Community School Rita Hemsley 280 Quincy St Port Townsend WA 98368-5782 360.385.0622	7-12	0	40	0	Jefferson
Jewish Day School Hamutal Gavish 15729 NE 4 th St Bellevue WA 98008-4317 4285.460.0200	P-8	33	132	0	King
John F. Kennedy Catholic High School Nancy Bradish 140 S 140 th St Burien WA 98168-3427 206.246.0500	9-12	0	840	0	King
Johnson Christian School Roxana Wood 661 Hwy 395 S Colville WA 991148621 509.684.8631	P-12	10	45	5	Stevens
Journey Christian School Joel Bennett 96 Garden St Kelso WA 98626-1969 360.423.9250	P-8	3	40	0	Cowlitz

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Joyful Scholars Montessori Elementary Initial Cara Hockenmiller 12 N Chelan St (Mail: 1416 S Hills Dr Wenatchee 98801-3218) Wenatchee WA 98801-2220 509.699.8286	K-8	0	40	0	Chelan
Jubilee Leadership Academy Rick Griffin 29 Jubilee Circle Prescott WA 99348-8607 509.749.2103	8-12	0	50	0	Walla Walla
Kapka Cooperative School Jenifer Mahan 510 N 49 th St Seattle WA 98103-6420 206.522.0350	K-5	0	58	0	King
Kids Unlimited DBA Tree Hill Learning Center Dana Schnell 3400 SE 196 th Ave Camas WA 98607-8816 360.833.1230	P-1	25	15	0	Clark
Kings Schools Eric Rasmussen 19303 Fremont Ave N Seattle WA 98133-3800 206.546.7211	P-12	102	1132	0	King
King's Way Christian School Jeff Waldbauer 3300 NE 78 th St Vancouver WA 98665-0656 360.574.1613	K-12	0	750	0	Clark
Kingspoint Christian School Georgia Perkins 7900 W Court St Pasco WA 99301-1771 509.547.6498	P-12	12	95	0	Franklin
Kirkland SDA School Ron Jacaban 5320 108 th Ave NE Kirkland WA 98033-7517 425.822.7554	K-8	0	105	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Kitsap Adventist Christian School Becky Rae 5088 NW Taylor Rd Bremerton WA 98312-8803 360.377.4542	K-8	0	21	0	Kitsap
Kitsap Christian Academy Donna McGaughey 1780 SE Lincoln Ave Port Orchard WA 98366-3054 360.876.5595	P-12	15	10	0	Kitsap
La Salle High School Ted Kanelopoulos 3000 Lightning Way Union Gap WA 98903-2213 509.225.2900	9-12	0	245	0	Yakima
Lake Washington Girls Middle School Patricia Hearn 810 18 th Ave Seattle WA 98122-4747 206.709.3800	6-8	0	106	0	King
Lakewood Lutheran School Christina Murray 10202 112 th St SW Lakewood WA 98498-1699 253.584.6024	P-4	24	18	0	Pierce
Laurel Academy Sharon West 12700 35 th Ave NE Seattle WA 98125-4508 206.522.5992	P-6	46	16	0	King
Leadership Preparatory Academy Maureen O'Shaughnessy 408 4 th Ave S (Mail: 5116 150 th PI SW Edmonds 98026-4431) Kirkland WA 98033-6612 425.786.3006	6-12	0	30	0	King
Les Lilas French Bilingual Community School Initial Virginia Harroch 6601 132 nd Ave NE (Mail: 11935 SE 76 th St Newcastle 98056-1777) Kirkland WA 98033-8627	P-2	20	10	10	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
425.985.1763					
Lewis County Adventist School Karen Carlton 2102 Scheuber Rd S (Mail: PO Box 1203 Chehalis 98562-1203) Chehalis WA 985332-9635 360.748.3213	P-10	10	70	0	Lewis
Liberty Christian School (8418) Robin Keala Hoe 3172 Peppers Bridge Rd Walla Walla WA 99362-7005 509.525.5082	P-8	10	80	0	Walla Walla
Liberty Christian School (8564) Karen Bjur 2200 Williams Blvd Richland WA 99352-3077 509.946.0602	K-12	0	400	0	Benton
Life Christian Academy Ross Hjelseth 1717 S Union Tacoma WA 98405-1997 253.756.2462	P-12	100	500	0	Pierce
Light of Faith Christian Academy Claudia Zimmerer 18008 Bothell-Everett Hwy #H Bothell WA 98012-6842 425.412.4192	P-12	20	25	0	King
Lighthouse Christian School Stephen Roddy 3008 36 th St NW Gig Harbor WA 98335-8256 2353.858.5962	K-8	0	385	0	Pierce
Little Oak Montessori School Naomi Bull 1054 SE Oak St (Mail: PO Box 530 White Salmon 98672-0530) White Salmon WA 98672 509.281.1721	P-1	14	17	0	Kittitas

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Little Oak Montessori School—2 nd Location Naomi Bull 871 NE Estes (Mail: PO Box 530 White Salmon 98672-0530) White Salmon WA 98672-0428 509.281.1721	2-6	0	26	0	Kittitas
Living Montessori Academy Afrose Amlani 2445 140 th Ave NE Bellevue WA 98005-1879 425.373.5437	P-6	75	35	0	King
Lynden Christian Schools Paul Bootsma 417 Lyncs Dr Lynden WA 98264-1649 360.318.9525	P-12	124	1136	0	Whatcom
Lynden Christian Schools–Evergreen Campus Glen Hendricks/Paul Bootsma 567 E Kellogg Rd Bellingham WA 98226-8181 360.738.8248	P-8	54	132	0	Whatcom
Madrona School Marguerite Goss 219 Madison Ave NE (Mail: PO Box 11371 Bainbridge Island 98110) Bainbridge Island WA 98110-2503 206.855.8041	P-8	20	136	0	Kitsap
Makkah Islamic School Aishah Bomani 3613 S Juneau St Seattle WA 98118-2600 206.402.3964	K-8	0	145	0	King
Marlin Hutterite School Jilleen Rowley 1700 S Beaumont (Mail: 21344 Rd 18 NE Marlin 98832) Moses Lake 98837-5313 509.345.2390	K-12	0	1	0	Grant

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Mason Country Christian School Dr. Carol Holum 470 E Eagle Ridge Dr Shelton WA 98584-7897 360.426.7616	P-9	35	80	0	Mason
Matheia School Allison Soules 2205 NW 67 th St Seattle WA 98117-5737 206.283.1828	K-5	0	50	0	King
Mayflower Christian School Debbie Cernick 300 N 2 nd (Mail: PO Box 741 Cle Elum WA 98922-0741) Roslyn WA 98941 509.674.5022	P-8	10	10	0	Kittitas
Meadowglade SDA School Ricardo Peinado 18717 NE 109 th Ave Battle Ground WA 98604-6115 360.687.5121	K-8	0	277	0	Clark
Medina Academy Robert Mond 16242 Northrup Way Bellevue WA 98008-2545 425.497.8848	P-8	69	226	0	King
Meridian School Jack Shea 4629 Sunnyside Ave N Suite 242 Seattle WA 98103-6955 206.632.7154	K-5	0	194	0	King
Methow Valley Community School Crystal Bacon 201 S Methow Valley Hwy Twisp WA 98856 509.996.4447	K-6	0	15	0	Okanogan
Mid-Columbia Christian School Steve Gallop 1212 Pine St (Mail: PO Box 713 Othello 99344-0713) Othello WA 99344-1237 509.488.2554	P-8	10	10	0	Adams

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Mission Creek Christian Education Center Mary Nell Ellingsen 51 Harold Young Rd (Mail: PO Box 1066 South Bend 98586-1066) South Bend WA 98586 360.875.6052	6-12	0	15	0	Pacific
MMSC Day School Chaya Elishevitz 8420 Dayton Ave N Seattle WA 98103-4249 206.523.9766	P-8	17	52	0	King
Monarch Academy Dale Mayberry 1465 Poplar St (Mail: 1102 Chestnut St Clarkston 99403-2527) Clarkston WA 99403-2347 509.552.1315	P-6	15	30	0	Asotin
Monroe Christian School Elaine Obbink 1009 W Main St Monroe WA 98272-2017 360.794.8200	P-8	25	135	0	Snohomish
Montessori Academy at Spring Valley Gulsevinn Kayihan 36605 Pacific Hwy S Federal Way WA 98003-7499 253.874.0563	P-8	30	50	0	King
Montessori at Samish Woods Jessica Tupper 1027 Samish Way Bellingham WA 98229-3103 360.650.9465	P-6	31	68	0	Whatcom
Montessori Children's House Jennifer Wheelhouse 5003 218 th Ave NE Redmond WA 98053-2429 425.868.7805	P-6	85	58	0	King
Montessori Country School Meghan Kane Skotheim 10994 Arrow Point Dr Bainbridge Island WA 98110-1410 206.842.4966	P-6	78	46	0	Kitsap

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Montessori School of Yakima Laura Lai 511 N 44 th Ave Yakima WA 98908-2608 509.966.0680	P-6	55	55	0	Yakima
Montessori Schools of Snohomish County Kathleen Gunnell 1804 Puget Dr Everett WA 98203-6600 425.355.1311	P-12	70	70	0	Snohomish
Morningside Academy Dr. Kent Johnson 901 Lenora St Seattle WA 98121-2714 206.709.9500	1-9	0	90	0	King
Moses Lake Christian Academy Stephanie Voigt 1475 Nelson Rd NE Moses Lake WA 98837-1400 509.765.9704	P-12	20	160	0	Grant
Mount Vernon Christian School Jeff Droog 820 W Blackburn Rd Mount Vernon WA 98273-9596 360.424.9157	P-12	18	275	0	Skagit
Mountain View Christian School Doug Allison 255 Medsker Rd Sequim WA 98382-8516 360.683.6170	K-8	0	25	0	Clallam
Mt. Rainier Lutheran High School Al Hagen 12108 Pacific Ave S Tacoma WA 98444-5125 253.284.4433	9-12	0	100	0	Pierce
Mukilteo Academy Victoria Michael 12972 Beverly Park Rd Mukilteo WA 98275 425.347.3665	P-1	68	22	0	Snohomish

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
New Horizon School Marla Veliz 1111 S Carr Rd Renton WA 98055-5839 425.226.3717	4-12	0	43	0	King
New Life Christian School Tom Ward 911 E Division Ephrata WA 98823-1965 509.754.5558	P-8	25	70	0	Grant
Newport Children’s School Cynthia Chaney 12930 SE Newport Way Bellevue WA 98006-2078 425.641.0824	P-1	250	30	0	King
Nile Christian School/Hope Academy Bruce Gillespie 370 Flying H Loop Naches WA 98937-9440 509.658.2990	7-12	0	16	0	Yakima
North Bend Montessori Susan Weigel 248 Ballarat Ave Ne North Bend WA 98045 425.831.5766	P-1	80	20	0	King
North Coast Montessori School Helen Gilbert 21 Seabrook Ave Suite 4 (Mail: PO Box 175 Pacific Beach 98571-0175) Pacific Beach WA 98571 360.276.5077	K-8	0	18	0	Grays Harbor
North Country Christian School Margo Thompson 737 Mary Ann Creek Rd Oroville WA 98844-9643 509.485.2011	P-12	1	1	0	Okanogan
North Seattle French School Virginie Volpe 12351 8 th Ave NE (Mail: 2852 NW 74 th St Seattle 98117-4628) Seattle WA 98125-4805 206.218.2175	P-3	22	44	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
North Wall Elementary Jan Swanson 9408 N Wall St Spokane WA 99218-2245 509.466.2695	P-6	75	32	0	Spokane
North Whidbey Christian High School Douglas Fakkema 675 E Whidbey Ave Oak Harbor WA 98277-5901 360.675.5352	9-12	0	18	0	Island
North Whidbey Kids' Academy Tina Smith 297 NE Harvest Dr Oak Harbor WA 98277-5909 360.929.4705	P-2	9	11	0	Island
Northern Lights Montessori School Florence Plantilla 8460 160 th Ave NE Redmond WA 98052-3855 425.647.3031	P-1	60	20	0	King
Northern Lights Montessori School—Willow Campus Florence Plantilla 14615 NE 91 st St (Mail: 8460 160 th Ave NE Redmond WA 98052-3855) Redmond WA 98052-3553 425.647.3031	P-2	100	20	0	King
Northlake Academy Susan Werner 12931 NE 126 th Pl Kirkland WA 98034-7715 425.889.4444	P-5	67	58	0	King
Northshore Christian Academy Holly Leach 5700 23 rd Dr W Everett WA 98203-1570 425.407.1119	P-8	60	900	0	Snohomish
Northwest Achieve Schools Christopher Eirls 116 W Indiana Ave Spokane WA 99205-4827 509.327.3311	P-6	10	13	0	Spokane

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Northwest Christian High School Dr. Terry Ketchum 4710 Park Center Ave NE Lacey WA 98516-5587 360.491.2966	9-12	0	130	0	Thurston
Northwest Christian School Dr. Jack Hancock 5028 E Bernhill Rd Colbert WA 99005-9557 509.292.6700	P-8	31	230	0	Spokane
Northwest Christian School Dr. Jack Hancock 5104 E Bernhill Rd Colbert WA 99005-9005 509.292.6700	9-12	0	385	0	Spokane
Northwest Christian School (8129) Craig Mattson 904 Shaw Rd Puyallup WA 98372-5211 253.845.5722	P-8	40	130	0	Pierce
Northwest Liberty School Robert Hagin 13120 NE 177 th Pl A-104 Woodinville WA 98072-5725 425.420.1236	7-12	0	90	0	King
Northwest Montessori School Jan Thorslund 4910 Phinney Ave N Seattle WA 98103-6347 206.524.4244	P-6	75	60	0	King
Northwest School (8573) Michael McGill 1415 Summit Ave Seattle WA 98122-3619 206.682.7309	6-12	0	506	0	King
Northwest School for Deaf and Hard-of-Hearing Children Lynessa Cronn 15303 Westminster Way N (Mail: PO Box 33666 Shoreline 98133-0666) Shoreline WA 98133-6126 206.364.460	P-8	4	37	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Northwest Yeshiva High School Rabbi Bernie Fox 5017 90 th Ave SE Mercer Island WA 98040-4709 206.232.5272	9-12	0	70	0	King
Nova School Barbara Mitchell Hutton 2020 22 nd Ave SE Olympia WA 98501-3102 360.491.7097	6-8	0	108	0	Thurston
Oak Harbor Christian School Sherry Fakkema 675 E Whidbey Ave Oak Harbor WA 98277-2596 360.675.2831	P-6	65	50	0	Island
Oakridge Ranch—Montessori Farm School Judy Lefors 11002 Orchard Ave (Mail: 6403 Summitview Ave Yakima 98908-1362) Yakima WA 98908-9102 509.966.1080	K-9	0	50	0	Yakima
O’Dea High School James Walker 802 Terry Ave Seattle WA 98104-1294 206.622.6596	9-12	0	450	0	King
Olympia Christian School Sharon Schwartz 1215 Ethel St NW Olympia WA 98502-4463 360.352.1831	K-8	0	35	0	Thurston
Olympia Community School Jane Zerbe 1601 North St SE (Mail: PO Box 12436 Olympia 98508-2436) Olympia WA 98501-3666 360.866.8047	K-5	0	35	0	Thurston
Olympia Waldorf School Marjorie Rehbach 8126 Normandy St SE (Mail: PO Box 130 East Olympia 98540-0638) Olympia WA 98501-9623 360.493.0906	P-8	12	148	0	Thurston

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Olympic Christian School Jackie Lake 43 O'Brien Rd Port Angeles WA 98362-9225 360.457.4640	P-8	64	80	0	Clallam
Omak Adventist Christian School Jennifer Hoffpauir 425 W 2 nd Ave (Mail: PO Box 3294 Omak 98841-3294) Omak WA 98841 509.826.5341	1-8	0	18	0	Okanogan
Open Window School Jeff Stroebel 6128 168 th Pl SE Bellevue WA 98006-5679 425.747.2911	K-8	0	310	0	King
Orcas Christian School Thomas Roosma 107 Enchanted Forest Rd (Mail: PO Box 669 Eastsound 98245-0669) Eastsound WA 98245-8905 360.376.6683	K-12	0	82	0	San Juan
Our Lady of Fatima School Susan Burdett 3301 W Dravus St Seattle WA 98199-2624 206.283.7031	P-8	26	225	0	King
Our Lady of Guadalupe School Donna Ramos 3401 SW Myrtle St Seattle WA 98126-3399 206.935.0651	P-8	36	228	0	King
Our Lady of Lourdes School Holly Rogers 4701 NW Franklin St Vancouver WA 98663-1798 360.696.2301	P-8	30	225	0	Clark
Our Lady of the Lake School Vince McGovern 3520 NE 89 th St Seattle WA 98115-3648 206.525.9980	P-8	50	230	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Our Lady Star of the Sea School Jeannette Wolfe 1516 5 th St Bremerton WA 98337-1216 360.373.5162	P-8	27	140	0	Kitsap
Overcomer Academy Bonnie Carpenter 33415 Military Rd S Auburn WA 98001-9603 253.886.5710	P-6	22	110	0	King
Overlake School Matthew Horvat 20301 NE 108 th St Redmond WA 98053-7499 425.868.1000	5-12	0	527	0	King
Pacific Crest Academy Tamar Parker 324 NE Oak St Camas WA 98607-1439 360.834.9913	P-8	30	60	0	Clark
Pacific Crest Schools Laura Crandall 600 NW Bright St Seattle WA 98107-4451 206.789.7889	P-8	75	150	0	King
Pacific Learning Academy Kirsten O'Malley 22525 SE 64 th Pl Suite 272 Issaquah WA 989027-8114 425.562.3545	6-12	0	60	1	King
Pacific Learning Center NW Daniel Hanson 14550 Westminster Way Shoreline WA 98133-6431 425.672.6805	K-12	0	47	0	King
Palisades Christian Academy Dan Wister 1115 N Governmental Way Spokane WA 99224-5247 509.325.1985	P-10	15	165	0	Spokane

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Paramount Christian Academy Amy Goodwin 3816 College St SE Lacey WA 98503-3534 360.878.8915	P-5	30	42	0	Thurston
Parkland Lutheran School Brent Sorn 120 123 rd St S Tacoma WA 98444-5060 253.537.1901	K-8	0	85	0	Pierce
Peace Lutheran School Marsha Hafer 1234 NE Riddle Rd Bremerton WA 98310-3668 360.373.2116	P-8	80	130	0	Kitsap
Pioneer Meadows Montessori School Kimberly Connor 2377 Douglas Rd Ferndale WA 98248-9049 360.778.3681	P-6	29	81	0	Whatcom
Pioneer School Betty Burley-Wolf 618 N Sullivan Rd Veradale WA 99037-8528 509.922.7818	K-5	0	60	0	Spokane
Pope John Paul II High School Ronald Edwards 5608 Pacific Ave SE Lacey WA 98503-1258 360.438.7600	9-12	0	90	0	Thurston
Privett Academy Carol Meyer 9311 SE 36 th St (Mail: PO Box 42 Mercer Island 98040-0042) Mercer Island WA 98040-3740 206.232.0059	6-12	0	12	0	King
Providence Christian School Northwest Kathy Vander Pol 5942 Portal ay (Mail: PO Box 180 Ferndale 98248-0180) Ferndale WA 98248-9361 360.318.1347	K-12	0	30	0	Whatcom

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Providence Classical Christian School Ryan Evans 11725 NE 118 th St Kirkland WA 98034-7114 425.774.6622	P-12	10	185	0	King
Puget Sound Adventist Academy Ron Jacaban 5320 108 th Ave NE Kirkland WA 98033-7517 425.822.7554	9-12	0	94	0	King
Puget Sound Community School Andrew Smallman 660 S Dearborn St Seattle WA 98134-1328 206.324.4350	6-12	0	50	0	King
Pullman Christian School Sherri Goetze 345 SW Kimball Pullman WA 99163-2146 509.332.3545	K-12	0	80	0	Whitman
Queen of Angels School Ann Austin 1007 S Oak St Port Angeles WA 98362-7742 360.457.6903	P-8	20	120	0	Clallam
Quincy Valley School Sara Tuttle 1804 13 th Ave SW Quincy WA 98848-1930 509.787.5928	P-8	12	68	0	Grant
Rainier Christian High School Justin Evans 26201 180 th Ave SE Covington WA 98042-4917 253.735.1413	9-12	0	105	0	King
Rainier Christian Middle School Don Garnand 20 49 th St NE Auburn WA 98002-1201 253.639.7715	7-8	0	50	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Rainier Christian Schools—Kent View Elementary Don Garnand 20 49 th St NE Auburn WA 98002-1201 253.852.5145	K-6	0	160	0	King
Rainier Christian Schools—Maple Valley Elementary Weldo Melvin 16700 174 th Ave SE Renton WA 98058-9546 425.226.4640	P-6	85	110	0	King
Renton Christian School Dr. Erik Konsmo 15717 152 nd Ave SE Renton WA 98058-6330 425.226.0820	P-12	30	400	0	King
Restart Leadership Academy Initial Cosette Rae 30001 138 th Pl SE Monroe WA 98272-9037 800.682.6934	8-12	0	16	0	Snohomish
Riverday School Colleen Curran 1627 E Trent Spokane WA 99202-2940 59.326.6595	K-6	0	30	0	Spokane
Riverside Christian School Richard Van Beek 721 Keys Rd Yakima WA 98901-9560 509.965.2602	P-12	30	340	0	Yakima
Riverside SDA Christian School Heidi Kruger 463 N Shepherd Rd Washougal WA 98671-8318 360.835.5600	P-8	7	33	0	Clark

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Riverwood Community School Monica Voltz 146-B Buena Vista Dr Colville WA 99114-9603 509.675.4108	K-8	0	25	0	Stevens
Rock Creek Hutterite Phillip Walter 2194 N Schoonover Rd Odessa WA 99159-9729 509.988.0600	K-12	0	1	0	Lincoln
Rogers Adventist School Clare Thompson 200 SW Academy Way College Place WA 99324-1275 509.529.1850	K-8	0	280	0	Walla Walla
Root Academy Heather Graham 2332 N 116 th St Seattle WA 98133-8514 425.260.9167	P-8	10	30	0	King
Sagebrush Elementary School Samantha May 507 Wright Ave Richland WA 99352-3619 509.946.7322	1-5	0	41	0	Benton
Saint George' School Joe Kennedy 2929 W Waikiki Rd Spokane WA 99208-9209 509.466.1636	K-12	0	377	0	Spokane
Salish School of Spokane LeRae Wiley 4125 N Maple St (Mail: PO Box 10271 Spokane 99209-1271) Spokane WA 99205-1353 509.325.2018	K-4	0	30	0	Spokane
Salish Sea Deaf School Maria Christianson 715 Seafarers Way Suite 102 Anacortes WA 98221-2257 360.419.6946	P-12	2	9	0	Skagit

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Salmonberry School Eliza Morris 867 N Beach Rd (Mail: PO Box 1197 Eastsound 98245-1197) Eastsound WA 98245-9711 360.376.6310	P-6	10	30	0	San Juan
Salvation Christian Academy Vadim Hetman 10622 8 th St E (Mail: 8913 N Nettleton Ln Spokane 99208-8001) Edgewood WA 98372-1133 253.952.7163	P-12	12	190	0	Pierce
Seabury School Sandra Wollum 1801 NE 53 rd St Tacoma WA 98422-1916 253.952.3111	P-5	10	70	0	Pierce
Seattle Academy of Arts & Sciences Joseph Puggelli 1201 E Union St Seattle WA 98122-3925 206.323.6600	6-+12	0	780	0	King
Seattle Amistad School Farin Houk 1625 19 th Ave Seattle WA 98122-2848 206.330.6373	P-4	38	67	0	King
Seattle Area German American School Elke Robshaw 11010 Greenwood Ave N Seattle WA 98133-8739 206.442.2023	P-5	69	47	0	King
Seattle Christian School Gloria Hunter 18301 Military Rd S Seattle WA 98188-4684 206.246.8241	K-12	0	480	0	King
Seattle Classical Christian School Luke Davis 1013 8 th Ave Seattle WA 98104-1222 206.588.6403	P-4	10	60	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Seattle Country Day School Michael Murphy 2619 4 th Ave N Seattle WA 98109-1903 206.284.6220	K-8	0	359	0	King
Seattle Hebrew Academy Rivy Poupko Kletenik 1617 Interlake Dr E Seattle WA 98112-3499 206.323.5750	P-8	54	161	0	King
Seattle Jewish Community School Heidi Stangvik 12351 8 th Ave NE Seattle WA 98126-4805 206.522.5212	K-5	0	77	0	King
Seattle Lutheran High School Dave Meyer 4100 SW Genesee St Seattle WA 98116-4216 206.937.7722	9-12	0	120	0	King
Seattle Mini Medical School Initial Tan Lam 2400 S 240 th St (Mail: 14616 26 th Ln S SeaTac 98168-4200) Des Moines WA 98196-2714 206.319.6063	7-12	0	25	0	King
Seattle Nativity School Edward Nelson 2800 S Massachusetts St Seattle WA 98144-3870 206.494.4708	6-8	0	36	0	King
Seattle Preparatory School Maureen Reid 2400 11st Ave E Seattle WA 98102-4016 206.577.2105	9-12	0	720	0	King
Seattle Urban Academy Sharon Okamoto 3800 S Othello St Seattle WA 98008-3562 206.723.0333	9-12	0	36	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Seattle Waldorf School Tracy Bennet 2728 NE 100 th St Seattle WA 98125-7712 206.524.5320	P-12	32	360	0	King
Selah Covenant Christian School Linda Leigh 560 McGonagle Dr Selah WA 98942-8828 509.697.6116	P-6	30	10	0	Yakima
Serendipity Academy at the Lodge Lynnette McCarty 4315 Tumwater Valley Dr SE Tumwater WA 98501-4405 360.515.5457	K-5	0	75	0	Thurston
Seton Catholic College Preparatory High School Ed Little 811 NE 112 th Ave #200 Vancouver WA 98684-5115 360.258.1932	9-12	0	190	0	Clark
Shelton Valley Christian School Opal Singer 201 W Shelton Valley Rd (Mail: PO Box 773 Shelton 98584-0773) Shelton WA 98584-8722 360.426.4198	K-8	0	15	0	Mason
Shoreline Christian School Timothy Visser 2400 NE 147 th St Seattle WA 98155-7395 206.364.7777	P-12	37	174	0	King
Shorewood Christian School Tim Lorenz 10300 28 th Ave SW Seattle WA 98146-1211 206.933.1056	P-8	12	135	0	King
Silverwood School Jon Torgerson 14000 Central Valley Rd NW Poulsbo WA 360.697.7526 360.697.7526	K-6	0	55	0	Kitsap

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Skagit Adventist Academy Doug White 530 N Section St Burlington WA 98223-1568 360.755.9261	P-12	8	110	0	Skagit
Skinner Elementary Montessori School Peggy E. Skinner 5001 NE 66 th Ave Vancouver WA 98661-2465 360.696.4862	P-6	40	12	0	Clark
Sky Valley Adventist School Crysti Wallace 200 Academy Way Monroe WA 98272-2000 360.794.7655	K-8	0	23	0	Snohomish
Slavic Christian Academy–Vancouver Andrey Dolbinin 16807 NE 4 th Plain Blvd (Mail: 15407 NE 84 th St Vancouver 98682-9482) Vancouver WA 98682-5142 360.896.2602	P-8	15	60	0	Clark
Slavic Gospel Church Academy Angelina Nalivayko 3405 S 336 th St Federal Way WA 98001-9630 253.880.1021	P-7	10	80	0	King
Sno-King Academy Dr. Alice Westcott 4117 43 rd Ave NE Seattle WA 98105-5105 425.697.4021	3-12	0	10	9	King
Snoqualmie Springs School Joe Drovetto 25237 SE Issaquah-Fall City Rd Issaquah WA 98029-7706 425.392.1196	P-3	36	52	0	King
Solve for X School—Initial David Elliott 6710 28 th Ave NW (Mail: 3203 NW 64 th St #1 Seattle 98107-2617) Seattle WA 98107 206.250.8687	6-8	0	8	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Solomon Christian School Richard Lee 8021 230 th St SW Edmonds WA 98026-8730 426.640.9000	7-12	0	70	0	Snohomish
Sonshine Christian Elementary Rosemary Warner 11208 NE Hazel Dell Ave Vancouver WA 98685-3957 360.574.5307	K-4	0	54	0	Clark
Soundview School Chris Watson 6515 196 th St SW Lynnwood WA 98036-5921 425.778.8572	P-8	15	100	0	Snohomish
South Sound Christian Schools—Tacoma Baptist Campus Brad McCain 2052 S 64 th St Tacoma WA 98409-6899 253.4785.7226	P-12	20	300	10	Pierce
Southside Christian School Heidi Bauer 401 E 30 th Ave Spokane WA 99203-2590 509.838-8139	P-8	100	120	0	Spokane
Southwest Washington Learning Center Debra Rinell 1020 NE 86 th St. Vancouver WA 98665-8915 360.910.3130	P-1	55	15	0	Clark
Spanish with Sarah Sarah Segall 2204 NE Birch St Camas WA 98607-1407 360.990.1585	P-4	28	44	0	Clark
Spectrum Academy Uzma Butte 2576 152 nd Ave NE Redmond WA 98052-0702 425.885.2345	P-1	40	20	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Spokane Christian Academy Cheryl Gade 89809 E Bigelow Gulch Rd Spokane WA 99217-9559 509.924.4888	K-8	0	65	0	Spokane
Spokane Valley Adventist School Darla Shupe 1603 S Sullivan Rd Spokane Valley WA 99037-9012 509.926.0955	K-8	0	40	0	Spokane
Spring Academy Robert Hauser 9725 3 rd Ave NE Suite 125 (Mail: PO Box 615 Bellevue 98009) Seattle WA 98125-6111 206.363.3600	6-12	0	22	0	King
Spring Street International School Louis Prussack 505 Spring St Friday Harbor WA 98250-8057 360.378.6393	5-12	0	100	0	San Juan
Spruce Street School Briel Schmitz 914 Virginia St Seattle WA 98101-1426 206.621.9211	K-5	0	100	0	King
St. Aloysius Catholic School Angela Krauss 611 E Mission Ave Spokane WA 99202-1917 509.489.7825	P-8	163	300	0	Spokane
St. Alphonsus School Matt Eisenhauer 5816 15 th Ave NW Seattle WA 98107-3096 206.782.4363	P-8	35	210	0	King
St. Anne School Mary Sherman 101 W Lee St Seattle WA 98119-3321 206.282.3538	P-8	20	240	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St. Anthony School Michael Cantu 336 Shattuck Ave S Renton WA 98057-2499 425.255.0059	P-8	17	448	0	King
St. Basil Academy of Classical Studies Matthew Barnett 2346 S Wilbur Walla Walla WA 99362-9746 509.525.9380	K-8	0	53	0	Walla Walla
St. Benedict School Brian Anderson 4811 Wallingford Ave N Seattle WA 98103-6899 206.633.3375	P-8	37	175	0	King
St. Bernadette School Carol Mendoza 1028 SE 128 th St Seattle WA 98146-3198 206.244.4934	P-8	20	195	0	King
St. Brendan School Brian Bradish 10049 NE 195 th St Bothell WA 98011-2931 425.483.8300	P-8	30	186	0	King
St. Catherine School Pam Schwartz 8524 8 th Ave NE Seattle WA 98115-3099 206.525.0581	P-8	40	205	0	King
St. Cecilia Catholic School Susan Kilban 1310 Madison Ave Bainbridge Island WA 98110-1898 206.842.2017	P-8	7	69	0	Kitsap
St. Charles Borromeo School Daniel J. Hill 7112 S 12 th St Tacoma WA 98465-1797 253.564.5185	P-8	30	515	0	Pierce

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St. Christopher Academy Darlene Jevne 4100 SW Genesee St Seattle WA 98116-4282 206.246.9751	9-12	0	20	0	King
St. Edwards School Mary Lundeen 4200 S Mead St Seattle WA 98118-2795 206.725.1774	P-8	19	150	0	King
St. Frances Cabrini School Monica Des Jarlais 5621 108 th St SW Lakewood WA 98499-2205 253.584.3850	P-8	15	185	30	Pierce
St. Francis of Assisi School Rosemary Leifer 15216 21 st Ave SW (Mail: PO box 870 Seahurst 98062-0870) Burien WA 98166-2008 206.243.5690	K-8	0	470	0	King
St. Francis Preparatory School Initial Peter Tran 1904 Highland Dr (Mail: 2001 Paterson Rd Prosser 99350-1596) Prosser WA 99350-1595 509.396.8586	9-12	0	30	0	Benton
St. George School Monica Wingard 5117 13 th Ave S Seattle WA 98108-2309 206.762.0656	P-8	25	225	0	King
St. John of Kronstadt Orthodox Christian School Rachel Hagler 706 Stewart St Yakima WA 98902-4473 509.452.0177	K-7	0	28	0	Yakima

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St John School Bernadette O'Leary 120 N 79 th St Seattle WA 98103-4688 206.783.0337	P-8	62	467	0	King
St. John Vianney School Sonia Flores-Davis 501 N Walnut Rd Spokane WA 99206-3899 509.926.7987	P-8	35	145	0	Spokane
St. Joseph Catholic School of Issaquah Peg Johnston 220 Mountain Park Blvd Issaquah WA 98027-3647 425.313.9129	P-8	40	260	0	King
St. Joseph Marquette Middle School Gregg Pleger 202 N 4 th St Yakima WA 98901-2426 509.575.5557	P-8	32	333	0	Yakima
St. Joseph School (8070) Patrick Fennessy 700 18 th Ave E Seattle WA 98112-3900 206.329.3260	K-8	0	600	0	King
St. Joseph School (8010) Lesley Harrison 6500 Highland Dr Vancouver WA 98661-7637 360.696.2586	P-8	75	310	0	Clark
St. Joseph School (8120) Carissa Talley 123 SW 6 th St Chehalis WA 98532-3203 360.748.0961	P-8	20	130	0	Lewis
St. Joseph's School (8002) Kathleen Cleary 901 W 4 th Ave Kennewick WA 99336-5535 509.586.0481	P-8	100	200	0	Benton

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St. Louise School Dan Fitzpatrick 133 156 th Ave SE Bellevue WA 98007-5399 425.746.4220	P-8	18	400	0	King
St. Luke School Richard Boyle 17533 Saint Luke Pl N Shoreline WA 98133-4799 206.542.1133	P-8	25	330	80	King
St. Madeleine Sophie School Daniel Sherman 4400 130 th Pl SE Bellevue WA 98006-2014 425.747.6770	P-8	20	180	0	King
St. Mark School Kathryn Palmquick-Keck 18033 14 th Pl NE Shoreline WA 98155-3894 206.364.1633	P-8	24	145	30	King
St. Mary Magdalen School Zack Cunningham 8615 7 th Ave SE Everett WA 982089-2043 425.353.7559	P-8	31	371	0	Snohomish
St. Mary School Nichole St. Mary-Franson 518 North H St Aberdeen WA 98520-4012 360.532.1230	P-8	34	130	0	Grays Harbor
St. Mary's Academy Mother Mary Dominica 757 138 th St S Tacoma WA 98444-3468 253.537.6281	K-8	0	65	0	Pierce
St. Mary's Catholic School Lauri Nauditt 14601 E 4 th Ave Spokane WA 99216-2194 509.924.4300	P-8	40	235	0	Spokane

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St. Matthew Lutheran School Patrick Cortright 6917 N Country Homes Blvd Spokane WA 99208-4216 509.327.5601	P-8	36	50	0	Spokane
St. Matthew School Karen Herlihy 1230 NE 127 th St Seattle WA 98125-4021 206.362.2785	P-8	15	190	0	King
St. Michael Catholic School Dr. Karen Matthews 1514 Pine Ave Snohomish WA 98290-1826 360.568.0821	P-8	30	102	0	Snohomish
St. Michael School Connor Geraghty 1204 11st Ave SE Olympia WA 98501-1627 360.754.5131	P-8	15	230	0	Thurston
St. Michael's Academy Sr. Marie Vianney 8500 N St Michael's Rd Spokane WA 99217-9333 509.467.0986	K-12	0	145	0	Spokane
St. Monica Parish School Anaca Wilson 4320 87 th Ave SE Mercer Island WA 98040-4128 206.232.5432	P-8	30	170	0	King
St. Nicholas School Amy Unruh 3555 Edwards Dr Gig Harbor WA 98336-1163 253.858.7632	P-8	28	135	0	Pierce
St. Patrick School (8018) Stephanie Johnson 106 N 14 th Ave Pasco WA 99301-4191 509.547.7261	P-8	30	205	0	Franklin

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St. Patrick School (8143) Christopher Gavin 1112 North G St Tacoma WA 98403-2518 253.272.2297	P-8	45	320	0	Pierce
St. Paul Cathedral School Heather Remillard 1214 W Chestnut Ave Yakima WA 98902-3170 509.575.5604	P-8	38	200	0	Yakima
St. Paul School Betsy Kromer 10001 57 th Ave S Seattle WA 98178-2299 206.725.0780	P-8	20	125	0	King
St. Paul's Academy Jamie Estill 1509 E Victor St Bellingham WA 98225-1639 360.733.1750	P-12	78	225	0	Whatcom
St. Paul's Lutheran School Tom Treat 312 Palouse St. (Mail: PO Box 2219 Wenatchee 98807-2219) Wenatchee WA 98801-2641 509.662.3659	P-5	58	65	0	Chelan
St. Philomena School Dr. Stephen Morissette 1815 S 220 th St Des Moines WA 98198-7998 206.824.4051	P-8	20	255	0	King
St. Pius X School Clinton Parker 22105 58 th Ave W Mountlake Terrace WA 98043-3898 425.778.9861	P-8	21	129	0	Snohomish
St. Rose of Lima School Amy Krautscheid 520 Nat Washington Way Ephrata WA 98823-2287 509.754.4901	P-6	30	100	0	Grant

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St. Rose School Dr. Gary Udd 720 266 th Ave Longview WA 98632-1856 360.577.6760	P-8	15	105	0	Cowlitz
St. Therese Catholic Academy Matthew DeBoer 900 35 th Ave Seattle WA 98122-5299 206.324.0460	P-8	12	130	0	King
St. Thomas More School (8169) Teresa Fewel 6511 176 th St SW Lynnwood WA 98037-2929 425.743.4242	P-8	39	236	0	Snohomish
St. Thomas More School (8200) Deacon Douglas Banks 515 W St. Thomas More Way Spokane WA 99208-6026 509.466.3811	P-8	29	217	0	Spokane
St. Thomas School Dr. Kirk Wheeler 8300 NE 12 th St Medina WA 98039-3100 425.454.5880	P-8	77	230	0	King
St. Vincent DePaul School Wanda Stewart 30527 8 th Ave S Federal Way WA 98003-4100 253.839.3532	P-8	34	226	0	King
Stahlville School Ana Lobe 33 E Snowden Rd (Mail: 1485 BN Hoffman Rd Ritzville 99169-8723) Odessa WA 99159-9745 509.659.0108	K-12	0	1	0	Lincoln
Stella Maris Academy Ingrid Marlow 410 4 th Ave N Edmonds WA 98020-3119 360.731.8764	1-10	0	17	5	Snohomish

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Stillpoint School Margaret Hodgkin 775 Park St (Mail: PO Box 576 Friday Harbor 98250-0576) Friday Harbor WA 98250-9609 360.378.2331	K-6	0	14	0	San Juan
Sulamita Christian School Vida Smith 122420 Evergreen Dr Mukilteo WA 98275-5708 425.298.7676	P-12	1	120	0	Snohomish
Summit Christian Academy Elena Solodyankin 8913 N Nettleton Ln Spokane WA 99206-8001 888.924.4618	P-12	10	120	0	Spokane
Summit Classical Christian School Dr. Timothy Orton 32725 SE 42 nd St Fall City WA 98024-8728 425.222.0564	K-8	0	100	0	King
Sunfield Waldorf School Beth Ann O'Dell 111 Sunfield Ln (Mail: PO Box 85 Port Hadlock 98339-0085) Pot Hadlock WA 98339 360.385.3658	P-8	14	89	0	Jefferson
Sunnyside Christian School Del Dykstra 811 North Ave Sunnyside WA 98944-1194 509.837.3044	P-8	24	171	0	Yakima
Sunnyside Christian School (2 nd Location) Del Dykstra 1820 Sheller Rd Sunnyside WA 98944-9283 509.837.8995	9-12	0	72	0	Yakima
Sunrise Beach School Roxanne Reis Cox 1601 North St Olympia WA 98501-3666 360.866.1343	P-12	8	50	2	Thurston

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Swan School Russell Yates 2345 Kuhn St Port Townsend WA 98368-6227 360.385.7340	P-6	24	44	0	Jefferson
Synergy Learning Academy (Initial) Nirmata Subramani 1555 NW Sammamish Rd Issaquah WA 98027-5376 425.503.0443	P-8	50	52	25	King
Tacoma Christian Academy Alex Slobodyankin 2014 S 15 th St (Mail: 8913 N Nettleton Ln Spokane 99206-8001) Tacoma WA 98415-2905 253.572.1742	P-12	20	250	0	Pierce
Taproot School Michelle Taylor 9131 California Ave SW Seattle WA 98136-2551 206.849.7146	K-5	0	25	0	King
The Bear Creek School Patrick Carruth 8905 208 th Ave NE Redmond WA 98053-4506 425.898.1720	P-12	100	750	0	King
The Bridge School Anne York 1005 SW 152 nd St (Mail: PO Box 48074 Burien 98148-0074) Burien WA 98166-1845 206.912.1202	K-6	0	35	0	King
The Bush School Dr. Percy Abram 3400 E Harrison Seattle WA 98112-4268 206.322.7978	K-12	0	620	0	King
The Clearwater School Dr. Stephanie Sarantos 1510 196 th St SE Bothell WA 98012-7107 425-489-2050	P-12	2	48	0	King

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The Eastside Montessori School Christine First 1934 108 th Ave NE Bellevue WA 98004-2828 425.213-5627	1-6	0	14	0	King
The Gardner School of Arts and Sciences Mark McGough 16413 NE 40 th Ave Vancouver WA 98686-1843 360.574.5752	P-8	25	75	0	Clark
The Gemini School—Initial Meghan Miller 2227 112 th Ave NE Suite 202 Bellevue WA 98004-2953 425.452.8036	K-12	0	10	0	King
The Lake and Park School Thomas McQueen 3201 Hunter Blvd S Seattle WA 98144-7029 206.721.3480	K-5	0	68	0	King
The Little School Peter Berner-Hays 2812 116 th Ave NE Bellevue WA 98004-1421 425.827.8078	P-5	90	75	0	King
The Island School Trish King 8553 NE Day Rd Bainbridge Island WA 98110-1395 206.842.0400	K-5	0	90	0	Kitsap
The Madrone School Initial** Lindsey McGrew 15703 223 rd Ave NE Woodinville WA 98077-7483 425.269.1833	3-6	0	4	0	King
The Montessori School of Pullman Beverley Wolf 115 NW State St Pullman WA 99163-2616 509.334.4114	P-4	40	25	0	Whitman

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The Moose Project—Initial Kristi Anderson 801 E 2 nd Ave Spokane WA 99202-2225 509.443.5905	P-1	30	15	0	Spokane
The Phoenix Rising School Nazila Mirani 13411 Cedar Grove Ln (Mail: PO Box 1010 Rainier 98576-1010) Rainier WA 98576-9558 360.446.1500	P-6	12	38	0	Thurston
The River Academy Eric DeVries 650 Crawford Ave Wenatchee WA 98801-3651 509.665.2415	P-12	10	200	0	Chelan
The Sammamish Montessori School Janet Villella 7655 178 th PI NE Redmond WA 98052-4953 425.883.3271	P-3	250	75	0	King
The Valley School Alan Braun 309 31 st Ave E Seattle WA 98112-4819 206.328.4475	P-5	14	100	0	King
Three Cedars Waldorf School Tracy Bennett 556 124 th Ave NE Bellevue WA 98005-3100 425.401.9874	P-8	17	122	0	King
Three Points Elementary Tim Krell 7800 NE 28 th St (Mail: 1601 98 th Ave NE Clyde Hill 98004-3400) Medina WA 98039-1536 425.454.3977	P-6	18	248	0	King
Three Rivers Christian School Randy Lemiere 2441 42 nd Ave Longview WA 98632-4961 360.636.1600	8-12	0	90	0	Cowlitz

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Three Rivers Christian School—Longview Elementary Erin Hart 2610 Ocean Beach Hwy Longview WA 98632-3598 360.423.4510	K-7	0	130	0	Cowlitz
Tilden School Monica Riva 41015 California Ave SW (Mail: 2141 45 th Ave SW Seattle 98116-2103) Seattle WA 98116-4101 206.938.4628	K-5	0	96	0	King
TLC Montessori School Kyungah Kim 21512 NE 16 th St Sammamish WA 98074-6728 425.868.1943	P-3	90	15	0	King
Torah Day School of Seattle Rabbi Yon Margolese 1625 S Columbia Way Seattle WA 98108-4634 206.722.1200	P-8	30	90	0	King
Tri-Cities Preparatory School Arlene Jones 9612 St. Thomas Dr Pasco WA 99301-4744 509.546.2465	9-12	0	175	0	Franklin
Tri-City Adventist School Erma Lee 4115 W Henry St Pasco WA 99301-2999 509.547.8092	K-10	0	94	0	Franklin
Trinity Catholic School Sandra Nokes 1306 W Montgomery Ave Spokane WA 99205-4300 509.327.9369	P-8	55	150	0	Spokane
UCiC School Richard M. Butler 3727 240 th St SE Bothell WA 98021-8975 425.939.1133	P-7	325	130	0	King

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University Child Development School Paula Smith 5062 9 th Ave NE Seattle WA 98105-3605 206.547.8237	P-5	59	268	0	King
University Cooperative School Jim Riley 5601 University Ave NE Seattle WA 98105-2619 206.524.0653	K-5	0	82	0	King
University Preparatory School Matt Levinson 8000 25 th Ave NE Seattle WA 98115-4600 206.525.2714	6-12	0	552	0	King
Upper Columbia Academy John Winslow 3025 E Spangle Waverly Rd Spangle WA 99031-9703 509.245.3612	9-12	0	237	0	Spokane
Upper Columbia Academy Elementary Christopher Duckett 3025 E Spangle Waverly Rd Spangle WA 99031-9703 509.245.3629	1-8	0	33	0	Spokane
Upper Valley Christian School Dwight Pflugrath 111 Ski Hill Dr Leavenworth WA 98826-5027 509.3548.5292	P-12	5	40	0	Chelan
Valley Christian School Joshua Snyder 1312 2 nd St SE Auburn WA 98002-5755 253.833.3541	P-8	60	80	0	King
Valley Christian School–Central Valley Derick Tabish 10212 E 9 th Ave Spokane Valley WA 99206-6944 509.924.9131	P-12	24	230	50	Spokane

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Villa Academy John Milroy 5001 NE 50 th St. Seattle WA 98105-2899 206.524.8885	P-8	57	363	0	King
Visitation Catholic STEM Academy Thomas Jay 3306 S 58 th St Tacoma WA 98409-5306 253.474.6424	P-8	20	100	30	Pierce
Westpark Christian Academy Colleen Sheahan 3902 Summitview Ave Yakima WA 98902-2717 509.966.1632	P-12	12	65	0	Yakima
Walla Walla Valley Academy Brian Harris 300 SW Academy Way College Place WA 99324-1283 509.525.1050	9-12	0	176	0	Walla Walla
Warden Hutterian School Albert Wollman 1054 W Harder Rd Warden WA 98857-9650 509.349.8045	K-12	0	18	0	Adams
West Sound Academy Barrie Hillman 16571 Creative Dr NE (Mail: PO Box 807 Poulsbo 98370-0807) Poulsbo WA 98370-8661 360.598.5954	6-12	0	130	0	Kitsap
Westside School Kate Mulligan 10404 34 th Ave SW Seattle WA 98146-1270 206.932.2511	P-8	20	350	0	King
Whatcom Hills Waldorf School Kathleen Fraser 941 Austin St Bellingham WA 98229-2705 360.733.3164	P-8	24	180	0	Whatcom

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Whidbey Island Waldorf School Michael Soule 6335 Old Pietila Rd (Mail: PO Box 469 Clinton 98236-0469) Clinton WA 98236-8602 360.341.5686	P-8	6	125	0	Island
Whole Earth Montessori School Joseph Galante, M.Ed. 2930 228 th St SE Bothell WA 98021-8927 425.486.3037	P-6	80	50	0	King
Willows Preparatory School Yuka Shimizu 12280 Woodinville-Redmond Rd NE (Mail: 14600 NE 24 th St Bellevue 98007-3723) Redmond WA 980052-2010 425.555.1234	6-8	0	100	0	King
Woodinville Montessori School Mary Schneider 19102 North Creek Parkway Bothell WA 98011-8005 425.482.3184	P-12	136	234	0	King
Xceed Preparatory School Glyn Jenkins 1501 E Madison St Seattle WA 98122-4499 253.312.4014	6-12	0	20	0	King
Yakima Adventist Christian School Rena Young 1200 City Reservoir Rd Yakima WA 98908-2144 509.966.1933	P-10	18	90	0	Yakima
Yellow Wood Academy Jan Schrag 9655 SE 36 th St Suite 101 Mercer Island WA 98040-3798 206.236.1095	K-12	0	95	0	King
Zion Lutheran School Lynne Hereth 3923 103 rd Ave SE Lake Stevens WA 98258-5763 425.334.5064	P-8	30	135	0	Snohomish