

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Ms. Glenda Blackburn
(Specify Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Franklin Elementary School
(As it should appear in the official records)

School Mailing Address 1402 South Lawrence Street
(If address is P.O. Box, also include street address)

Tacoma WA 98405-2456
City State Zip Code+4 (9 digits total)

Tel. (253) 571-1400 Fax (253) 571-1154

Website/URL www.tacoma.k12.wa.us Email gblackb@tacoma.k12.wa.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Glenda Z. Blackburn Date March 28, 2003
(Principal's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Dr. Jim Shoemaker
(Specify Ms., Miss, Mrs., Dr., Mr., Other)

District Name Tacoma Public Schools Tel. (253) 571-1400

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Jim Shoemaker Date 3/25/03
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Eugene K. Matsusaka
(Specify Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Eugene K. Matsusaka Date 3/26/03
(School Board President's/Chairperson's Signature)

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil rights (OCR) requirements is true and correct. (Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

7. Student turnover, or mobility rate, during the past year: 20%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	33
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	52
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	85
(4)	Total number of students in the school as of October 1	417
(5)	Subtotal in row (3) divided by total in row (4)	.203
(6)	Amount in row (5) multiplied by 100	20%

8. Limited English Proficient students in the school:

8%

33 Total Number Limited English Proficient (at Franklin)

1976 Total Number Limited English Proficient (districtwide)

Number of languages represented: 5

Specify languages: Cambodian, Nigerian, Spanish, Vietnamese, Ukrainian

9. Students eligible for free/reduced-priced meals: 55%

231 Total Number Students Who Qualify

10. Students receiving special education services: 16.7%

57 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>14</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>4</u> Speech or Language Impairment
<u>3</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>1</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness
	<u>12</u> Developmentally Disabled

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	1	0
Classroom teachers	13	0
Special resource teachers/specialists	7	2
Paraprofessionals	6	5
Support staff	5	4
Total number	32	11

12. Student-“classroom teacher” ratio: 24.7

13.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95% *	94.4%	95.1%	94.7%	95.1%
Daily teacher attendance	93.0%	91.8%	92.4%	92.4%	** Not computed
Teacher turnover rate ***	25.0%	22.6%	11.5%	17.2%	** Not computed
Student dropout rate	n/a	n/a	n/a	n/a	n/a
Student drop-off rate	n/a	n/a	n/a	n/a	n/a

* The Tacoma School District converted to a different student system in the middle of the 2001- 2002 school year. Thus, it was unable to compute the student daily attendance rate for this particular year. This figure is an estimate based on data available during the last 5 years, including the accurate rate during the first half of the 2001-2002 school year.

** These statistics were not computed for the 1998-1999 school year.

*** The teacher turnover rate was computed by dividing the number of changes in staff each year into the total of staff at the school. For example, during the 1998-1999 there were a total of 29 staff at Franklin. Five of these staff left the school by the end of the year resulting in a 17.24% turnover rate.

PART III – SUMMARY

Franklin is a schoolwide Title I elementary school located in the central part of urban Tacoma, Washington. Our new building was opened in 1997, and encompasses a beautiful campus. The school serves approximately 341 students who demonstrate a wide range of abilities emerging from diverse ethnic and socioeconomic backgrounds. Up until the current school year, Franklin was a cluster ESL building, drawing English Language Learners (ELL) from other neighborhood schools. As such, the percentage of ELL students rose as high as 15% at times in years past. Franklin's staff includes a highly capable and experienced cadre of educators who are totally committed to their students. Staff works collaboratively to ensure that all students, including our special education, autism, and Limited English Proficient populations, are integrated into the school academic programs. We aim to create lifelong learners using reading and mathematics as our driving forces.

Franklin enjoys vital partnerships with faculty, parents, and community leaders who enhance program delivery. For example, our fourth grade teachers take advantage of an environmental education program called *EnviroChallenger*. This curriculum is provided at no cost by the City of Tacoma and offers hands-on environmental science lessons. The father of one of our students has helped our second grade students develop a pen pal relationship with Burmese refugees in Thailand. Drawing upon these resources, our comprehensive learning improvement plan at Franklin has created a positive climate for student achievement. We strive to develop responsible citizens on their journey to becoming lifelong learners and productive citizens. Franklin is a Site Based Decision-Making (SCDM) school in which building decisions are made by parents and staff. For example, after much discussion last year our SCDM decided that our school would move to 90-minute reading blocks to provide instruction at the students' instructional level with focus on the five major components recommended by the National Reading Panel

While our literacy efforts focus on students in grades K-3, staff support is given at all grade levels. Students are taught to use cognitive strategies to interpret, comprehend, monitor, and regulate the reading process so that goals, purposes, and interests of reading are enhanced. We work to construct an environment where all children are engaged learners. We are creating classroom climates where books and reading are viewed as valuable and rewarding. It is our belief that reading is the key that unlocks learning in all subjects.

Our mathematics program is based on best-practices research and targets district, state, and national standards. The curriculum requires students to think about problems and share their ideas as they develop a variety of strategies to solve them. At every grade level, hands-on manipulatives are used. It is important that students see mathematics not as an isolated discipline, but as a way of thinking that connects to aspects of daily life and to other disciplines. This is an approach that is supported by many research studies and scholars, including the National Council of Teachers of Mathematics.

Franklin staff members believe that our ultimate mission is to better meet the needs of our students so that their voyage as learners will be unending. Our commitment to the instruction of reading and mathematics directs our daily work. As an integral part of our central Tacoma community, we are committed to the belief that every student can learn and excel and especially to the promise that *No Child is Left Behind*.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them.

The Washington State accountability system centers on the Essential Academic Learning Requirements (EALRs), which are Washington’s content standards, and determines broad achievement indicators for the state, districts, schools, and individual students. The Washington Assessment of Student Learning (WASL) is a criterion-referenced test specifically aligned to state standards. It measures the application of basic skills necessary to be a successful student and uses a variety of question formats, including multiple choice, short answer, and extended-response questions, to assess student knowledge. Given at the fourth, seventh, and tenth grade, it measures our state’s learning goals: to read with comprehension, write with skill, communicate effectively and responsibly, and know and apply mathematics. Students who score at the Proficient (level 3) or Advanced (level 4) levels have met the standards on this assessment.

Fourth grade students at Franklin Elementary have consistently scored in reading above the district for the last three years. It is notable to recognize the fact that Franklin was making these significant increases while serving ELL students. Since 1999, Franklin fourth graders have scored at or above the state average. The number of students scoring below the basic level has decreased from 1999-2002, from 20% to 3%. Also, the number of students scoring at the Proficient level has increased from 31% to 52% while the number of students scoring at the Advanced level has increased from 5% to 23%. Franklin Elementary is a Schoolwide Title I building, so the scores for students from low-income families are not disaggregated from the total scores. Three of the five main ethnic subgroups at Franklin (American Indian/Alaskan Native, Asian/Pacific Islander, Black/African American, Hispanic, White), have less than 10 students per year. Because this figure falls below the state’s interpretation of statistical significance, these scores are not reported in order to protect the student's confidentiality. Fourth grade Black/African American students at Franklin Elementary have consistently scored in reading above the district and the state for the last two years. In 2000-2001, 53.6% Black students at Franklin met standard compared to 48.2% of Black students in the state and 48.5% in the district. In 2001-2002, 52.6% Black students at Franklin met standard compared to 49.3% of Black students in the state and 47.5% in the district.

In 2002, 62.1% of fourth grade students at Franklin Elementary met standard in mathematics, scoring above students in the district (43%) and the state (51.8%). The number of students scoring below the basic level has decreased from 1998-2002, from 55% to 11%. Since 1998, the number of students scoring at the Proficient level has increased from 17% to 24%. At the same time the number of students scoring at the Advanced level has increased from 6% to 38%.

The Iowa Tests of Basic Skills (ITBS), given at grades three and six, and the Iowa Tests of Educational Development (ITED) at grade nine, comprise the norm-referenced component of the statewide testing program. Since 1999, Franklin third graders have scored above the 50th percentile. In 2002, they were at the 61st percentile. The African American third grade students have also scored above the 50th percentile since 2000; in 2002 they scored at the 61st percentile.

It is especially important to recognize the fact that Franklin’s significant increases included all of the different groups of students, and not just a selected few. The gains in test scores were comparable for both of the Caucasian and African American students. Clearly, Franklin, a high poverty school, has been successful in closing the academic gap for its entire student body, regardless of their ethnicity and/or socioeconomic backgrounds.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

In addition to reviewing results obtained from the third grade IOWA and the fourth grade WASL tests, Franklin also reviews level test results in grades Kindergarten, first, second, and fifth. The ongoing data review is part of the schoolwide planning process for developing/revising, implementing, and evaluating the building plan, which includes specific strategies and approaches designed to improve student and school performance in a variety of areas. The approaches designed to improve student and school performance in a variety of areas. The information is instrumental in curriculum mapping and grade level planning, conducting action research on the effectiveness of reading intervention program, as well as providing the basis for developing professional development activities.

Academic data from previous years is used to inform instruction. Data assists teachers in understanding where students' strengths and weaknesses may exist, and place focus on possible small group activities that target differentiated instruction in reading and mathematics. Listed below are the various assessment instruments administered at the different grade levels.

- Kindergarten – Kindergarten Assessment – ongoing
- First Grade – Tacoma Screening Instrument (TSI) – September, January, June
- Second Grade – Reading Accuracy and Fluency Assessment (QRI-II) – September-October
- Second Grade – Challenge Program Screening – January
- Third Grade – Iowa Tests of Basic Skills (ITBS) – March
- Fourth Grade – Washington Assessment of Student Learning (WASL) – April
- Fifth Grade – Degrees of Reading Power (DRP) – January
- Fifth Grade – Literacy and Mathematics Test (LMT) – April

In addition, the following classroom-based test results are also reviewed to help guide teachers with their planning.

- Grades 2-5 – Informal Reading Inventory (IRI) – given in fall and spring
- STAR Reading Test (in connection with the Accelerated Reader Program) – taken by students three times annually
- New students are assessed upon enrolling. Scores for the STAR and IRI tests indicate increase or decline in student reading levels, and guide our instruction in specific reading target areas.

3. Describe in one-half page how the school communicates students performance, including assessment data, to parents, students, and the community.

Home and school communication is a central focus of Franklin as indicated in our Mission Statement. We focus on a variety of ways to communicate with our publics and to reduce/eliminate obstacles for families to participate fully. Whenever possible, documents are provided in the primary language of our ELLs.

Weekly Communication

- Many classrooms send home weekly progress reports for all students.
- With telephones in each classroom, phone calls to parents are very common on a daily basis.
- Our Title 1 Backpack Program provides reading materials that are sent home with our students in grades K-3. The Before-School Reading Program offers small group reading experiences for students in grades 4 and 5.

Monthly Communication

- Our school newsletter is sent home monthly to each family.

- Families are informed and participate in Franklin’s monthly awards assemblies, which include Student of the Month, Terrific Kid, and Accelerated Reader (AR) recipients.

Annual Communication

- Partnership Conferences including teachers, parents, and students take place at least twice annually.
- Individualized Acceleration Plan (I.A.P.) Conferences are held twice annually for students falling below the 25th quartile in each classroom.
- Report cards are submitted for each student three times each year.
- Franklin’s *Annual Performance Report* is sent home annually to each family.
- Parents, students, and staff attend Open House in the fall upon the opening of the school year.
- Our staff hosts math Night in November. We extend an invitation to all parents and students to familiarize them with our math curriculum.

4. Describe in one-half page how the school will share its successes with other schools.

Our Franklin staff is eager to share our experiences with those around us. We use a variety of venues to disseminate information about our school. We believe that –our profession is one that flourishes when we work collaboratively for the benefit of all. Our desire to improve our school’s performance has resulted in an honor in which we take great pride. Our successes and achievements have already been recognized by many in our local area. We plan to include news about our school in our website, as well as publishing it in our local newspaper, *The Tacoma News Tribune*. The majority of our assessment information is published annually in a format called the *School Performance Report* that is sent home to each family. This report will also be available to the public on the district website and annual report. Our principal attends meetings regularly where Franklin’s successes are discussed, and she has an opportunity to expand on our creative efforts. Principal meetings provide a chance to share assessment results and successful strategies while learning from one another. Staff members attend a variety of state and national conferences each year. Professional journals such as *Educational Leadership*, *Phi Delta Kappa*, *The Reading Teacher*, etc. are some other vehicles for communication. All of these forums provide a chance for us to tell others what we are doing at Franklin, and to hear what is happening in their building. We are proud of our success, and are working to continue on this path.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, including foreign languages, and show how all students are engaged with significant content, based on high standards.

The Washington State Essential Academic Learning Requirements (EALRs) and data from other various assessments inform our instruction, and ensure that we are teaching in a developmentally appropriate manner. These challenging standards delineate what all students must know and be able to do upon exiting the K-12 educational system. These common goals in the major instructional areas of literacy and math maintain common goals and accountable teaching among our staff. This provides a coherent way to measure achievement from classroom to classroom. Integrating the EALRs into our lessons helps students understand the link between their personal efforts and performance in school and their decisions about future career and education opportunities. Our curriculum at Franklin Elementary School is aimed at getting students to think for themselves, both individually and cooperatively. In most classrooms, you will find student desks arranged in a cooperative group setting. Many lessons (especially math) take advantage of using the knowledge and experience of others to guide learning in the classroom. Mrs. Hallberg, our Learning Resource Center (LRC) teacher, team teaches with Mrs. McNiven and Ms. Saul during fifth grade math lessons, offering additional support on a regular basis for our students. Whether thinking cooperatively or independently, students are always encouraged to find their own answers with teacher serving as facilitator to their knowledge. Following instruction, as students work on assignments and projects, teachers monitor the students offering redirection, helpful suggestions, thought-provoking questions, and discussion with groups and individuals.

Curriculum guides in all subject areas are helpful in keeping teachers like-minded. However, much differentiation can be seen from classroom to classroom, as most of the lesson planning and instruction are left to the individual teacher. While Mrs. Kapfhammer’s third grade students may be constructing volcanoes, Mrs. Becklund’s third grade classroom might be busy working with Mrs. Candiogolos, our librarian, on research information for reports on the eruption of Mt. St. Helens. We meet often in grade level teams to support one another, collaborate, compare lessons, adjust calendars, etc. Research shows that students perform well when teachers are motivated themselves. Because we are so personally involved in the lesson planning of all instruction, it is most certainly a “part of us” and something we are excited about teaching. This draws the students in, and makes learning fun and interesting.

Our fifth grade Promotion Policy drives much of our curriculum at all grade levels. In Kindergarten, Miss Hobbs’s students create pictures with a small, friendly note. Miss Bona’s first graders busily work to write a thank-you note to a friend, complete with capitals and periods. By second grade, Mr. Stillwell’s children are able to expand on previous skills and write a complete paragraph, including some basic punctuation. Mrs. Danner’s third graders build on their prior knowledge and learn proper format for a heading, greeting, body, and closing; thus, creating a formal letter to *Junie B. Jones* author, Barbara Park. In fourth grade, Miss Kim’s students are able to pull from what they already know, and create a letter including proper format, spelling, and content. By the time they reach Ms. Saul’s fifth grade classroom, it is our goal that students are able to build on the collaborative efforts of the teachers at Franklin Elementary School in order to successfully write a first-class letter to President Bush.

2. Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

At Franklin, we believe all children can learn to read and write. If students know we expect more, we get more from them. Our school follows a 90-minute reading block format for all grade levels. During this time,

students receive direct instruction and guided practice in reading at their instructional level. Reading instruction focuses on the five major components recommended by the National Reading Panel: phonemic awareness, phonics instruction or word study for older students, fluency, vocabulary, and comprehension. While writing is included, it is connected to word study and text response. During each 90-minute block of time, support staff (Title 1, LRC, and ESL) work with the grade level staff for 45 minutes daily to deliver instruction in various ways as dictated by the planned activity. Most of the instruction during the 45 minutes is small, flexible grouping instruction. This enables the students to receive tutoring based on need and skill. Small group instruction also allows the teacher to assess individual needs and to employ ongoing assessment and evaluation of students. Our P.E. teacher, librarian, and other specialists spend time working with classroom teachers in the effort to support our reading curriculum. During these reading blocks, we focus on giving students skills to be more successful readers. Students learn important strategies such as prediction, clarification (breaking words into “chunks”), questioning, and summarizing. This knowledge travels with our students from grade level to grade level, and equips them with confidence and ability.

Our *Houghton Mifflin* reading series has literature-based focus with common threads connecting the grade levels. Students are engaged through oral and written language. As further intervention, we use *Soar to Success* and *Early Success* supplemental reading programs to provide excellent support for our *Houghton Mifflin* regular reading series. Because we see the importance of teaching various reading strategies, our instructional program is effective for all students. We offer a variety of materials and texts for children to read, and use flexible grouping strategies to tailor instruction for individual students. Classroom management includes a high level of encouragement and motivation that encourages learning and maintains a high level of expectation for student achievement. The Accelerated Reading Program (A.R.) has proven highly beneficial for our students. Mrs. Stephens’s fourth grade students regularly read four or five books weekly, and monitor their comprehension with A.R. tests on the computer. Students are motivated to read more, and are becoming more fluent and interested in reading as their volume of reading continues to increase. Throughout the school year, we continually assess children’s progress and adjust lessons accordingly.

3. Describe in one-half page one other curriculum area of the school’s choice and show how it relates to essential skills and knowledge based on the school’s mission.

Franklin is committed to the vision of mathematics teaching and learning outlined in the Washington State Essential Academic Learning Requirements (EALRs) and the National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics. We focus on concepts and procedures, problem solving, mathematical reasoning, mathematical language, and connect ideas with real-life situations. Our mathematics program engages every student who enters our classrooms in meaningful mathematics experiences. Mrs. White’s fourth grade students can be seen counting the raisins in their individual boxes in order to create a line plot with the data they collect. Students are then able to discover the logical use of such terms as outliers, mode, median, mean, range, and gaps when looking at data. The program provides and maintains high quality mathematics instructional materials and tools for students who have a wide variety of learning styles and special needs.

Based on standardized tests and performance assessments, our professional development aligned with the standards in the area of math to improve student performance. Staff attended Marilyn Burns training and in-building professional development in problem solving.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Teachers in our building work tirelessly to know and understand our content areas. We refer to our data and determine areas of challenge and success and use that to guide future instruction. After her first year administering the Washington Assessment of Student Learning (WASL) Test as a fourth grade teacher, Mrs.

McNiven was able to consider creative changes to her curriculum. In the area of writing, she saw the need to provide clear writing prompts that improve the students' ability to develop concise written work. The students became better writers the second time she led them through the WASL testing experience. We are constantly re-evaluating our lesson planning and instruction to meet the needs of our students from grade level to grade level.

Our approach often includes methods such as direct instruction, cooperative learning, lecture with discussion, and brainstorming. Direct instruction works best when specific learning targets exist. We use this method most often in the teaching of specific facts and basic skills. Cooperative learning fosters mutual responsibility in the classroom. We have found this to be an effective technique in which the students become more patient, less critical, and more compassionate. Instruction with discussion provides students an opportunity to question, clarify, and challenge. This format is most often interspersed with conversation throughout. Discussion pools ideas and experiences from a whole group and allows everyone to participate in the process. Through brainstorming, students are given an opportunity to think creatively about new ideas. Mrs. Kapfhammer's third graders are able to create word webs with ease and accuracy, which guides them in their written work. We often find that one idea can spark a room full of new ideas.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

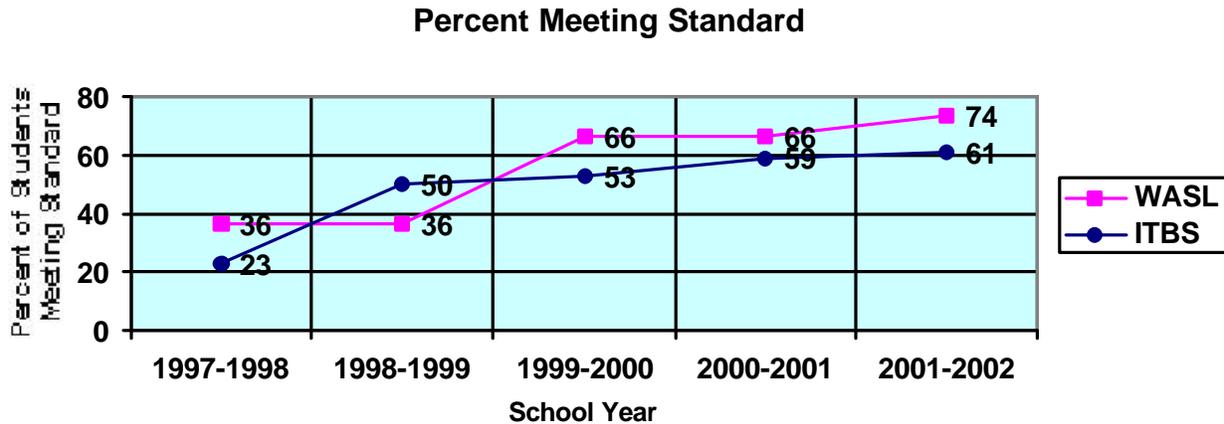
The most critical factor in a child's education is a caring and competent teacher. The goal of our professional development program is to provide a blueprint for preparing and supporting educators to help all students reach high standards of learning. The complexities of effective teaching are such that teachers must participate in effective, sustained professional development to acquire new skills and continue to refine their practice throughout their careers.

In order for professional development to have a lasting impact, the approach must establish and maintain professional learning communities. Professional development must be directly applicable to a teacher's work, job embedded, student-focused, appropriate to the development needs of the teacher, and responsive to the needs of the school district.

Our professional development program serves to focus on areas chosen annually by our Site Centered Decision-Making (SCDM) Team, which includes grade level representatives from grades K-5, parents, and our building administrator. Over the past few years, we have centered our attention largely on professional development as it aligns with curriculum. As we continue to improve our performance in these areas, staff members collaborate to plan lessons and compare results. Many staff members share their ideas with others, adding to our success. For example, Mrs. Stephens created some supplementary math lessons to help prepare students for the Promotion Policy Math Exemplars. After working through these projects with her students, some minor adjustments were made, and they were distributed to other upper grade staff members to be used in their classrooms. Time is spent before and after school to enrich our content knowledge of newly adopted curriculum.

STATE CRITERION-REFERENCED TESTS

The fourth grade Washington Assessment of Student Learning (WASL) and third grade Iowa Tests of Basic Skills (ITBS) results for Franklin in the last five years clearly show a dramatic increase as indicated in the graph below:



Grade: 4 Test: Washington Assessment of Student Learning (WASL)

Edition/publication year: 1997 Publisher: Custom Developed

What groups were excluded from testing? Why, and how were they assessed? Special Education students with IEP's that specify alternative forms of assessment were excluded. Special Education students identified by their Individual Educational Plan (IEP) to take alternative assessments participated in the Washington Alternative Assessment Systems (WAAS). The WAAS is a component of Washington's comprehensive state assessment system. It is triggered when a team decides that a student with a disability is unable to take the WASL in one or more content areas – even with accommodations – and an alternative method of assessment should be used to measure progress towards state standards. In 2002, IEP teams were able to select the appropriate commercially available tests that matched the same content areas assessed by the WASL. If neither the WASL nor a commercially available test was deemed appropriate, IEP teams were able to use a portfolio to assess student skills. The portfolio method of assessment focuses on the student's progress toward his or her IEP skills. It also gives the assessment team needed flexibility in showing how this student is progressing toward state standards.

Number excluded: 2 (Reading) / 5 (Math) Percent excluded: 2.7% (Reading) / 6.8% (Math)

Students scoring at Level 3 (Proficient) and Level 4 (Advanced) have met standard; students scoring at Level 2 (Basic) and Level 1 did not meet the standard. The terms “Basic,” Proficient,” and “Advanced” are consistent with the terms outlined in the No Child Left Behind (NCLB) Act of 2001.

NCLB:		WASL:	
Advanced	=	Level 4	Meets Standard
Proficient	=	Level 3	

Basic	=	Level 2	Below Standard
Below Basic	=	Level 1	

Note: Because Franklin is a Title I schoolwide building and because the identify of students who come from low-income families are not available to staff, it is not possible to disaggregate the test scores of these students from the general student population.

READING:

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month: April/May					
School Scores					
Total (met standard):	74.2%	66.2%	66.7%	35.7%	35.6%
At or Above Basic	96.9%	97.3%	91.7%	78.7%	88.1%
At or Above Proficient	74.2%	66.2%	66.7%	48.3%	35.6%
At Advanced	22.7%	18.9%	16.7%	5.4%	5.1%
Number of students tested	66	74	70	55	53
Percent of total students tested	100%	100%	97.2%	98.2%	89.8%
Number of students excluded	2	3	4	5	3
Percent of students excluded	2.7%	3.7%	5.1%	8.2%	4.8%
Subgroup Scores					
1. American Indian/Alaskan Native *	0	3<10	0	2<10	**
2. Asian/Pacific Islander *	3<10	4<10	4<10	5<10	**
3. Black/African American	19	29	26	17	**
At or Above Basic	100%	89.6%	92.3%	64.7%	
At or Above Proficient	52.6%	51.7%	65.4%	29.4%	
At Advanced	5.3%	6.9%	7.7%	0%	
4. Hispanic *	5<10	8<10	5<10	3<10	**
5. White	39	31	37	29	**
At or Above Basic	97.4%	100%	91.9%	86.2%	
At or Above Proficient	84.6%	77.4%	75.7%	44.8%	
At Advanced	28.2%	25.8%	24.3%	10.3%	
6. Low SES	53	46	48	42	n/a
At or Above Basic	96.2%	97.8%	91.7%	73.8%	
At or Above Proficient	73.6%	64.4%	64.6%	31.0%	
At Advanced	13.2%	6.7%	8.3%	2.4%	
State Scores					
Total (met standard)	65.6%	66.1%	65.8%	59.1%	55.6%
At or Above Basic	93.9%	93.5%	92.8%	90.3%	90.2%
State Mean Score ***					
At or Above Proficient	65.6%	66.1%	65.8%	59.1%	55.6%
State Mean Score ***					
At Advanced	27.0%	27.4%	27.0%	31.2%	34.6%
State Mean Score ***					

* Scores are not reported when there are less than 10 students to protect confidentiality and below the state's interpretation of statistical significance.

** Disaggregated data not available for 1997-1998 from our data bases

*** Unable to locate State Mean Scores

MATH:

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month: April/May					
School Scores					
Total (met standard):	62.1%	17.6%	33.8%	19.7%	22.6%
At or Above Basic	89.4%	64.9%	66.2%	50.1%	43.5%
At or Above Proficient	62.1%	17.6%	33.8%	19.7%	22.7%
At Advanced	37.9%	2.7%	12.7%	3.6%	5.7%
Number of students tested	66	73	70	55	52
Percent of total students tested	100%	98.6%	98.6%	98.2%	98.1%
Number of students excluded	5	3	5	5	9
Percent of students excluded	6.8%	3.7%	6.4%	8.2%	14.5%
Subgroup Scores					
1. American Indian/Alaskan Native *	0	3<10	0	2<10	**
2. Asian/Pacific Islander *	3<10	4<10	4<10	5<10	**
3. Black/African American	19	29	25	17	**
At or Above Basic	89.2%	48.3%	60%	41.2%	
At or Above Proficient	36.8%	13.8%	16%	11.8%	
At Advanced	10.5%	0%	4%	0%	
4. Hispanic *	5<10	8<10	5<10	3<10	**
5. White	39	31	37	29	**
At or Above Basic	92.3%	80.7%	72.9%	58.6%	
At or Above Proficient	74.4%	19.4%	43.2%	24.1%	
At Advanced	53.8%	3.2%	18.9%	17.2%	
6. Low SES	53	45	48	42	n/a
At or Above Basic	88.7%	66.7%	62.5%	45.2%	
At or Above Proficient	58.5%	15.6%	31.3%	14.3%	
At Advanced	28.3%	4.4%	4.2%	0.0%	
State Scores					
Total (met standard)	51.8%	43.4%	41.8%	37.3%	31.2%
At or Above Basic	78.6%	71.8%	66.7%	64.7%	61.0%
State Mean Score ***					
At or Above Proficient	51.8%	43.4%	41.8%	37.3%	31.2%
State Mean Score ***					
At Advanced	24.8%	28.4%	24.9%	27.4%	29.8%
State Mean Score ***					

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** Disaggregated data not available for 1997-1998 from our data bases

*** Unable to locate State Mean Scores

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 3

Test: Iowa Tests of Basic Skills (ITBS)

Edition/publication year: Form M/1996

Publisher: Riverside

What groups were excluded from testing? Why and how were they assessed? LRC / Inclusion students were exempt if deemed appropriate by the Student Review Team (SRT). The decision to exclude any student was based on the determination of this team as indicated on the student's IEP. Exempt students were assessed via classroom based measurement tools. Some took alternative assessments as mandated by the state.

Scores are reported here as: Percentiles

READING:

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month: March					(Not ITBS)
School Scores					**
Total Score	61%	59%	53%	50%	
Number of students tested	67	72	74	66	
Percent of total students tested	87%	99%	99%	86%	
Subgroup Scores					
1. American Indian/Alaskan Native	0	0	(2<10)	0	n/a
2. Asian/Pacific Islander	(8<10)	(5<10)	(3<10)	(4<10)	n/a
3. Black/African American	61	53	54	38	n/a
4. Hispanic	(6<10)	(5<10)	(8<10)	(5<10)	n/a
5. White	62	62	58	65	n/a
6. Low SES	56	62	49	n/a	

* Scores are not reported when there are less than 10 students to protect confidentiality and below the state's interpretation of statistical significance.

** In 1998 a different test at the fourth grade was used. The data is not applicable.

MATH:

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month: March					(Not ITBS)
School Scores					**
Total Score	65%	65%	57%	51%	
Number of students tested	67	72	61	66	
Percent of total students tested	87%	99%	99%	86%	
Subgroup Scores					
1. American Indian/Alaskan Native	0	0	(2<10)	0	n/a
2. Asian/Pacific Islander	(8<10)	(5<10)	(3<10)	(4<10)	n/a
3. Black/African American	61	60	64	35	n/a
4. Hispanic	(6<10)	(5<10)	(8<10)	(5<10)	n/a
5. White	62	67	61	66	n/a
6. Low SES	60	68	57	n/a	

** In 1998 a different test at the 4th grade was used. The data is not applicable.