

The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

BASIC EDUCATION PROGRAM REQUIREMENTS WAIVERS

SUMMARY OF POLICY ISSUE /STATE BOARD OF EDUCATION (SBE)

The State Board of Education (SBE) may grant to schools and districts waivers from the requirements of the Basic Education Act (RCW 28A.150.200 through 28A.150.220). The waivers allow schools and districts to implement a local plan to enhance the educational program for each student (RCW 28A.305.140).

BACKGROUND

At this meeting, the SBE will consider two applications for waivers from the 180 school-day calendar requirement of the Basic Education Act. A summary table of the requests is provided below and the full applications are provided in Appendix A.

District	Number of Days	School Years	New or Renewal	Accountability Information	2009 Academic Achievement Award
Edmonds	5	2011-14	Renewal	Made AYP: No Improvement: Step Two under NCLB Tier I or II schools: No	Maplewood Parent Cooperative (Overall Excellence); Challenge Elementary (Overall Excellence, Language Arts And Math)
Shoreline	5	2011-14	Renewal	Made AYP: No Improvement: Not on any step under NCLB Tier I or II schools: No	Kellogg Middle (Overall Excellence And Language Arts)

Washington State Assessment, Dropout, and Graduation Data

At the end of each application, staff has added student achievement data. The following two tables of Washington State achievement data are provided for comparison.

Washington State 2009-10 WASL Results				
Grade Level	Reading	Math	Writing	Science
4th Grade	67.2%	53.7%	61.1%	
7th Grade	63.4%	55.3%	70.3%	
10th Grade	78.9%	41.7%	86.0%	44.8%

Washington State 2008-09 Results	
Annual Dropout Rate	5.1%
On-Time Graduation Rate	73.5%
Extended Graduation Rate	79.2%

POLICY CONSIDERATION

The applications are accurate. The purposes of the proposals are to improve student achievement by enhancing the educational program for all students. In addition, each district has stated in their resolution that they will meet the minimum instructional hour offering.

During the 2010 Legislative Session, the Legislature will make drastic cuts to existing state programs, including K-12 education. A reduction in the number of school days has been proposed as a cost saving strategy. As a consequence, the SBE should consider including a clause in any granted waiver that reduces or voids the waiver if the school year is shortened. The clause would be included in every granted waiver for the 2011-12 school year and later.

EXPECTED ACTION

Approval of the applications, with the provision that if the Legislature reduces the number of days for a school year then the number of waived days, would be reduced by an equal amount.

WAIVER REQUEST APPLICATIONS

District	Edmonds School District No.15
New or Renewal	Renewal Application
Is the request for all schools in the district?	Yes
Number of Days	5
School Years	3
Will the district be able to meet the required annual instructional hour offerings?	Yes

Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	12
Reduction	10
Remaining number of half days in calendar	2

What are the purpose and goals of the waiver?
<p>Waiver days provide time for our staff to implement the improvement goals identified within our school and district improvement plans. We use the construct of <i>professional learning communities</i> (PLCs) to guide our learning toward these goals. District leaders and principals develop the plans that our professional learning communities follow.</p> <p>Our secondary system is focused on the implementation of a formative assessment system that enables teachers to understand student learning on a minute-by-minute daily basis using the work of Dylan Wiliam as a guide. Wiliam’s research has demonstrated that intentional formative assessment of this type, when implemented well, can have a very powerful positive effect on student achievement.</p> <p>Our elementary system is focused on the implementation of <i>multi-tiered instruction (MTI)</i>, a three-tiered structure that requires our staff members to routinely monitor student progress and meet to discuss students’ needs based on relevant data.</p> <p>During the waiver days our teachers work in <i>professional learning communities</i> (PLCs) <u>on the following goals:</u></p> <ol style="list-style-type: none"> 1. <u>Routine review of student learning data</u> gathered through state, district, and classroom-based assessments. 2. <u>Routine learning and discussion about the instructional strategies</u> necessary to close the achievement gaps identified by our state, district, and classroom-based assessments. 3. <u>Routine analysis of the effectiveness of our changes</u> of instructional practices. 4. <u>Routine learning about such topics</u> as formative assessment and implementation of our new literacy adoption. <p>The five days are essential to the yearlong effort by staff to improve student learning and to make the needed adjustments to instruction while there is an opportunity to positively impact the outcome of the school year.</p> <p>Our experience with the use of our professional development time is that having longer chunks</p>

of time for teachers to meet monthly in PLCs leads to deeper conversations than shorter more frequent chunks of time. For example, at the secondary level the structure of our work is designed so that teachers can commit to personal action plans in their PLCs, then try out their new learning in their classrooms in the time period between PLCs, and subsequently bring their applied learning experiences to discuss in depth with colleagues in their next PLC. The graphic on the next page illustrates how this structure works in our secondary schools.

What is the student achievement data motivating the purpose and goals of the waiver?

The District uses student achievement data from the Measurements of Student Progress (MSP), High School Proficiency Exams (HSPE), as well as from district, school, and classroom assessments. From these assessments we have determined that while overall student achievement in our district has risen in recent years, we continue to struggle with persistent achievement gaps. We are most concerned about the performance of our low income and Latino students, particularly in early literacy, and math and science K-12.

A key set of data influencing our use of professional development time during waiver days is our district AYP data. Specifically, in spring 2010, the following groups in the district did not make AYP:

	<i>Elementary (grades 3-5)</i>	<i>Middle (grades 6-8)</i>	<i>High (grade 10)</i>
<i>Reading</i>	All, Black, Latino, Low Income	Latino, ELL, Low Income	Low Income
<i>Math</i>	Low Income	Low Income	All, White, Low Income

The time provided on the waiver days will allow staff to continue to analyze student assessment data and to work within professional learning communities (PLCs) to develop the necessary interventions to support increased student achievement levels.

The District will use the data to align resources to support schools in meeting the student learning goals identified by our achievement gaps listed above. The district also uses the data to make decisions about how best to shape the professional development activities provided to staff on the waiver days.

Describe the measures and standards used to determine success and identification of expected benchmarks and results.

After a very careful assessment of student performance on state assessments, we determined the following Adequate Yearly Progress (AYP) focal points for our 2010-11 *District Improvement Plan*:

Reading Target Groups:

- All elementary students who are not meeting grade-level standards in reading.
- All K-12 Latino students who are not meeting grade-level standards in reading.
- All K-12 low income students who are not meeting grade-level standards in reading.

Math Target Groups:

- All K-12 students who are not meeting grade-level standards in math.
- All K-12 low income students who are not meeting grade-level standards in math.

We have set very specific three-year achievement goals that are outlined below. These goals are based on increasing the percentage of students meeting standard on the state assessment

using the state formula for making Safe Harbor. We have included the 2009-10 data as the baseline year.

Three-Year District Reading Goals – Percent of Students Meeting or Exceeding Standard

	<i>2009-10 (baseline year)</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
<i>Elementary (Gr. 3-5)</i>	69.9%	72.7%	75.3%	77.6%
<i>Middle (Gr. 6-8)</i>	67.2%	70.3%	73.1%	75.7%
<i>High (Gr. 10)</i>	83.3%	84.9%	86.3%	87.6%

Three-Year District Math Goals – Percent of Students Meeting or Exceeding Standard

	<i>2009-10 (baseline year)</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
<i>Elementary (Gr. 3-5)</i>	59.2%	63.0%	66.5%	69.7%
<i>Middle (Gr. 6-8)</i>	58.1%	62.1%	65.7%	69.0%
<i>High (Gr. 10)</i>	43.8%	49.1%	53.9%	58.3%

The District has similar three-year goals for our target demographic groups in both Reading and Math. These goals are also determined using the Safe Harbor calculation to demonstrate progress.

In addition to tracking progress on the state assessment, we use district and classroom assessments as a means of measuring student progress between state assessments. In elementary reading, our goal is that fewer than 20 percent of our district K-2 students will be performing in the at-risk category on the DIBELS in spring 2011. As part of our MTI meetings, teachers at grades K-6 are tracking student progress on Comprehension Strategy Assessments that are part of the district's new literacy program. In elementary math, our goal is that at least 80 percent of our grade 2 students will meet or exceed the target on the Grade 2 District Math Assessment in spring 2011. Elementary teachers at grades K-5 use assessments that are part of our Math Expressions program to track classroom progress in math. At secondary, our teachers in grades 7-12 routinely discuss their students' learning as evidenced through formative assessments during their professional learning community (PLC) meetings on waiver days.

Describe the evidence the district and/or schools will collect to show whether the goals were attained.

We will collect multiple forms of evidence to determine if we met our goals. Specifically, the following assessments are used district-wide:

Reading:

- DIBELS, grades K-1 all students, and grades K-6 for Learning Support and “Watch List” students.
- Grade 2 Oral Reading Assessment.
- Sight Word Assessment, grades K-1.
- Comprehension Strategy Assessments, grades K-6.
- Gates-MacGinitie Reading Test, grades 7-12 Learning Support.
- Measurements of Student Progress, grades 3-8.
- High School Proficiency Exam, grade 10.

Math:

- Grade 2 District Math Assessment.
- K-5 assessments from the Math Expressions program.
- Grade 6 assessments in key CMP2 units (Bits & Pieces three; Variables & Patterns) under construction to be used district-wide.
- Measurements of Student Progress, grades 3-8.
- End-of-Course Math exams in Algebra and Geometry.

The district uses a data warehouse that allows all certificated staff to view student learning data in a variety of ways, including disaggregating by gender, ethnicity, meal status, special programs, and other meaningful demographics. Staff are able to track the ongoing progress of groups of students as well as individual students throughout the year.

Our District Improvement Plan (found at www.edmonds.wednet.edu) provides more detailed information about how we will measure student performance against math, literacy, and our supportive learning environment goals. Many of these details are also outlined in our response to question ten within this application.

Describe the content and process of the strategies to be used to meet the goals of the waiver.

We use professional learning communities (PLCs) as our primary learning structure K-12. Principals and teachers meet in PLCs frequently, including during a large percentage of our waiver day time. Formative assessments are our primary content learning for grades 7-12. Support of our new literacy adoption and multi-tiered instruction (MTI) are our primary learning areas for grades K-6. Our concerns about early literacy led us to this adoption. Our concerns about data-driven decision making, particularly in terms of our student groups who indicate achievement gaps, led us to MTI and formative assessments.

At the elementary level, the district has provided structured protocols for use in the MTI meetings, to ensure that the conversations are focused and effective. The protocols include a series of guiding questions designed to lead each grade-level team through a review of student data and discussion of student needs from the level of:

1. The grade level as a whole.
2. Each classroom.
3. Students on the "Watch List."
4. Tier II students.
5. Students whose learning demonstrates that they should be moved into a different grouping, needing either more or less progress monitoring and/or interventions than they currently receive.

At the secondary level, the work on formative assessments focuses on five strategies:

1. Clarifying and Sharing Learning Targets and Success Criteria.
2. Eliciting Evidence of Student Learning through More Effective Questioning Techniques.
3. Providing Effective Feedback that Moves Student Learning Forward.
4. Helping Students to Take Responsibility for their Own Learning.
5. Helping Students to be Effective Resources for their Peers.

The content and process of the strategies being used by the district during the waiver days is strongly supported by research about effective teaching and learning practices that positively impact student achievement (e.g., see work by Dylan Wiliam, Doug Reeves, John Hattie, and Richard DuFour).

Describe the innovative nature of the proposed strategies.

Our professional learning community (PLC) construct is based on the work of Richard DuFour and is used by many districts throughout the state of Washington and across the country.

This model (PLCs) brings teachers together to answer four clear questions:

1. What do we expect students to learn? (the standards)
2. How will we know if they learned it? (the assessments)
3. What will we do if they did not learn it? (interventions)
4. What will we do if they already learned it? (enrichment)

PLCs are based on the notion that collaboration is the best way to ensure common outcomes, assessments and learning for both adults and students.

Our elementary system uses the professional learning community construct to engage with multi-tiered instruction (MTI), a three-tiered approach to learning in the classroom. The first tier (typically 80 percent of students) is the primary classroom instruction called the “core.” The second tier (typically 15 percent of students) is daily supplemental instruction for students who need an “extra dose” of time for learning a key strategy/skill. The third tier (typically five percent of students) is supplanted instruction, where students leave their primary classroom for full-time support on a skill (e.g., many students within self-contained special education classrooms). This framework for student learning also implies that teachers must meet routinely (every four to six weeks) to review student data and determine next instructional steps. This is a complete paradigm shift for our system, which formerly left it up to individual school sites to create a schedule for data review.

Our secondary system uses professional learning communities to engage with formative assessment, using the work of Dylan Wiliam and the Educational Testing Service (ETS) as its guide. We are focusing on day-by-day, hour-by-hour, minute-by-minute assessments that help teachers determine instructional decisions in real-time. Formative assessment emphasizes using this “real-time” data to make changes in instructional practices that will help the students immediately.

We have learned much from these structures. PLCs make it possible for us to organize learning for nearly all of our staff without having to bring teachers together in one location. They also help us ensure job-embedded conversations because they are based at the local school site and are focused on the students that each teacher has in his/her classroom. MTI has helped us create a structure to organize our students and support services so they are targeted, based on data, and do not inadvertently overlap with one another. Formative assessments give us the type of real-time data that we cannot get from our yearly state assessments, thus making it easier to provide students with the right support.

We absolutely need the waiver days in order to ensure opportunities that are both consistent and routine for teachers to meet to discuss student data and next steps to support the identified student needs. Without the waiver days, we must rely on teachers doing this on their own and outside a controlled learning environment- a notion that inevitably leads to gaps in information about student needs and inconsistent implementation of instructional strategies to meet student needs.

Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

As noted, our system is using the following guiding questions for our work in student learning: (the guiding questions within the PLC construct)

1. *What do we want students to learn?*
2. *How will we know if they learned it?*
3. *What will we do if they don't learn it?*
4. *What will we do if they already get it?*

We are using the professional learning community (PLC) structure to guide our work K-12 and multi-tiered instruction (MTI) to support our efforts at elementary. This is a long-term vision and each year is connected with the previous. In 2009-10, we focused on question one above. In 2010-11, we are focusing on question two above. In 2012-13, we will begin to focus on questions three and four above, while continuing to connect the work across all four questions. We will continue to deepen this work in each subsequent year of the waiver. We will continue to use the professional learning community structure during waiver days to support our learning with respect to finding answers to these questions. Educational research strongly supports the importance of long-term commitment to a strong focus, and the three-year waiver will help ensure the district being able to continue and strengthen the focused work for which we have set a foundation.

Describe how the waiver directly supports the district and/or school improvement plans

Note: Our District and School Improvement Plans can be located on our district website at www.edmonds.wednet.edu. Our District Improvement Plan is located on the Student Learning Department homepage and the School Improvement Plans are linked to each school's website, accessible through the district's homepage.

Our District Improvement Plan identifies our most pressing student needs system-wide. The time provided by the waiver directly supports the district and school improvement plans. These plans address literacy, math, and supportive learning environment needs as identified by our data. They also include steps for connecting with our community and integrating technology. At the district level, professional development will support teachers and principals in the areas of math and literacy, with a strand of learning around best instructional practices and assessment. The block of time the waiver provides allows focused work on the development of content knowledge and pedagogy to support higher levels of learning for all of our identified students.

Describe how administrators, teachers, other staff, parents, students, and the community have been involved in the development of the request for this waiver.

Communication around the original calendar change, prior to the 2003-04 school year, included communication to parents and community members about the planned change from ten half days of early release for staff development to five full non-student days for professional development and collaborative time. The proposed use of those days was explained to staff, parents, and community members through established district communication processes. Feedback was overwhelmingly positive as parents felt the reduction of the number of early release days minimized the disruption to family schedules. Since the initial processing of the waiver, we have continued to work with administrators, teachers, classified staff, parents, and community members to ensure continued support of the waiver. We have sought information through surveys, face-to-face communication, and through parent and staff meetings. Groups involved in processing the decision to seek renewal of the waiver have included: the District Labor Management Group, comprised of representatives from each of the District's employee groups; the Professional Excellence Committee, which includes teachers and building and district level administrators; the District's principals and managers; the Citizen Planning Committee, comprised of parent representatives from all schools; the Superintendent's Roundtable, which brings together community members, parents, and staff; bargaining groups; and the School Board of Directors. Each of these groups understands the need for full professional development days and has given support for continuing the waiver.

Administrators and certificated staff continue to strongly support the current structure of the calendar as it provides an improvement in the quality of instructional delivery and professional development activities. Further, having the time allocated within the school year allows learning application and assessment to be made throughout the year (see the chart under section #8). In response to the school calendar, parents have been supportive and greatly appreciative of the careful placement of the days which enhance professional development, as well as take into account the need to minimize the impact on families.

Provide details about the collective bargaining agreements, including the number of professional development days (district-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.

In our collective bargaining agreement with the teachers association, we have five waiver days, six locally bargained supplemental days, and two early release days. Our instructional year consists of 175 days. Of the supplemental days, three are held prior to the start of school, and three are placed within the school year along with the five waiver days, creating eight full days for professional development activities during the year. One half-day occurs in January to allow for parent conferences, if needed, and to prepare progress reports for parents. The other half-day occurs on the last day of school. The days are split between District and/or building directed time and individual directed time. Often during the individual time, staff are working together in grade level teams.

In our collective bargaining agreement with paraeducators, three of the waiver days are mandatory professional development days. During this time, paraeducators attend day long district training or are working in their buildings with certificated staff on professional development activities. The additional two waiver days are optional for paraeducators to work at their buildings to support learning activities.

Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

Our previous waiver allowed time for staff to implement school improvement goals. The waiver days provided an opportunity for staff to:

- Work on curriculum development.
- Analyze effectiveness of their work based on student learning data.
- Work collaboratively to implement plans and goals.
- Review student data leading to adjustments of instructional practices and development of common assessment.
- Receive professional development on new math and literacy curriculum.

These activities were those that were planned as part of the district's prior waiver request.

How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

The purpose and goal of the previous waiver were to provide time for staff to implement school improvement goals which were identified by each school through data analysis of state, district and classroom-based assessments. The waiver days were used for professional development, curriculum development, standards alignment, analysis of student data, and implementation planning. We are seeing some overall student growth during this period. We still have work to do to close the achievement gap and enhance learning for all students. Continuation of the waiver days is vital to support improved student learning.

Although the last waiver did not request that we have specific targets, the following statements summarize some of the progress we have seen in the district over previous years:

- Student performance in the district shows a three-year upward trend that is more pronounced at the district level than at the state level in the following grades and subjects on the state assessment:
 - Grade 3 Reading
 - Grades 6 and 7 Math
 - Grades 4 and 7 Writing
 - Grade 10 Science
 - Girls in Grades 6, 7, and 8 Math
 - Low income students in Grades 8 and 10 Science
- In spring 2010, Edmonds students on average performed as well or better than state average on the state assessment in all grades and subjects except:
 - Grade 5 Science
 - Grade 8 Reading
 - This performance is in contrast to student performance in spring 2009, in which Edmonds students did not perform as well or better than state averages in Grade 4 Math, Grade 5 Reading, Grade 7 Writing, and Grade 8 Math – in addition to Grade 5 Science and Grade 8 Reading.
- In spring 2010, English Language Learners in the district performed consistently higher than their counterparts in the state in all grades in both Reading and Math on the state assessment.
 - This performance is in contrast to student performance in spring 2007, in which ELL students in the district performed less well than state ELL averages in 4 of the 7 tested grades in Reading, and less well than state ELL **averages in 3 of the 7 tested grade levels in Math.**

How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

Parents and the community receive regular communication about the professional development work staff is involved in on the waiver days. Principals include information in their school newsletters and information is shared at parent meetings. Information is shared with the community via the district newsletter, the district website, our Citizen's Planning Committee (CPC) and at the Superintendent's Roundtable meetings.

State Report Card Data

School District Information from OSPI Report Card Web Page

May 2010 Student Count	20,625	
Free or Reduced-Price Meals	6,348	30.8%

	2008-09	2007-08	2006-07
Annual Dropout Rate	6.1%	5.1%	5.3%
On-Time Graduation Rate	77.1%	75.4%	75.4%
Extended Graduation Rate	83.5%	80.5%	79.4%

2009-10 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	68.2%	54.9%	62.8%	
7th Grade	67.3%	58.6%	73.8%	
10th Grade	83.9%	42.2%	90.8%	50.5%

2008-09 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	73.9%	48.5%	61.4%	
7th Grade	59.4%	55.0%	68.2%	
10th Grade	86.9%	54.0%	89.6%	45.3%

2007-08 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	71.0%	52.7%	59.5%	
7th Grade	62.5%	49.1%	68.4%	
10th Grade	86.5%	53.6%	92.7%	40.9%

District	Shoreline
New or Renewal	Renewal Application
<i>Is the request for all schools in the district?</i>	Yes
Number of Days	Five
School Years	2011-12, 2012-13, 2013-14
<i>Will the district be able to meet the required annual instructional hour offerings?</i>	Yes

<i>Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	No half days District wide. Elementary students have seven for parent conferences - three in October and four in January
Reduction	No
Remaining number of half days in calendar	Same as above

<i>What are the purpose and goals of the waiver?</i>
<p>The purpose of using the five days requested in this waiver is to provide the time for educators to continue to implement a system of instruction that will increase the academic achievement of every student, specifically in mathematics, and to close the achievement gap in reading and math so that the AYP Proficiency Index in reading and math for each of the subgroups (American Indian, Asian/Pacific Islander, Black, Hispanic, White, Limited English, Special Education, Low Income) will equal, or exceed, the proficiency index for All.</p> <p>Shoreline used our waiver days during the past three years to begin this process. We have worked district-wide to begin answering these four questions: 1) What exactly do our students need to learn? 2) How will we know when they have learned this? 3) What will we do when students do not learn? And 4) What will we do for the students who have already met standard?</p> <p>We have learned that this takes an incredible amount of time. All educators received initial district training to do this work and it is currently happening at all levels, in job-embedded teacher professional learning communities, at school sites, and at district level trainings and workshops. During the last three years we:</p> <ul style="list-style-type: none"> • Determined power standards in K-12 math, P-6 reading, 7-12 social studies, and English. Power standards are the critical standards that all students must master. They need to be understood by teachers, students, and parents. (What exactly do our students need to learn?) • Purchased a data dashboard and have put in place common assessments for K-12 reading and one math assessment which we can now use for powerful data analysis and progress monitoring. (How will we know when students have learned?) • Wrote and received a Response to Intervention (Rtl) grant that has paid for our district Rtl coordinator and coaches at each school. We have started to implement district-wide systems of support and interventions for struggling students. (What will we do for students who do not learn?) • Conducted a review of our Highly Capable Program in 2008-09 and are making suggested changes to improve this program, as well as our AP/Honors program. (What will we do for the students who have already met standard?) <p>Shoreline students have already benefited from the work that we have completed. Teachers' lessons focus on power standards and they are using the data dashboard to identify students</p>

that need support. Interventions have been implemented at most sites and more students are monitored to ensure that they are receiving appropriate instruction. We have adopted new math curriculum at the elementary level and high school, new writing curriculum K-6, and are currently looking at middle school math and secondary science materials. We have aligned math instruction P-12, so all our students receive the same opportunities to learn and we are in the process of aligning our science instruction, as well. (See section 19 for a more detailed description.)

We still have much to do, so we plan to use the five waiver days over the next three years to:

- Determine the power standards in the additional content areas, as well as revising others to reflect the core national standards, if they are adopted.
- Align standards and curriculums P-12 in other content areas, so all students have equal access to excellent instruction.
- Create common assessments for mathematics, and hopefully, science that can be used to diagnose areas of difficulty. The results of these common assessments would be available on our data dashboard.
- Determine the most effective interventions, specifically for math, that will enable our students to meet standard on state tests, to earn required credits, and be eligible to enter a college or university.

Specifically, these days would provide the time for:

- District grade level or content level meetings to determine power standards, align standards and curriculum, and create common assessments for testing these standards.
- School staff or teacher professional learning communities to meet with colleagues and analyze common assessment data to identify the students at-risk, determine appropriate interventions, and set up a system of student progress monitoring to ensure that these students are successful.
- Staff training so that all teachers have the skills to analyze data to inform their instruction, use any new curriculum that the District adopts, create lessons that focus on power standards, and utilize the most effective instructional strategies.

What is the student achievement data motivating the purpose and goals of the waiver?

Shoreline's demographics are changing and we see growing achievement gaps in our groups of students on our AYP (Adequate Yearly Progress) data. The number of students needing free/reduced lunch has increased over five percent during the last three years. The percentage of students of ethnic minorities has increased over 11 percent and the number of students that are English Language Learners has also increased.

Our District did not make AYP last spring in seven cells: Grade 3-5 Hispanic Reading and Math, Low Income Reading and Math, Grade 6-8 Special Education Reading, and Grade 10 All and Low Income Math. We believe that the new state testing procedures and formats may have produced a decrease in our test scores, but we have several areas of concern. The percentage of grade 3 students meeting standard on the state test dropped from 77.0 percent in 2009 to 67.2 percent in 2010. In grade 10, the percentage changed from 61.3 percent to 51.7 percent.

Describe the measures and standards used to determine success and identification of expected benchmarks and results.

We use the state tests (MSP and HSPE) and the AYP Proficiency Index. Our goal is that the number of students meeting standard at each grade level, in every tested content, is higher than that number in schools with similar demographics across the state. Currently, we are in the

process of creating a Shoreline Accountability website where all of this information will be available for public access. We hope to have this completed by January 2011.

The Washington State Uniform Bar indicates where our students need to be in the next four years, so this is our expectation and is reflected in the tables below:

Goals for Percent of Shoreline Students Meeting Standard on State Reading MSP and HSPE

Reading	Current %	Goal for 2011	Goal for 2012	Goal for 2013	Goal for 2014
Grades 3-5	80	88.1	88.1	88.1	100
Grade 6-8	76.4	82.5	82.5	82.5	100
Grade 10	86.9	87.2	87.2	87.2	100

Goals for Percent of Shoreline Students Meeting Standard on State Math MSP and HSPE

Math	Current %	Goal for 2011	Goal for 2012	Goal for 2013	Goal for 2014
Grades 3-5	65.7	72	79	88	100
Grade 6-8	69.3	73	79.2	88	100
Grade 10	51.7	81.2	81.2	81.2	100

As we work toward 100 percent of our students meeting standard on state tests in 2014, we have district measures to progress monitor along the way. Tracking whether our students are at benchmark on these measures ensures that we have interventions in place to support struggling students. We use DIBELS (Dynamic Indicators of Early Literacy), SRI (Scholastic Reading Inventory) and Math EasyCBM.

Describe the evidence the district and/or schools will collect to show whether the goals were attained.

The assessment evidence we will be collecting are:

- State and district assessments (DIBELS, SRI, EasyCBM) data collected on our Shoreline Data Dashboard and Shoreline Accountability Report.
- Comparison to schools of similar demographics.
- Graduation and dropout rates.

District level evidence we will collect, besides assessment data, to show our actions toward the goals:

- Pacing guides with power standards and key academic vocabulary for every grade level and content area.
- Common assessments that have been created and results available on the dashboard.
- District interventions that are currently being used and student results that determine the interventions' effectiveness.
- Number of rigorous classes (AP and honors) that offer students the opportunities for academic advancement, enrollment in these classes, number of students who pass AP tests.
- Revised graduation requirements at both high schools.

School level evidence we will collect to show progress towards our goals:

- Lists of at-risk students that need immediate support, monitored throughout the year, in order to ensure that they are on track to meet state standards.
- School Improvement Plans with a comprehensive needs assessment, evaluation of past year's goals, new SMART goals, and their action plan.
- Response to Intervention Plans for each school

Describe the content and process of the strategies to be used to meet the goals of the waiver.

To achieve our goals, the Shoreline School District will continue to implement a **system** where:

- All educators, students, and parents know what students need to learn.
 - Standards are aligned P-12 in all courses and at all grade levels.
 - There are common graduation requirements at both of our high schools that will prepare students to succeed in a four-year university and become gainfully employed.
 - All students receive core curriculum and instruction via district-adopted curriculum and materials.
- We know when students have learned what is expected.
 - Common district assessments are used to regularly monitor individual student progress and to identify students who are on track for meeting state proficiency standards, students who need interventions, and students who need academic acceleration/extensions.
 - We continue to improve our district data collection system (Data Dashboard).
- We develop a deeper understanding of instructional practice and know what to do when students do not learn.
 - Teachers provide effective core instruction with clear purpose, optimal student engagement, research-based pedagogy, and appropriate assessment in a positive environment.
 - At-risk students receive immediate support in order to ensure that they are on track to meet state standards (Response to Intervention).
- Students are able to accelerate and expand their learning through differentiated instruction and rigorous course offerings.

To this end, the five waiver days will be used at the school sites, or at the district offices (depending on the numbers and needs) to provide high quality, professional development to train staff to:

- Complete the alignment of state standards and the creation of district power standards.
- Implement newly adopted curriculum in Math, Science, and English over the next three years of program adoptions.
- Administer state and district assessments with fidelity, and analyze results.
 - Understand the new state test items and specifications and the requirements for the end-of-course Algebra and Geometry tests.
 - Continuously analyze assessment data from multiple measures to inform classroom instruction.
 - Prepare educators to implement new core national standards and assessments, as needed.
- Continue the implementation of a district-wide Response to Intervention system using our current model with a district Rtl coordinator and Rtl coaches at every school.
- Use differentiated instructional strategies to address the needs of a variety of learners.
- Improve instruction for ELL students using GLAD (Guided Language Acquisition Design) and SIOP (Sheltered Instruction Observation Protocol).
- Improve math instruction by expanding teachers' mathematical knowledge and math pedagogy.
- Share lessons learned through our partnership with the Center for Educational Leadership at the University of Washington.

We believe that it is critical that teachers have the time to work with colleagues to embed their

new learning into their practice. So these waiver days will also provide collegial time for educators to work in their professional learning communities at their school, or with partner schools to:

- Look at the results of common assessments and identify students at-risk for not meeting state-standards.
- With the guidance of Rtl (Response to Intervention) coaches, determine appropriate interventions and how they should be implemented.
- Monitor student progress and effectiveness of interventions.
- Develop effective lessons that target learning's identified through common assessments and power standards.
- Evaluate and reflect on teaching practices based on assessment data.

Describe the innovative nature of the proposed strategies.

The Shoreline District wants to ensure that we are implementing scientific, research-based strategies that have proven results. These include our professional development for effective math instruction (part of our STEM work), our Response to Intervention program, instruction for English Language Learners (SIOP and GLAD), our administrators' partnership with the University of Washington Center for Educational Leadership, and all of our work in professional learning communities. As stated earlier, the goal of our efforts and professional development is to create an inner-connected system where all students have an equal opportunity to master the same high standards, receive outstanding instruction, have their progress monitored regularly and are supported with immediate intervention (if needed), and have access to rigorous courses. This systematic approach may not seem innovative, but research clearly indicates that this system is the key to excellent education and it is not found in many school districts.

Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

Our ultimate goal is to improve academic achievement, close the achievement gap, and work towards the goal of 100 percent of our students meeting state standards in 2014. The Shoreline District has been working, and will continue to work, to implement a systematic teaching and learning plan. So the activities in this plan have been started and will continue for at least three more years. We plan to continue our work in professional Learning communities to align standards, create common assessments, intervene with students at risk, and collaborate to implement the most effective learning strategies. We have a long-term professional learning plan to improve math instruction, ELL instruction, implement Rtl strategies, and close the achievement gap. We will have two new high schools opening in 2013 so we are working to have the same graduation requirements and equal opportunities for all students at that time.

Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

These waiver goals are Priority #1 for the Shoreline School Board: Increase the academic achievement of every student. Every School Improvement Plan has a district MSP/HSPE goal and an AYP goal. Schools create their own MSP/HSPE goal and SMART goal that are tied to Board and district goals. The link: http://www.shorelineschools.org/school_board/10-11_priorities.php

Describe how administrators, teachers, other staff, parents, students, and the community have been involved in the development of the request for this waiver.

A survey was sent to a random sampling of 350 parents, teachers, and students. This survey

was drafted by a committee of Shoreline Education Association members, administrators, and parents. The application itself was drafted by a committee of teachers, parents, and administrators. This draft was shared, and input gathered, from principal and administrative groups, the Shoreline Education Association, and the Superintendent's Cabinet. The majority of responders believe that we should be focusing on helping our students become more proficient in mathematics.

Provide details about the collective bargaining agreements, including the number of professional development days (district-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.

Currently, we have 11 non-student days in our teachers' contract. Of the 11, four are for administratively directed professional development which can be used at the District or school level, one day must be used for collegial work, and six days are for individual teacher use, but activities must be focused on district goals. We do not have early release for professional development, only for parent conferences at the elementary level. Since the collective bargaining agreement expires next summer (2011), the use of these days is up for negotiation.

Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

During the last two years, two of the waiver days were for administratively directed activities focusing on the goals below. Three of the days were for teachers to direct their time, working on the goals below. Details are included below.

How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

Our goals for our previous wavier application:
Each spring of 2009, 2010 and 2011 the Shoreline School District will have more students in grades 3 through 10 meeting standard on the WASL in all subject areas. Specifically, there will be at least a 3 percent yearly increase in students meeting standard on the Reading and Writing WASL, and at least a 6 percent yearly increase in those meeting standard on the Mathematics and Science WASL.

We met our goal of increasing the number of students meeting standard by 3 percent in several areas but results were sporadic and better in 2009, than in 2010.

READING	2007-8	2008-9	2009-10
3rd	79.1	81.6	79.6
4th	79.7	82.7	78.5
5th	84.1	81.3	82.0
6th	82.6	82.3	75.7
7th	73.1	79.5	71.8
8th	75.9	85	81.8
10th	88.5	86.9	86.6

MATH			
3rd	77.7	77.2	67
4th	66.8	68.1	63
5th	72.7	69.8	67.1
6th	67	65	68.8

7th	64.8	71.4	68.2
8th	61.7	68.4	70.9
10th	64.5	61.3	51.3

WRITING			
4th	72.2	68	69
7th	72.2	81.9	77.7
10th	91.8	91.1	86.2

Science			
5th	57.2	59.1	48.1
8th	61.6	66.6	73.7
10th	56.3	50.4	57.8

In 2009, we saw at least a three percent increase in the numbers of students meeting reading standards in grades 3, 4, 7 and 8 and an increase of at least 6 percent meeting standard in math in grades 7 and 8. Students in grade 7 improved 10 percent in writing. From 2009 to 2010 there was a 6 percent increase in students meeting standard in grade 8 reading, 3 percent increase in grade 7 math, 9 percent increase in grade 8 math, an increase of 6 percent in grade 7 writing, and an increase of 12 percent in grade 8 science. In spite of meeting our goal in these areas, we had many areas where fewer students met standard. This was particularly true in 2010 on the new MSP and HSPE tests. We still have a lot of work to do.

1. The Shoreline District will develop and implement a new District Instructional Plan that will list curriculum, assessments, and instructional strategies in reading, writing, math and science that will address the needs of all learners: benchmark, strategic, intensive, and advanced.

Our goal has been to put district wide systems in place so that we are all working together to benefit our students and increase their achievement. This was shared in section 8 above, as well. We will be continuing this work over the next three years, and have a strong foundation because we have done the following:

- Formed the Program Alignment and Coherence Team (PACT) that meets monthly to direct this work.
- Aligned math classes at all secondary schools so that they have the same standards and curriculum. Eventually they will also administer common assessments so that they will be able to work more closely together to determine student proficiency.
- Provided professional development for teachers and administrators so that we are all working in PLC's focusing our work around four central questions listed in section 8. As a result of this focus, we now have power standards for reading, math, and writing and are completing those standards for science and social studies.
- Currently using common district assessments in reading and math to monitor student progress and identify students at risk.
- Started to implement a system of interventions at every school using our Rtl (Response to Intervention).
- Created a curriculum adoption cycle and adopted new high school math, elementary math and writing. This year we have three adoption committees working together. The Board has set aside a budget specifically for curriculum purchases.
- Will convene a committee in January to determine new graduation requirements for both of our high schools.

- Conducted a review of our Highly Capable Program to determine how we could better serve those students.
2. **The Shoreline School District will continue to close the achievement gap for English Language Learner (ELL) and special education students who are not currently meeting standard.**
 - We still have work to do for these students. Graduation rates improved for ELL students at Shorewood High School, but not at Shorecrest.
 - Parkwood Elementary closed their achievement gap in SPED and all other cells, except ELL.
 - Ridgecrest closed the gap for SPED in math this year.
 3. **In order to improve math achievement, the Shoreline School District will align the new state math standards and Math Grade Level Expectations (GLE's) with our K-12 curriculum, evaluate the effectiveness of our current math curriculum to determine if additional curriculum is necessary, and implement diagnostic math assessments at each grade level K-10.**
 - In the spring of 2009, Shoreline created the Mathematics Achievement Team (MAT) with 37 members representing educators and parents from all schools and levels P-12. They read current research from the National Math Panel and created the Shoreline Mathematics Philosophy to guide all of our work in this arena.
 - In 2009-10, we determined power math standards and aligned all secondary math classes. At the end of that year, we adopted a new curriculum for high school math.
 - Last year, 2009-10, we followed a similar process and adopted new K-5 math power standards and curriculum.
 - This year we plan to adopt new materials for middle school, grades 6-8.
 - Shoreline has implemented two math assessments, EasyCBM and DOMA (Diagnostic Online Math Assessment) in order to identify struggling students in math.
 4. **By the spring of 2009, we will implement the new Classroom Based Assessments (CBA's) in Social Studies, Health and Fitness, and the Arts, and by the spring of 2010 will assess all students to determine their proficiency in these areas. Using this data in 2011, we will evaluate the effectiveness of these programs.**
 - We have implemented the CBA's and plan to evaluate the value and use of these assessments this spring.
 5. **Shoreline will have the Strategic Science Plan we are currently updating this year in place by 2011. We will have inquiry based science programs at all levels, aligned with the Science Grade Level Expectations (GLE's), and a professional development program for ensuring that teachers have the skills to effectively provide inquiry based science instruction.**
 - Currently we are waiting for the newly revised science standards to finish our power standard work and alignment of all the secondary science classes.
 - We have a committee working this year to adopt new science curriculum at the secondary schools, and we are slated to adopt new elementary science curriculum in 2011-12 year.
 6. **Shoreline will continue our district partnership with the Puget Sound Writing Project to improve writing instruction and increase the number of students meeting standard on the Writing WASL. By 2011, we will have district-wide writing curriculum and staff will understand and use clearly defined standards at each grade level.**
 - We continue to provide professional development through the Puget Sound Writing Project every year.
 - Last spring of 2010, we adopted new K-6 writing curriculum. Writing power standards are clearly defined at each grade level.

How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

Parents had information on the district website and information was sent home in school newsletters. PTA's and school site teams were also given information about the use of the days.

State Report Card Data

School District Information from OSPI Report Card Web Page

May 2010 Student Count	8,978	
Free or Reduced-Price Meals	2,260	25.2%

	2008-09	2007-08	2006-07
Annual Dropout Rate	2.4%	4.0%	3.7%
On-Time Graduation Rate	88.9%	81.2%	84.5%
Extended Graduation Rate	93.2%	85.7%	90.3%

2009-10 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	78.5%	63.0%	69.0%	
7th Grade	71.8%	68.2%	77.7%	
10th Grade	86.9%	51.7%	86.6%	57.8%

2008-09 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	82.7%	68.1%	68.0%	
7th Grade	79.5%	71.4%	81.9%	
10th Grade	86.9%	61.3%	91.1%	50.4%

2007-08 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	79.7%	66.8%	72.2%	
7th Grade	73.1%	64.8%	72.2%	
10th Grade	88.5%	64.5%	91.8%	56.3%