

## **BASIC EDUCATION PROGRAM REQUIREMENTS WAIVERS**

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

The State Board of Education (SBE) may grant waivers to schools and districts 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 the March meeting, SBE will consider applications for waivers from nine school districts. The applications from Edmonds and Shoreline were tabled at the January meeting and are returning with new information about the Collective Bargaining Agreements (CBAs). The applications from the other seven districts (Bethel, Methow Valley, Monroe, Newport, Northshore, Seattle, and Sedro-Woolley) also include enhanced responses about CBAs.

Since this memo is quite long, summaries of the requests have been included after the Expected Action portion of the memo. The full applications are included in Appendix A and public comment is included in Appendix B. The full application is available electronically and a hardcopy will be available at the meeting.

### **POLICY CONSIDERATION**

SBE staff has reviewed the applications and recommends them for the Board's consideration and approval.

#### **Parent-Teacher Conferences**

Seattle School District is requesting waivers from the 180 day requirement for two different purposes. One request is for professional development days and the other is to provide full-day parent-teacher conferences. After consulting SBE's counsel, it has been determined that Seattle School District would need a waiver to use full school days for parent-teacher conferences.

House Bill 2261, from the 2009 Legislative Session, changed certain sections of Basic Education, including the definition of a school day<sup>1</sup>. The new definition<sup>2</sup> is more restrictive and may not permit parent-teacher conferences to be the only activity conducted during a school day (more information is provided in the Rules memo). Therefore, Seattle School District is requesting a waiver of three days for parent-teacher conferences in elementary schools and one day for middle and high schools.

---

<sup>1</sup> RCW 28A.150.030

<sup>2</sup> RCW 28A.150.203

### Shortened School Year

During the 2011 Legislative Session, the Legislature may 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.

### 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.

### SUMMARIES OF WAIVER APPLICATIONS

District	Number of Days	School Years	New or Renewal	Accountability Information	2009 Academic Achievement Award
<a href="#">Edmonds</a> (previously tabled by the Board)	5	2011-14	Renewal	Made AYP: No Improvement: Step Two under NCLB Tier I or II schools: No	1. Maplewood Parent Cooperative (Overall Excellence); 2. Challenge Elementary (Overall Excellence, Language Arts And Math)
	Collective Bargaining Agreement (CBA) information	1. Student instructional days (as requested)		175	
		2. Waiver days (as requested in application)		5	
		3. Additional teacher work days without students		6	
		The district or school directs some or all of the activities for four of the six additional days			
Total		186			
Waiver Plan Summary	<p>The purpose of the waiver plan is to implement their improvement goals identified within the school and district improvement plans; use of professional learning communities; implementation of a formative assessment system; implementation of <i>multi-tiered instruction</i> (similar to response to intervention); review of student learning data; instructional strategies to close the achievement gap; analysis of effectiveness of instructional strategies.</p> <p>The Goals and Benchmarks of the waiver plan are focusing on increasing student achievement in all grades for reading and mathematics by specific percentage points each year provided in the application. In addition, the district will target improving achievement in the following topics for the following groups:</p> <ul style="list-style-type: none"> <li>All elementary students who are not meeting grade-level standards in reading.</li> <li>All K-12 Latino students who are not meeting grade-level standards in reading.</li> <li>All K-12 low income students who are not meeting grade-level standards in reading.</li> <li>All K-12 students who are not meeting grade-level standards in math.</li> <li>All K-12 low income students who are not meeting grade-level standards in math.</li> </ul>				

District	Number of Days	School Years	New or Renewal	Accountability Information	2009 Academic Achievement Award
<a href="#">Shoreline</a> (previously tabled by the Board)	5	2011-14	Renewal	Made AYP: No Improvement: No Tier I or II schools: No	Kellogg Middle (Overall Excellence And Language Arts)
	Collective Bargaining Agreement (CBA) information	1. Student instructional days (as requested in application)		175	
		2. Waiver days (as requested in application)		5	
		3. Additional teacher work days without students		7	
The district or school directs some or all of the activities for three of the seven additional days					
Total		187			
Waiver Plan Summary	<p>The purpose of the waiver plan 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>The waiver days will provide the district time for:</p> <ul style="list-style-type: none"> <li>District grade level or content level meetings to determine power standards, align standards and curriculum, and create common assessments for testing these standards.</li> <li>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.</li> <li>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.</li> </ul> <p>The Goals and Benchmarks of the waiver plan reach 100 percent of students meeting standards in mathematics and reading by 2014 and will identify and support struggling students.</p>				
District	Number of Days	School Years	New or Renewal	Accountability Information	2010 Academic Achievement Award
<a href="#">Bethel</a>	2	2011-14	Renewal	Made AYP: No Improvement: Step 2 Tier I or II schools: Two Jr. High Schools in Tier II	
	Collective Bargaining Agreement (CBA) information	1. Student instructional days (as requested in application)		178	
		2. Waiver days (as requested in this application)		2	
		3. Additional teacher work days without students		10	
		The district or schools directs the activities for zero of the ten additional days			
Total		190			

	Waiver Plan Summary	<p>The purpose of the waiver plan is to provide additional time for teams of teachers and administrators to analyze data and develop appropriate learning action plans to improve instructional practices for increased student achievement. This has and should continue to lead to increased opportunities for the development of professional learning communities focused entirely on student assessment data and plans for improving student achievement through modified lesson designs.</p> <p>Teachers will have the opportunity to modify, change, and enhance instructional practices for specifically targeting subgroups that have demonstrated lower student achievement rates than other student subgroups. They will also to work extensively with teams of teacher leaders on the primary issues that affect individual student groups to have a lower on-time and extended graduation rate than other student groups will be valuable in helping to formulate a plan on how to best address the needs of these student groups.</p> <p>The Goals and Benchmarks of the waiver plan are to improve student achievement as demonstrated on the MSP and HSPE by at least 5 percent in all areas, with the goal of 10 percent improvement in Mathematics. The specific 5 percent and 10 percent improvement for each grade level relative to Reading and Mathematics improvement are listed in the body of the application. Basic improvement areas are expected in the following:</p> <ul style="list-style-type: none"> <li>• More high school students are college ready due to increased program rigor.</li> <li>• More high school students engaged in project-based learning opportunities.</li> <li>• More junior high school students partaking in advanced academic curriculum.</li> <li>• More junior high school students actively engaged in their learning.</li> </ul>
--	---------------------	---

District	Number of Days	School Years	New or Renewal	Accountability Information	2010 Academic Achievement Award										
<a href="#">Methow Valley</a>	6	2011-14	Renewal	Made AYP: Yes Improvement: No Tier I or II schools: No	1. Liberty Bell Junior Senior High School (Overall Excellence – Multilevel); 2. Liberty Bell Junior Senior High School (Special Recognition - Extended Graduation Rate)										
	Collective Bargaining Agreement (CBA) information	<table border="1"> <tr> <td data-bbox="500 1371 1263 1413">1. Student instructional days (as requested in application)</td> <td data-bbox="1263 1371 1421 1413">174</td> </tr> <tr> <td data-bbox="500 1413 1263 1455">2. Waiver days (as requested in application)</td> <td data-bbox="1263 1413 1421 1455">6</td> </tr> <tr> <td data-bbox="500 1455 1263 1497">3. Additional teacher work days without students</td> <td data-bbox="1263 1455 1421 1497">3.5</td> </tr> <tr> <td data-bbox="500 1497 1263 1591">The district or schools directs some or all of the activities for one of the 3.5 additional days</td> <td data-bbox="1263 1497 1421 1591"></td> </tr> <tr> <td data-bbox="500 1591 1263 1633" style="text-align: right;">Total</td> <td data-bbox="1263 1591 1421 1633">183.5</td> </tr> </table>				1. Student instructional days (as requested in application)	174	2. Waiver days (as requested in application)	6	3. Additional teacher work days without students	3.5	The district or schools directs some or all of the activities for one of the 3.5 additional days		Total	183.5
	1. Student instructional days (as requested in application)	174													
2. Waiver days (as requested in application)	6														
3. Additional teacher work days without students	3.5														
The district or schools directs some or all of the activities for one of the 3.5 additional days															
Total	183.5														
Waiver Plan Summary	<p>The purpose of the waiver plan is to support more students meeting standard on the statewide assessments. The district is wishing to use full-day professional development and reduce reliance on half-days. The waiver plan includes improvement of the instructional program with research; sharing successful instructional strategies; reducing the achievement gap; and using formative assessments.</p> <p>The Goals and Benchmarks of the waiver plan include 80 percent of students meeting standard in reading and increasing the number of students</p>														

		meeting standard in mathematics by 50 percent in each grade level.			
District	Number of Days	School Years	New or Renewal	Accountability Information	2010 Academic Achievement Award
<a href="#">Monroe</a>	4	2011-14	Renewal	Made AYP: No Improvement: Step 2 Tier I or II schools: No	Leaders in Learning (Special Recognition – Improvement)
	Collective Bargaining Agreement (CBA) information	1. Student instructional days			176
		2. Waiver days (as requested in this application)			4
		3. Additional teacher work days without students			1
The district or schools directs the activities for the 1 additional day					
Total			181		
Waiver Plan Summary	<p>The purpose of the waiver plan is to provide time for implementation of the District's Improvement Plan. The Goals and Benchmarks of the waiver plan are:</p> <ul style="list-style-type: none"> <li>To increase the number of students (grades 3-10) meeting standard in reading by 10 percent on the MSP/HSPE in spring 2011, using district assessments to monitor progress toward the goal.</li> <li>To increase the number of students meeting standard in math on the MSP/HSPE in spring 2011 by 10 percent using district assessments to monitor progress toward that goal.</li> <li>Develop a comprehensive district curriculum, instruction, and assessment system, clearly communicated and articulated throughout the district, including common teacher and student expectations.</li> <li>Enhance school safety and climate to meet the needs of the whole child.</li> </ul>				
District	Number of Days	School Years	New or Renewal	Accountability Information	2010 Academic Achievement Award
<a href="#">Newport</a>	5	2011-14	Renewal	Made AYP: Yes Improvement: No Tier I or II schools: No	1. Newport High School (Overall Excellence – High). 2. Sadie Halstead Middle School (Overall Excellence - Schools with Significant Gifted Populations). 3. Newport High School (Special Recognition - Language Arts).
	Collective Bargaining Agreement (CBA) information	1. Student instructional days (as requested in application)			175
		2. Waiver days (as requested in application)			5
		3. Additional teacher work days without students			5
		The district or schools directs some or all of the activities for one of the five additional days			
Total			185		
Waiver Plan Summary	<p>The purpose of the waiver plan is to increase student achievement on state assessments in reading, math and science for all students; to increase student achievement for their low income student subgroup by reducing the achievement gap in reading and math; and to improve on-time and extended high school graduation rates by using data from multiple measures to identify</p>				

		<p>and implement instructional programs that are vertically aligned K-12 and with state standards. The district will provide ongoing, high-quality professional development to staff to ensure that they are equipped to provide effective teaching to meet their goals.</p> <p>The Goals and Benchmarks of the waiver plan are to:</p> <ol style="list-style-type: none"> <li>1. Increase student achievement in reading, math and science for all students on state assessments by increasing in each area and grade level by a minimum of five percentage points as averaged over the next three years. See question ten for actual percentages and scores.</li> <li>2. Increase student achievement in reading, math and science for our low income student subgroup on state assessments by increasing in each area and grade level by a minimum of 5 percentage points as averaged over the next three years. See question ten for actual percentages and scores.</li> <li>3. Increase Newport School District's on-time graduation rate to 80 percent and extended graduation rate to 83 percent.</li> </ol>													
District	Number of Days	School Years	New or Renewal	Accountability Information	2010 Academic Achievement Award										
Northshore	5	2011-14	Renewal	Made AYP: No Improvement: No Tier I or II schools: No	<ol style="list-style-type: none"> <li>1. <b>Five</b> elementary schools received an Overall Excellence Award;</li> <li>2. <b>Two</b> elementary schools received a Special Recognition for Closing the Achievement Gap Award</li> </ol>										
	Collective Bargaining Agreement (CBA) information	<table border="1"> <tr> <td>1. Student instructional days (as requested)</td> <td>175</td> </tr> <tr> <td>2. Waiver days (as requested in application)</td> <td>5</td> </tr> <tr> <td>3. Additional teacher work days without students</td> <td>4</td> </tr> <tr> <td>The district or schools directs some or all of the activities for 2.5 of the 4 additional days</td> <td></td> </tr> <tr> <td style="text-align: right;">Total</td> <td>184</td> </tr> </table>				1. Student instructional days (as requested)	175	2. Waiver days (as requested in application)	5	3. Additional teacher work days without students	4	The district or schools directs some or all of the activities for 2.5 of the 4 additional days		Total	184
	1. Student instructional days (as requested)	175													
2. Waiver days (as requested in application)	5														
3. Additional teacher work days without students	4														
The district or schools directs some or all of the activities for 2.5 of the 4 additional days															
Total	184														
Waiver Plan Summary	<p>The purpose of the waiver plan is to:</p> <ul style="list-style-type: none"> <li>• Develop and refine common assessments and new requirements within the context of the District Comprehensive Assessment Plan.</li> <li>• Support implementation of the District Comprehensive Assessment Plan through collaboration in Professional Learning Communities.</li> <li>• Expand and focus the analyses of state, district and classroom based assessments with emphases on the improvement of student achievement and test scores.</li> <li>• Develop and implement interim common assessments at both elementary and secondary levels in core content areas.</li> <li>• Utilize a common instructional framework in order to diagnose, assess and improve instructional practices (e.g., high leverage math practices, gradual release).</li> <li>• Utilize data to inform instructional practices, decisions and student outcomes.</li> <li>• Coordinate P - 12 curriculum alignment and design strategies to ensure continuity throughout the curricula, instructional programs and extended learning activities.</li> <li>• Apply principles of HRO (High Reliability Organizations) system-wide to ensure response to instructional needs.</li> <li>• Provide training for classified employees to meet professional competencies.</li> </ul>														

The Goals and Benchmarks of the waiver plan are:

- Increasing by 10 percent - 15 percent the MSP and High School HSPE reading, math, science and writing levels of performance for 4th, 5th, 7th, and 8th grade students, and students meeting standard on EOC exams in algebra and geometry;
- Decrease the percentage of students in Level 1 in all areas by 10 percent over the next three years.
- Increase the percentage of students in each higher level; Increase level four in all areas by 15 percent over the next three years. Fifteen percent will move from high Level two to Level three.
- Increase the percentage of ELL, students in Special Education and students in poverty graduating on time or within the extended graduation rate time frame by 10 percent over the next three years; and decrease the drop-out rate of ELL, students in Special Education and students in poverty by 10 percent over the next three years.
- Increase the percentage of ELL, students in Special Education and students in poverty to be kindergarten ready by 10 percent over the next three years.
- Increase the percentage of ELL, students in Special Education and students in poverty in college readiness courses, including advanced mathematics, lab sciences, AP, IB, College in the High School and Tech Prep courses.
- Increase the percentage of ELL, students in Special Education and students in poverty reading at grade level by second grade and by third grade by 10 percent over the next three years.

In addition, the district will be able to eliminate their 10 half days with the waiver.

District	Number of Days	School Years	New or Renewal	Accountability Information	2010 Academic Achievement Award									
Seattle – Parent/Teacher Conferences	K-6 & K-8 = three days Middle & High = one day	2011-13	Renewal	Made AYP: No Improvement: Step 2 Tier I or II schools: Three Tier II schools	1. Ten schools received an Overall Excellence Award; 2. One elementary school received a Special ;Recognition for Extended Graduation Rate Award; 3. Two schools received a Special Recognition for Improvement Award; 4. One high school received Language Arts Awards; 5. Two elementary schools received Math Awards									
	Collective Bargaining Agreement (CBA) information	<table border="1"> <tr> <td>1. Student instructional days</td> <td>177</td> </tr> <tr> <td>2. Waiver days (as requested in this application)</td> <td>3*</td> </tr> <tr> <td>3. Additional teacher work days without students</td> <td>5</td> </tr> <tr> <td>The district or schools direct the activities for all of the additional days</td> <td></td> </tr> <tr> <td style="text-align: right;">Total</td> <td>185</td> </tr> </table> <p>*The District is requesting a parent/guardian/teacher conference waiver in a separate waiver request. That request is for 3 days for elementary and K-8 and 1 day for middle and high schools. If that request is granted the waiver request days would in total be 6 for elementary and 4 for middle and high school.</p>				1. Student instructional days	177	2. Waiver days (as requested in this application)	3*	3. Additional teacher work days without students	5	The district or schools direct the activities for all of the additional days		Total
1. Student instructional days	177													
2. Waiver days (as requested in this application)	3*													
3. Additional teacher work days without students	5													
The district or schools direct the activities for all of the additional days														
Total	185													



	Waiver Plan Summary	<p>The purpose of the waiver request is to provide time for parent teacher conferences, with the following considerations:</p> <ul style="list-style-type: none"> <li>• Protect instructional time;</li> <li>• Eliminate schedule changes and disruption (e.g., changes in PCP and specialist schedules) for teachers and students.</li> <li>• Allow teachers to focus on teaching when teaching and conferencing when conferencing.</li> <li>• Maintain the focus on teaching and learning for an additional week each year.</li> <li>• Allows for more meaningful parent/teacher dialogue with more time available for longer conferences, typically 30-40 minutes rather than 20-25 minute schedule during early dismissal.</li> <li>• Reduces the burden on families to provide alternative childcare arrangements in odd increments and for a greater number of days, mitigating financial impact and disruption of family routines and work schedules.</li> </ul> <p>The district has historically held parent teacher conferences at the elementary level by having students attend class for seven half days. About three years ago, at the request of the elementary schools, the district requested and received a waiver from SBE for three full days versus the seven half days. This essentially puts students in class for a half day longer than the historical approach to providing time for parent teacher conferences. In addition, the district believes it is less disruptive to the school environment to hold conferences with the full day schedule versus the half day schedule. Their families overwhelmingly agree that the three full day schedule is preferable.</p> <p>The Goals and Benchmarks of the waiver plan are to increase family participation in parent/teacher conferences when conferences are offered. The District has set a goal of 90 percent participation. Moving forward, the District will collect aggregate data from schools to calculate the number of families that participated in parent/teacher conferences. An additional expected outcome of the request for waiver days for parent teacher conferences, although not directly attributable to increased academic scores, is to provide families with strategies for supporting their children's learning at home.</p> <p>If this waiver request is not granted, SPS would be required to add seven additional half-day schedules to the school year calendar. For a middle or high school that has utilized a parent/teacher conference day the waiver will eliminate two half-days.</p>			
District	Number of Days	School Years	New or Renewal	Accountability Information	2010 Academic Achievement Award
	3	2011-13	Renewal	See Seattle Parent-Teacher Conference request above	See Seattle Parent- Teacher Conference request above
<a href="#">Seattle – Professional Development</a>	Collective Bargaining Agreement (CBA) information	See Seattle Parent- Teacher Conference request above			
	Waiver Plan Summary	The purpose of the waiver plan is to support the District's strategic plan, "Excellence for All" (hereinafter "Strategic Plan") by providing District staff with three professional development days. The District's work is aimed at creating a system that supports 100 percent of our students in meeting or exceeding expectations and where 100 percent of our students graduate			



		<p>prepared for college, career, and life. The work will include:</p> <ul style="list-style-type: none"> <li>• Strengthen our teaching of mathematics and science and build on our success with reading and writing;</li> <li>• Focus for sustained period of time on a limited number of high leverage strategies across content areas;</li> <li>• Ensure the work of professional learning communities is sustained with effective continuous professional growth;</li> <li>• Engage our families more often and more effectively; and</li> <li>• Develop assessment tools to consistently track student progress and use data to drive improvements.</li> </ul> <p>The Goals and Benchmarks of the waiver plan are both closing the achievement gap and accelerating learning for all students. The district has listed in the application specific academic achievement and graduation benchmarks. The goal of professional development is to improve student achievement by enabling every staff member to develop the knowledge, skills and behaviors for improving instruction. All professional development provided to district employees will incorporate Essential Elements, practices and tools intended to build teacher capacity in improving student achievement. Essential Elements identified by SPS are:</p> <ul style="list-style-type: none"> <li>• Cultural responsiveness</li> <li>• High Leverage Teaching Moves (strategies)</li> <li>• Common instructional vocabulary</li> <li>• Family and community engagement</li> <li>• Technology integration</li> <li>• Classroom management</li> <li>• Differentiation strategies to support the range of learning needs in our schools</li> <li>• English Language Learner (ELL)</li> <li>• Special Education</li> <li>• Advanced Learning</li> <li>• Interventions/Accelerations</li> </ul> <p>If this waiver request is not granted, the district would likely be required to add additional half-day schedules to the school year calendar. Thus, granting the waiver request would prevent the addition of six additional half days.</p>			
District	Number of Days	School Years	New or Renewal	Accountability Information	2010 Academic Achievement Award
<a href="#">Sedro Woolley</a>	3	2011-14	New	Made AYP: No Improvement: Step 1 Tier I or II schools: No	
	Collective Bargaining Agreement (CBA) information	1. Student instructional days (as requested in this application)			177
		2. Waiver days (as requested in this application)			3
		3. Additional teacher work days without students			5
		The district or schools directs some or all of the activities for 1.5 of the 5 additional days			
		Total			185
Waiver Plan Summary	One citizen provided written testimony, provided in Appendix B, to Superintendent Dorn and the State Board of Education regarding the Sedro-Woolley School District application for a waiver. The testimony was provided by a classified employee concerned about any potential loss in earnings that				

		<p>may occur to classified staff if the district's waiver application is approved.</p> <p>The purpose of the waiver plan is to:</p> <ul style="list-style-type: none"> <li>• Create full days of professional development that will yield more quality time for training via no loss in travel time, set-up, and the ability to provide more in-depth and comprehensive training.</li> <li>• Address the parental concern regarding the burden of childcare planning for half days as well as improve student attendance due to lack of attendance on half days.</li> <li>• Provide time for staff to focus on district and school improvement goals, to align curricula to State standards, to continue training in newly adopted math and reading curriculums, to develop intervention strategies for our students that have not met standard.</li> <li>• Improve student achievement through focused training on research-based quality instructional classroom practices.</li> </ul> <p>The Goals and Benchmarks of the waiver plan are a minimum of:</p> <ul style="list-style-type: none"> <li>• 50 percent reduction in non-proficient students (grades 3-9) in reading and math as measured by fall-to-spring MAP assessments.</li> <li>• Seven-point increase in district math MSP (Measurements of Student Progress) scores in grades 3-8, using cohort scores grades 4-8 and trend scores in third grade.</li> <li>• 25 percent reduction in non-proficient students (grades 10-12) in math as measured by EOC (End of Course) exams.</li> <li>• Fifty percent reduction in "strategic" and "intensive" (non-proficient) students in reading and math as measured by the fall-to-spring district K-2 math assessment and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment.</li> </ul> <p>The waiver will allow the district to reduce 6 half-days at both the elementary and secondary levels.</p>
--	--	--

### 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%

## APPENDIX A

### WAIVER REQUEST APPLICATIONS

<b>1. District</b>	<b>Edmonds School District No.15</b>
<b>2. New or Renewal</b>	Renewal Application
<b>3. Is the request for all schools in the district?</b>	Yes
<b>4. Number of Days</b>	5
<b>5. School Years</b>	3
<b>6. Will the district be able to meet the required annual instructional hour offerings?</b>	Yes

<b>Edmonds 7. Will the waiver days result in a school calendar with fewer half-days?</b>	
Number of half-days before any reduction	12
Reduction	10
Remaining number of half days in calendar	2

<p><b>Edmonds 8. What are the purpose and goals of the waiver?</b></p> <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"> <li>1. <u>Routine review of student learning data</u> gathered through state, district, and classroom-based assessments.</li> <li>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.</li> <li>3. <u>Routine analysis of the effectiveness of our changes</u> of instructional practices.</li> <li>4. <u>Routine learning about such topics</u> as formative assessment and implementation of our new literacy adoption.</li> </ol> <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 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</p>
---

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.

**Edmonds 9. 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.

**Edmonds 10. 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

	2009-10 (baseline year)	2010-11	2011-12	2012-13
<i>Elementary (Gr. 3-5)</i>	69.9%	72.7% (+3%)	75.3% (+2.5%)	77.6%(+2.3%)
<i>Middle (Gr. 6-8)</i>	67.2%	70.3% (+3%)	73.1%(+2.8%)	75.7%(+2.6%)
<i>High (Gr. 10)</i>	83.3%	84.9%(+1.5%)	86.3%(+1.4%)	87.6%(+1.3%)

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

	2009-10 (baseline year)	2010-11	2011-12	2012-13
<i>Elementary (Gr. 3-5)</i>	59.2%	63.0%(+3.8%)	66.5%(+3.5%)	69.7%(+3.2%)
<i>Middle (Gr. 6-8)</i>	58.1%	62.1%(+4%)	65.7%(+3.6%)	69.0%(+3.3%)
<i>High (Gr. 10)</i>	43.8%	49.1%(+5.3%)	53.9%(+4.8%)	58.3%(+4.4%)

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.

**Edmonds 11. 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](http://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.



**Edmonds 12. 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).

**Edmonds 13. 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 William 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.

**Edmonds 14. 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.

**Edmonds 15. 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](http://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.

**Edmonds 16. 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.

Edmonds 17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

For the 2010-11 school year, the Edmonds School District calendar contained 11 days of non-student time which were used in a variety of ways to support student learning and the work of the schools. Of the 11 full days, three of the days were held before school started -- August 31, September 1 and 2, 2010. Of the eight days within the school year, five were waiver days and three were supplemental contract days for certificated staff. The calendar contained two early releases -- one in January and the other is on the last day of school.

The 2010-11 calendar resulted in one full non-student day each month, except for April and December, which had no non-student days, and May which contained two full non-student days. This calendar is similar to the two previous school years; however, the 2008-09 and 2009-10 school years also contained Learning Improvement Days which were funded by the State. With the loss of those days, Edmonds did not add any of that time back into the calendar.

The non-student time is used in a balanced way to address individual, building/department, quad and District-level needs. This time is used for: professional development; alignment of instructional practices; curriculum and assessment development; analyzing student assessment data; assessing student work; collegial and individual work; reviewing policies and procedures; processing critical building decisions; communicating with parents; supporting school improvement plan work; and supporting school and student activities.

The time described above is common to all Edmonds certificated staff. In addition to that time, elementary students are released early for five days in October and one day in March for the purpose of parent-teacher conferences. These conference times have widespread support from our parents, who find the time critical to learning about their child's progress.

Attached you will find a copy of our agreement with the Edmonds Education Association (EEA) regarding non-student time procedures and expectations, and a copy of the 2010-11 school calendar. You can find a copy of our collective bargaining agreement with EEA on our District website. *To access it, please go to [www.edmonds.wednet.edu](http://www.edmonds.wednet.edu) click on the Departments link, then the Human Resources link, then Collective Bargaining Agreements link.*

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

1. Student instructional days (as requested)	175
2. Waiver days (as requested in application)	5
3. Additional teacher work days without students	6
The district or schools directs some or all of the activities for 4 of the 6 additional days	
Total	186

C. If the district has teacher work days over and above the 180 school days (as identified in row 3 of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100*		x	
2	100*			x
3	100*		x	x
4	100**	x		x
5	100**			x
6	100**		x	x
Check those that apply				

\*These are the pre-service supplemental days (occurring before school begins). If a staff member does not work on these days, he/she is not compensated. Please see attached document for specific information.

\*\*These are supplemental days. If a staff member does not work on these days, he/she is not compensated. For 2010-11 these days were scheduled for September, January, and May. Please see attached documents.

The early release time in January (which is part of the staff member's base contract) is designated for school-directed activities. The early release time in June (which is part of the staff member's base contract) is designated for teacher directed activities.

D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.

There are a variety of activities that need to occur to begin a school year. The three days prior to the start of school for students is used:

- To cover mandatory training or review of policies, procedures or laws, e.g. child abuse reporting, sexual harassment, bloodborne pathogens, student medical alerts and training, discipline policies, etc..
- To meet as a staff for professional development activities and/or to review new curriculum or assessment materials.
- To prepare classrooms for student arrivals.
- To share pertinent information regarding students.
- For teacher planning time both individually and with colleagues.
- To review school improvement goals.
- To work in professional learning communities.
- To make needed parent contact and communication.

The three days within the school year is needed to provide time for staff for:

- Working with their departments and/or grade levels on curriculum and assessment.
- Collegial and individual planning.
- IEP and other critical meetings with staff and parents.



- Professional development and training.
- Building goals setting and implementation.
- Assessment work and grading.
- Supporting student activities, e.g. senior projects, career activities.
- Decision-making activities.

The waiver days provide focused time to implement the improvement goals identified within our school and district improvement plans. 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. The time provided through the waiver days is necessary to ensure opportunities that are both consistent and routine for teachers to meet and 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, which leads to gaps in information about student needs and inconsistent implementation of instructional strategies to meet student needs.

The loss of the waiver days would impact the District's ability to replicate that time. Edmonds has been forced to make significant budget cuts over the past three years and is not financially able to replace the waiver days should they not be available. Our experience with the use of professional development time is that having longer chunks of time for teachers to meet monthly in professional learning communities leads to deeper conversations and results than shorter more frequent chunks of time.

**Edmonds 18. 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.

**Edmonds 19. 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.**

**Edmonds 20. 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.

**Edmonds 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%

<b>1. District</b>	Shoreline School District
<b>2. New or Renewal</b>	Renewal Application
<b>3. Is the request for all schools in the district?</b>	Yes
<b>4. Number of Days</b>	Five
<b>5. School Years</b>	2011-12, 2012-13, 2013-14
<b>6. Will the district be able to meet the required annual instructional hour offerings?</b>	Yes

**Shoreline 7. Will the waiver days result in a school calendar with fewer half-days?**

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

**Shoreline 8. What are the purpose and goals of the waiver?**

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.

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?

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:

- 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?)

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 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.

**Shoreline 9. 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.

**Shoreline 10. 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.

**Shoreline 11. 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.

**Shoreline 12. 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.

### **Shoreline 13. 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.

**Shoreline 14. 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 RtI 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.

**Shoreline 15. 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](http://www.shorelineschools.org/school_board/10-11_priorities.php)

**Shoreline 16. 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.

**Shoreline 17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.**

The 2010-11 Shoreline School District calendar consists of 187 days. Students attend 175 days. Of those 187 days, there were five non-student days in August before students began school on September 1. There are seven additional non-student days, one in each of the following months: October, November, January, March, April, May and June. Six of the twelve days are paid to teachers on a TRI contract, five are waiver days, and one is paid to teachers to make-up for the day the state took away two year ago. The activities on these twelve days are as follows:

1. August 25 – district professional development all day (training for using new math and health curriculum, reading training for secondary teachers).
2. August 26 – school professional development in the morning (analyzing state assessment results to plan goals for the year); teacher planning in the afternoon.
3. August 27 – continued school professional development in the morning (various forms of professional development at the sites); collegial work in the afternoon (teachers meeting by department or grade level).
4. August 30 – teachers prepare classrooms, organize curriculum, plan lessons.
5. August 31 – elementary schools have an open house for parents, secondary schools have professional development in the morning, and the afternoon is for teacher planning.
6. October 8 – teacher selected activities.
7. November 29 – elementary and middle school complete grade reports, high school teachers have a non-student work day.
8. January 28 – high school teachers determine semester grades for progress reports; middle school and elementary school teachers have building professional development in the morning and planning time in the afternoon.
9. March 13 – grading day for elementary and middle school teachers; high school teachers have building professional development in the morning and planning time in the afternoon
10. April 1 – district professional development day paid to make-up for the day taken away by the state.
11. May 9 – professional development in the morning, teacher planning in the afternoon.
12. June 6 – end of year grading, final reporting, etc. for teachers.

Elementary students have three half-days in October and four half-days in January for parent conferences.

The State Board of Education should be aware that Shoreline's collective bargaining agreement ends this year so the number and use of calendar days will be up for negotiation this spring and summer. If the Board grants the waiver, but has concerns regarding our use of these days, we would appreciate understanding any parameters related to the use of the days so that the requirements can be addressed as part of the negotiation process this year.

The link to the Shoreline Education Association collective bargaining agreement:  
[http://www.shorelineschools.org/departments/hr/contracts/sea\\_contract/](http://www.shorelineschools.org/departments/hr/contracts/sea_contract/)

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

1. Student instructional days (as requested in application)	175
2. Waiver days (as requested in application)	5
3. Additional teacher work days without students	7
The district or schools directs some or all of the activities for three of the seven additional days	
Total	187

**F. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:**

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional			X
2	Optional			X
3	Optional			X
4	Optional		X	X
5	Optional	X		
6	Optional		X	X
7	Optional			X
Check those that apply				

**G. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.**

As evidenced in 17C above, most of the time during these seven days is for teachers to do lesson planning, grading, and completing progress reports for parents – all necessary components of effective instruction. Teachers determine the activities.

The district has paid teachers for one day of district directed activities (above) to make up for the day the state eliminated from teacher contracts two years ago. There is no guarantee that we will have the funds in the future to continue paying for this day.

So, the waiver days are critical to provide the time for district professional development to improve student learning and close the achievement gap as we seek to strengthen the systematic implementation of data analysis, standards alignment, common assessments, Response to Intervention, and the use of the most effective instructional strategies. (Please refer to earlier sections of the application for details of our goals and plans.)

**Shoreline 18. 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.

**Shoreline 19. 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 waiver 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.

**Shoreline 20. 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.

**Shoreline 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%

<b>1. District</b>	Bethel School District
<b>2. New or Renewal Application</b>	Renewal
<b>3. Is the request is</b>	Yes, this plan includes all schools in the Bethel School District.

for all schools in the district?	
4. Number of Days	Two days are being waived
5. School Years	2011-12, 2012-13, and 2013-14 school years
6. Will the district be able to meet the required annual instructional hour offerings?	We have attached Form 1497 that attests to meeting the annual average 1,000 hours of instructional hour offerings.

Bethel 7. Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	No
Reduction	
Remaining number of half days in calendar	

Bethel 8. What are the purpose and goals of the waiver?	
<p>The purpose of the use of the waiver days is to improve student achievement as demonstrated on the MSP and HSPE by at least 5 percent in all areas, with the goal of 10 percent improvement in Mathematics. The specific 5 percent and 10 percent improvement for each grade level relative to Reading and Mathematics improvement is listed:</p>	
<p><b>2010 Reading 5% 10% 2010 Math 5% 10%</b></p>	
3 <sup>rd</sup> Grade	71.1% 74.6% 78.2% 59.1% 62.0% 65.0%
4 <sup>th</sup> Grade	64.7% 66.9% 71.1% 48.3% 50.7% 53.1%
5 <sup>th</sup> Grade	62.3% 65.4% 68.5% 41.0% 43.0% 45.1%
6 <sup>th</sup> Grade	60.3% 63.6% 66.0% 44.1% 46.3% 48.5%
7 <sup>th</sup> Grade	52.8% 55.4% 56.1% 46.2% 48.5% 50.8%
8 <sup>th</sup> Grade	63.4% 66.5% 69.7% 33.9% 35.6% 37.6%
10 <sup>th</sup> Grade	79.9% 83.9% 87.9% 26.5% 27.9% 29.2%
<p>We certainly can point out the disturbing trend of our scores slowly declining in Reading from grades 3 – 7, then bumping up nicely in grade 10. The most disturbing trend is the rapid decent in Mathematics from third grade (59.1 percent) to 10<sup>th</sup> grade (26.5 percent). We have a definite problem in Mathematics that will be addressed through the development of Math Leaders Teams by subject taught in the secondary schools to grade level teams through the elementary schools. Training Math Leaders to go back to schools and “teach the teachers,” should prove to be a strategy that will disseminate outstanding Mathematics instruction horizontally by subject area as well as by grade level.</p>	
<p>We believe this will best be accomplished by continuing to provide two full days for teams of teachers, administrators, and applicable district support staff to continue to collaborate around the specific improvement initiative of Teachers Working Together in the Bethel School District at both the elementary (K-6) and secondary (7-12) levels. This growth and trend of improving overall student achievement data on the MSP / HSPE also extends to other measurements of improvement throughout the Bethel School District, including but not limited to, DIBELS other district-administered assessments, common classroom –based assessments developed horizontally to meet specific subject area, or grade level needs, as well as the secondary school’s continuing to show tighter alignment to the Key Practices of the <i>High Schools That Work / Making Middle Grades Work</i> Initiatives, and our elementary school development of our Response to Intervention (RTI) model.</p>	

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

As pointed out in the above response, we have been specific about the low Mathematics MSP and HSPE achievement data throughout, and low Reading data in targeted areas. Even deeper as we look into the AYP data, we have had difficulty-making AYP in all grade bands as well as for all student groups. With regard to the Grades 3 – 5, Elementary Band, Only Asian/Pacific Islander and Special Education students made AYP in Reading and Math. Black and Hispanic students made AYP in Mathematics. In Grades 6 – 8, the Middle Grades Band, Asian/Pacific Islander students made AYP in Reading and Math, and White students made AYP in Reading. In Grade 10, the High School Band, All students, White and Low Income students made AYP in Reading, and no student group made AYP in Mathematics. We have attached baseline student achievement data from the MSP / HSPE that will show the need for continued opportunities for building teams to meet, analyze data, and develop appropriate learning actions plans, as well as specific lesson and unit planning for specific school improvement. Teams of teachers meet to reflect on student growth trends as well as to address changing student needs based on student assessments that can be addressed through modifications in instructional strategies.

*Bethel 10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.*

**We will increase student achievement on state assessments in reading, mathematics, and science for all grades tested:** by providing additional time for teams of teachers and administrators to analyze data and develop appropriate learning action plans to improve instructional practices for increased student achievement. This has and should continue to lead to increased opportunities for the development of professional learning communities focused entirely on student assessment data and plans for improving student achievement through modified lesson designs. Ongoing progress monitoring of DIBELS Reading Assessment Data will be used to determine effectiveness of reading interventions. The goal is to provide for at least a minimum of 5 percent across the board improvement annually for all testing groups, with a 10% improvement goal in Mathematics. The graduation rate should also increase by 5 percent each year.

**We will reduce the achievement gap for student subgroups:** by providing additional time for teams of teachers and administrators to examine data around the achievement of different student subgroups. This time will provide teachers the opportunity to modify, change, and enhance instructional practices for specifically targeting subgroups that have demonstrated lower student achievement rates than other student subgroups. This effort will provide earlier identification and responsive action at elementary schools with Response to Intervention (RTI) and accompanying strategies. Beyond the identification of these subgroups will be the initiation of strategic interventions to best assist these groups as we aim to reduce the overall achievement gaps of all student subgroups.

**We will improve on-time and extended high school graduation rates:** by providing additional time for counselors to work extensively with teams of teacher leaders on the primary issues that affect individual student groups to have a lower on-time and extended graduation rate than other student groups will be valuable in helping to formulate a plan on how to best address the needs of these student groups. We have added a “Success Coordinator” position at two of our schools in advance of gaining this waiver due to the need for work in addressing this problem. In those schools specifically these Success Coordinators will work with teachers, parents, and the students on identifying factors that are currently affecting groups of students as well as individual students.

**Other components of the plan:** our district has provided for CEE Reviews at our AYP Step three elementary schools have provided the development of focused plans of improvement.

Intensive planning and professional development have occurred and will continue to be part of a successful plan. The ability of the secondary schools to show continued alignment to the Key Practices of the *High Schools That Work / Making Middle Grades Work* will be measured through return Technical Assistance Visits (TAV's) in the spring of 2012 for our high schools and the fall of 2012 for our junior high schools. These TAV's were instrumental for establishing baseline data in 2008 at all junior and senior high schools. Action plans were developed horizontally at the junior high school and high school levels to address areas of concern that were of particular incongruence when compared to *HSTW/MMGW* Key Practices. **The measures and standards used to determine success of the plan that is not provided in previous responses:** with regard to the *High Schools That Work / Making Middle Grades Work* Initiatives will center on the attainment of Key Practices as measured in return Technical Assistance Visits (TAV's) in 2012. Basic improvement areas are expected in the following:

- More high school students are college ready due to increased program rigor.
- More high school students engaged in project-based learning opportunities.
- More junior high school students partaking in advanced academic curriculum.
- More junior high school students actively engaged in their learning.

Measures and standards used to determine success of the plan relative to the elementary schools would be directly related to the efficiency of the Response to Intervention (RTI) Model. Basic improvement areas are expected in the following:

- More elementary reading and math students identified through assessments at each of the levels; Benchmark, Strategic, and Intensive.
- More elementary reading students progressing from Intensive to Strategic, and Strategic to Benchmark Reading levels.
- A Response to Intervention (RTI) Model is being instituted in mathematics at the elementary level.

*Bethel 11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.*

The evidence will be in the resulting school-wide assessment data from the MSP and HSPE Exams. Goals will be attained if we achieve 5 percent across the board improvement on the MSP and HSPE Assessments, 10 percent improvement in Mathematics, as well as continuing to move more students from Levels one and two to Levels three and four on the MSP and HSPE for all grades assessed. We have enjoyed success throughout our district over the past three years having the two-day waiver, and certainly will continue to monitor building goals attainment over the next three years as well. Additional evidence is supported through growth in more rigorous course participation as well as student success through the *Secondary Indicators of Student Success*, which is tightly linked to secondary improvement initiatives.

*Bethel 12. Describe the content and process of the strategies to be used to meet the goals of the waiver.*

**To promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual students.**

Waiver days will be used for working with teachers to gain a deep understanding of grade-alike and subject-alike areas for the development of processes for common assessments and the analysis of student assessments that will be used to inform and differentiate instruction. Monthly late arrival days will be used for continuous use of time for teacher collaboration and the analysis of student assessments as a springboard for conversations regarding "how" to meet the individual needs of their students.

**To conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if**

**ineffective.**

Monthly late arrival days assist greatly in providing the time for periodic reviews of our curriculum and whether or not it is used to fidelity, and has the intended impact on student achievement. Ongoing elementary, junior high school, and high school building principal professional learning community groups conduct classroom “learning walks” in order to gain classroom based evidence on the implementation of curriculum and whether or not it is implemented with fidelity. Modifications can be made based on actual classroom based evidence through these principal “learning walks” and discussions with teachers in grade-level or subject-alike professional learning teams.

**To provide ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching.**

District professional development efforts have concentrated on the development of leadership skills for members of building teacher leadership teams. These teams work collaboratively with their professional learning teams in grade-levels or subject-areas to ensure quality teaching is emphasized. Buildings have worked on teacher-to-teacher “walkthrough forms” encouraging teachers to observe one another for the purpose of reflective dialogue on professional practice. Building principal professional learning teams collaborate on an on-going basis on strategies to most effectively broaden the leadership capacity in teacher leaders gaining a sense of building ownership for student performance.

**To develop teacher and school leader effectiveness.**

District professional development efforts have been aimed at developing teacher leaders in order to enhance professional learning teams in all schools throughout the district. These PLC’s are grade level based in the elementary schools, and subject matter or curricular area based in the secondary schools. School leadership teams form the basis for all school wide program effectiveness. Building principals are constantly undergoing training in how to broaden the capacity of leadership in teacher leaders in order to have a better chance of achieving school wide goals. Beyond the development of School Leadership Teams, we will be emphasizing the particular development of Math Grade and Subject Level Leaders who will learn effective teaching strategies through district-sponsored professional development, and return to their buildings to model instruction to meet the needs of students. These Grade and Subject Level Mathematics Leaders will be taught leadership strategies similar to the Building Leadership Teams in order to better facilitate learning plans for targeted students at all schools.

**To implement a district-wide “response-to-intervention” model.**

Bethel has a district-wide RTI (response-to-intervention) Program at all elementary schools. Waiver days and Late Arrival Days are used for professional learning communities to analyze student assessment data and intervention strategies for individual students.

*Bethel 13. Describe the innovative nature of the proposed strategies.*

This plan for overall district improvement is innovative in nature due to the systemic reform throughout the elementary and secondary schools. The elementary schools in the Bethel School District have initiated school wide response-to-intervention (RTI) models in all schools. These RTI models use DIBELS as the reading assessment and place students into like groups (benchmark, strategic, intensive) for targeted assistance. The secondary schools in the Bethel School District have all aligned with the *High Schools That Work / Making Middle Grades Work* Initiatives for overall school improvement. Within these school initiatives, the development of Math Grade and Subject Level Leaders will provide outstanding instructional modeling of the curriculum in order to enhance teaching strategies at all schools. These will be an extension of School Leadership Teams that are the key to all of our school improvement efforts.



*Bethel 14. 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?*

Professional development in subsequent years will be based on the success of the first year of the renewed application for two waiver days. We will evaluate the effectiveness of the waiver days each year and at the conclusion of the three years. The goals listed in this application can only be achieved as we have found out from previously receiving the waiver if we have several years to thoroughly plan and carefully implement. Work that is done in subsequent years will be structured similarly to the first year, with modifications based on adjusting for better action plans centered on increased student success. Additional time for teams of teachers and administrators to analyze data and develop appropriate learning action plans for school improvement will continue during each year of the plan. This has and should continue to lead to increased opportunities for the development of professional learning communities focused entirely on student assessment data and plans for improving student achievement. Our Board, Superintendent and District Site Counsel, and community support the efforts and initiatives aforementioned and are the cornerstone of our District's efforts to improve student learning.

*Bethel 15. 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).*

Bethel School District is constantly striving for continual improvement in demonstrated student achievement. Each of our seventeen elementary schools, six junior high schools, three comprehensive high schools, and alternative walk-in and online schools have aligned their school improvement goals to continuing to demonstrate higher levels of overall student achievement on the Measures of Student Progress (MSP) and High School Proficiency Exams (HSPE). We are one of the top, if not the top large district (10,000 + students) in overall improvement on statewide assessments. We see no reason why we will not continue to demonstrate improvement with the time that this waiver gives us to break down data, and develop action plans specific to each of our school sites.

The elementary schools in the Bethel School District are aligned with a Response to Intervention (RTI) model for improving student achievement in Reading.

The secondary schools in the Bethel School District are all part of the *High Schools That Work / Making Middle Grades Work* Initiatives. These initiatives consist of ten research-based Key Practices that are present in effective secondary schools. We have worked to align our schools to these Key Practices and need the waiver days to allow teachers the opportunity to work together in planning for the Key Practices of High Expectations – Extra Help/Extra Time, and the development of a Rich Academic Core that moves more students toward taking part in a more rigorous curriculum. With regard to High Expectations – Extra Help/Extra Time, our junior high schools have moved to A-B-C-I grading with redo, retake opportunities for students to meet standards. This has resulted in fewer students receiving failing grades in our junior high schools. With regard to the development of Rich Academic Core, more junior high school students are taking part in an advanced curriculum in Communication Arts and Physical Science, and more high school students are taking Advanced Placement courses in our high schools. Continuing the waiver days will allow more time for deeper planning on how to continue to better meet the needs individual needs of our students.

*Bethel 16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.*

Parents and community members have been directly involved in the planning and execution of the use of the additional waiver days through the district’s site council, or FUTURESCHOOLS Committee. FUTURESCHOOLS consists of district administrators, building principals, teachers, parents, and community leaders. FUTURESCHOOLS parent and community members make a point of visiting schools to see firsthand the use of additional waiver days and the resulting planning for increasing student learning.

The FUTURESCHOOLS Committee blends district administration, building administration, teachers, parents, and community leaders into a District-wide Site Council. The direction of our District is constantly reviewed and planned through the use of this council. This council has developed FUTURESCHOOLS School Visits and Classroom Learning Walks in order to obtain classroom based evidence of the effectiveness of district and school wide initiatives. The group meets bi-monthly as well as annually receiving an update from every school on how they are meeting specific school improvement goals. These individual school groups all reported earlier this fall on the successes they have seen in overall school improvement. We certainly believe that this will continue with what we have learned in the past, and with the continued planning time that we have enjoyed with this waiver.

Bethel 17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district’s CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

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

1. Student instructional days (as requested in application)	178
2. Waiver days (as requested in this application)	2
3. Additional teacher work days without students	10
The district or schools directs the activities for zero of the ten additional days	
Total	190

C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	0	X		
2	0	X		
3	0			X
4	0			X
5	0			X
6	0			X
7	0			X
8	0			X



	9	0			X	
	10	0			X	
	11	0			X	
	12	0			X	
						Check those that apply

D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.

Although our CBA speaks to ten TRI days for teachers, teachers are not required to work these days. Teachers can opt out of the TRI opportunity. Of the ten days allocated for TRI, two days are district-directed and eight are employee-directed. In order to ensure that all employees participate in training that has been outlined in our Waiver Application, it is critical that we retain these days. Waiver days are completely controlled by the District and provide building wide training on the initiatives that we believe will lead to increased student achievement as explained in the application.

Of the TRI Days that are allocated to Teacher-Directed Activities, some are considered "Deemed Done," meaning that teachers justify on their TRI Reporting Log that they have worked on activities away from the classroom that support their classroom teaching duties. We require teacher attendance at a variety of Open House, Parent Conferencing opportunities in order to maintain a cohesive bond with our parents. With regard to the time that teachers dedicate to conferencing with parents around student academic improvement issues, it is important to note that many of our parents commute from Pierce to King County for their work, making it necessary to meet the meeting time requirements for parents. Parent involvement and ongoing communication around student achievement issues are a critical part of our district / school improvement plans.

*Bethel 18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?*

We have been fortunate to have received a prior three-year waiver. Each of our schools submitted an agenda as to how time would be used in support of the waiver. We used the waiver for additional time for teams of teachers and administrators to analyze data and develop specific learning action plans based on the individual needs of each specific building in our district. The resulting work resulted in increased opportunities for the development of professional learning communities and specifically, teachers taking a direct role in the responsibility for building-wide improvement goals.

*Bethel 19. 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.*

We have attached achievement data from the WASL that shows continual improvement in all assessment areas. This confirms the original intent of the previous waiver, that being to have additional time to break down building level assessment data and plan instructional delivery around better meeting the needs of the students. The increase in scores at all levels supports the original waiver. We have also attached our *Secondary Schools Indicators of Student Success* to show the growth in all areas that are directly linked to our participation in the *High Schools That Work / Making Middle Grades Work* Initiatives.

*Bethel 20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?*

Our FUTURESCHOOLS committee, made up of parents, community members and staff members from throughout the secondary and elementary schools in the district are involved in

an on-going review of school improvement goals and accomplishments. We have also included FUTURESCHOOLS School Visits and Classroom Learning Walks over the past two years with parents and community members in order to visit schools and see classroom based evidence of the success of our waiver days in the implementation of systemic initiatives.

### Bethel State Report Card Data

#### School District Information from OSPI Report Card Web Page

May 2010 Student Count	17,388	
Free or Reduced-Price Meals	7,159	41.2%

	2008-09	2007-08	2006-07
Annual Dropout Rate	7.0%	5.7%	3.7%
On-Time Graduation Rate	63.8%	73.3%	76.6%
Extended Graduation Rate	71.9%	80.4%	84.8%

#### 2009-10 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	64.7%	48.3%	53.6%	
7th Grade	52.8%	46.2%	66.1%	
10th Grade	79.9%	26.5%	90.1%	35.9%

#### 2008-09 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	68.4%	46.4%	49.6%	
7th Grade	56.7%	45.4%	67.4%	
10th Grade	81.4%	30.3%	86.9%	28.2%

#### 2007-08 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	72.8%	44.9%	56.9%	
7th Grade	61.1%	39.6%	64.5%	
10th Grade	81.6%	35.0%	89.3%	28.8%

<b>1. District</b>	Methow Valley School District
<b>2. New or Renewal</b>	Renewal
<b>3. Is the request is for all schools in the district?</b>	Yes
<b>4. Number of Days</b>	6
<b>5. School Years</b>	2011-2012; 2012-2013; 2013-2014
<b>6. Will the district be able to meet the required annual instructional hour offerings?</b>	Yes

Methow Valley 7. Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	14
Reduction	4
Remaining number of half days in calendar	10

## Methow Valley 8. What are the purpose and goals of the waiver?

The waiver represents the backbone of our professional development program. While many school districts have moved to a late-start or early-release schedule to accommodate collaboration, our district relies on waiver days. The purpose of the waiver is to provide time for professional development that aligns to our district goals. Our two district goals this year are:

1. Build a common language district-wide regarding character development
2. Raise the bar and reduce the gap in regards to student achievement

Character development is a district goal, as well one of the three big ideas of our mission statement: critical thinking, lifelong learning, and character development. The purpose of the waiver, in this regard, is to spend time as a K-12 staff discussing and planning character development activities. The goal is to build a shared vision around character and employ the same vocabulary and practices throughout our K-12 system.

We read research, share practice from various classrooms, and discuss specific ways that we can encourage students to reflect on character attributes such as wisdom, justice, fortitude, humility, positive attitude and gratitude. The result is a coordinated, district-wide approach.

The second goal: "Raise the bar and reduce the gap in student achievement" is also a primary goal of the waiver. The gap in our district is a socio-economic gap. This goal envisions a more rigorous learning experience for high-achieving students (raise the bar), while ensuring that lower-achieving students receive the support they need to reach standard (reduce the gap). Our graduation rate has stood at between 80 and 100 percent the last four years. The need, however, is to support students from lower income families to achieve more. The goals outlined below aim to do that.

This year, our district hired PLC leaders at both schools to lead the learning on waiver days (we call them "Professional Days"). The leaders use the PLC format outlined by Rick DuFour and others to lead their teams through a systematic analysis of four questions:

1. What do we want students to know?
2. How do we know they have learned it?
3. What do we do when they haven't?
4. What do we do when they have?

This is the basis for all PLC work on waiver days. The PLC leaders review agendas for waiver days in the Teaching & Learning Committee. They also debrief the learning with the committee and discuss next steps. PLC goals correspond to the school improvement goals. At the elementary school, they are:

### Reading

- Increase the number of students reading at grade level to 80% (as measured by the DIBELS assessment)
- All students in the "intensive" intervention group (lowest of three tiers) will move up at least one level

### Math

- Develop common end-of course-assessments
- Design intervention strategies for all students in targeted or intensive groups

### Writing

- Develop writers workshop through the literacy study group. Institute writers workshop in primary grades
- Introduce elements of writers workshop into every grade level

- Design intervention strategies for struggling writers

At the high school, the goals are:

#### Science

- Develop formative and summative assessment tools to analyze student proficiency along with program effectiveness
- Explore standards based grading with pre and post standards-based unit assessment
- Develop essential questions for units of study and inquiry labs

#### Math

- Continue to build and refine group worthy-tasks through examining tasks and accompanying student work
- Improve and refine process for assessing students using standards-based assessment practices
- Design assessments aligned with the state standards, using standards-based grading
- Continue discussion about evidence used to determine if students have met the standard
- Focus on students who are below standard in math and determine specific interventions (both academic and non-academic) to support these students in our classrooms

#### English

- Share student work to impact lesson planning and student learning
- Offer descriptive feedback
- Use formative assessments to inform student learning
- Teach students to self assess in order to improve their learning
- Teach students focused revision

#### Learning Assistance Program

- Develop common practices in using “Study Island” online tool to help students improve their reading and math skills
- Develop differentiated teaching lesson plans in reading and math
- CTE
- Create effective assessments and rubrics aligned to learning targets for all CTE classes
- Across the system, waiver days are used with accountability to achieve these goals. The Teaching & Learning Committee reviews waiver day agendas and debriefs with PLC leaders after these days to assess progress towards goals.

Methow Valley 9. What is the student achievement data motivating the purpose and goals of the waiver?

The purpose and goals of the waiver support our overall school/district improvement effort. The data that motivates this effort is ongoing formative assessments at each grade level in the elementary school and subject-area assessments in the junior high and high school. We use DIBELS testing for reading at the elementary school, along with teacher-generated assessments for math and science. Our data suggest that, like most of the state and the nation, we need improvement in math and science. We also face lower levels of student achievement among children living in poverty. These have been key areas of focus on waiver days.

Methow Valley 10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

The measures and standards used to determine success have been developed by individual PLC teams and the school district administration based on the district's two goals.

1. Build a common language district-wide regarding character development
2. Raise the bar and reduce the gap in regards to student achievement

In addressing the first goal, we have trained staff in conducting "morning meetings" and advisory groups to facilitate student reflection on character development. On waiver days, we reviewed articles by educational researcher Thomas Lickona to develop a core set of character attributes to promote district-wide. We also reviewed "The Heart of Teaching and Learning," an OSPI/Western Washington University research document that addresses character issues in teaching children from disadvantaged backgrounds.

The administrative team will interview students and teachers at the end of the year to collect data about how student learning and district-wide instruction have been impacted by the character development initiative. We will also ask students to take a written assessment on character that fleshes out and attitudes and serves as a baseline for future work.

In regards to the second goal, the following measures will be used:

- DIBELS testing determines the focus of instruction for intensive, strategic and benchmark level students at the elementary school. Intensive and strategic level students are also "progress monitored" using DIBELS and instructional strategies are modified, if needed, to achieve results.
- PLC elementary teams will present common end-of-course assessments in math.
- The junior high and high school science team will present revised labs that have been collaboratively devised by the PLC. A science student symposium will serve as a measure of student progress on the labs and in other inquiry-based lessons, also devised by the PLCs on waiver days.
- The junior high and high school English team will present rubrics they've developed to assess student writing, as well as lessons they've developed for writers workshop.
- In junior high and high school math, student scores on Study Island assessments for LAP students will be presented as a measure to determine the success of professional learning in the math team. Another measure will be group-worthy tasks (lessons) developed by the math team in partnership with the University of Washington.
- State assessment scores, as well as samples of student work presented at board meetings, will further serve as measures of progress.

Methow Valley 11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

Teachers present their learnings/doings in team meetings at the end of each waiver day. Elementary teachers present formative assessments they've created. Science teachers recently presented a 7-12 curriculum map, showing how science teaching/learning grows through junior high – and the implications for how we teach various concepts. Math, CTE, art, and English teachers demonstrate what they've learned from student work and how the rubrics they've developed to help students understand specific standards for learning.

Methow Valley 12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

For Goal 1:

We use 90 to 120 minutes each waiver day to meet as a K-12 team to discuss character-related

issues. We discuss research in small groups, then develop strategies/lesson plans to roll out the character development language/reflective exercises across the district.

The work has included studying *The Heart of Learning and Teaching*, *Emotional Intelligence* and *Classroom Instruction That Works*. In the last session, for example, we divided into six teams and each team read research related to the six principles outlined in *The Heart of Learning and Teaching*. Then the teams had to present the principle in a skit, rap, poem, drawing or visual representation to teach other participants about the principle. The activity led to dynamic hands-on learning by staff, a lot of laughter, and deep reflection about how we empower students through words, beliefs and actions.

For Goal 2:

Throughout our system, we use a “backward design” model to develop units of study that embed frequent common assessments, providing a feedback loop that informs instruction. The work that takes place on waiver days is the development of these lessons, with the district’s instructional coach and a University of Washington trainer.

PLC agendas are developed by teachers and approved by administration. The agendas connect directly to school-wide improvement goals and include “deliverables” such as rubrics, lesson plans or assessments developed during the day.

A goal this year is to develop ways to help students recognize academic progress, thus tapping into individual motivation factors. PLCs have developed tools for peer review and student self-assessment (individual charts with standards listed and spaces for students to mark their progress).

The following list outlines other tasks implemented by PLCs this year to meet the goals of the waiver:

- Develop formative and summative assessment tools to analyze student proficiency along with program effectiveness
- Explore standards-based grading with pre and post standards-based unit assessment
- Develop essential questions for units of study and inquiry labs
- Share student work to impact lesson planning and student learning
- Offer descriptive feedback
- Teach students focused revision in writing
- Utilize the online math program Study Island to help students improve their reading skills
- Focus on students who are below standard in math and determine specific interventions (both academic and non-academic) to support these students in our classrooms
- Continue to build and refine our repertoire of group worthy tasks through examining tasks and accompanying student work
- Improve process for assessing students using standards-based assessment practices
- Design assessments aligned with the state standards, using standards-based grading
- Continue discussion about evidence used to determine if students have met the standard

Methow Valley 13. Describe the innovative nature of the proposed strategies.

Harvard researcher Richard Elmore notes that the most effective professional development is embedded in the classroom and the school. Teachers learn most by working together to analyze problems of practice and harness brainpower to find solutions. Waiver days allow our teachers the time to pursue such professional development. The innovation comes from research-based strategies, such as protocols, that allow teachers to follow a guided format to



unveil challenges and receive input from colleagues. It also comes from the natural creativity that teachers, when given time, have in abundance.

Methow Valley 14. 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 waiver days are supporting a path outlined by DuFour in his Professional Learning Community Model. At the elementary level, the work on waiver days in subsequent years will simply move to other subject areas such as reading and social studies. At the junior high and high school, teachers will continue to create lessons and assessments together to deepen student engagement and higher levels of thinking.

Methow Valley 15. 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).

As noted above, the waiver is directly related to our school improvement plans. These plans can be viewed under the "schools" section at [www.methow.org](http://www.methow.org)

Methow Valley 16. Describe how administrators, teachers, other staff, parents, students, and the community have been involved in the development of the request for this waiver.

Staff has been involved in developing the request for this waiver through feedback to teacher leaders in their professional learning communities. These waiver days are immensely valued by staff, who regularly share ideas for how best to use the time to build capacity. The community has representatives on the teaching and learning community, which has been involved in developing waiver day agendas and goals. In addition, the superintendent has notified the community, through newspaper articles, the value of these days in helping students learn more.

Methow Valley 17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The collective bargaining agreement has no set number of professional development days. With another round of budget cuts, professional development days (outside of waiver days) become more difficult to support. The expectation with waiver days is that staff will participate fully. Attendance on these days has been close to 100 percent. Absences are rare as staff see this time as an important resource in doing the work.

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

1. Student instructional days (as requested in application)	174
2. Waiver days (as requested in application)	6
3. Additional teacher work days without students	3.5
The district or schools directs some or all of the activities for 1 of the 3.5 additional days	
Total	183.5

C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:



Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	x		
2	100			x
3	100			x
Check those that apply				

D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.

These days went away last year and may go away again in the future. The CBA allows just one district-directed day, which happens before school starts to allow teachers to prepare their classrooms.

Methow Valley 18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

The waiver days were used as requested in our last application. We developed power standards across the system. We read and analyzed the work of Larry Ainsworth (Power Standards, Formative Assessments). We worked in partnership with the University of Washington to develop instruction focused on bringing out deeper mathematical thinking among elementary students. And we started to develop common assessments across the system.

We met our goals in science and English, with nearly 70 and 90 percent of 10<sup>th</sup> graders meeting standard, respectively. In math, we made progress toward our goal of helping students learn math through the Math Expressions curriculum through a year-long partnership with University of Washington. A trainer worked with teachers to develop formative assessments, deepen instructional strategies, and build overall math comfort.

Methow Valley 19. 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.

As noted above, we created many tools that helped us meet the expected benchmarks for our professional learning communities. We have now implemented DIBELS testing, common assessments, more rigorous labs in science, and interventions in math as a result of our work on waiver days. Our state scores suggested progress towards our goals. Our high school science and reading scores were the top in the region (among 26 schools in four counties). Our math scores on the state assessment suggest the need for further interventions and progress monitoring. We are continuing to work with the University of Washington on this problem in 2010-2011.

Methow Valley 20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

The superintendent wrote about the waiver in a district-wide publication that goes to all homes in the district, as well as discussing it in brown bag lunch meetings with parents. Board meetings regularly cover the learning/doing achieved on waiver days. Board members regularly attend waiver-day trainings/PLC meetings.

**Methow Valley State Report Card Data**

**School District Information from OSPI Report Card Web Page**

May 2010 Student Count	530			
Free or Reduced-Price Meals	244	46.0%		
	2008-09	2007-08	2006-07	
Annual Dropout Rate	3.4%	0.5%	3.2%	
On-Time Graduation Rate	80.0%	98.1%	82.0%	
Extended Graduation Rate	80.0%	101.7%	85.0%	
<b>2009-10 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science
4th Grade	62.5%	50.0%	56.3%	
7th Grade	62.7%	51.0%	72.5%	
10th Grade	94.3%	52.8%	86.1%	68.6%
<b>2008-09 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science
4th Grade	59.6%	40.4%	48.9%	
7th Grade	84.1%	63.6%	77.3%	
10th Grade	75.6%	55.3%	82.9%	56.8%
<b>2007-08 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science
4th Grade	73.7%	71.1%	73.7%	
7th Grade	93.2%	72.7%	77.3%	
10th Grade	86.4%	66.7%	88.6%	55.6%

<b>1. District</b>	Monroe Public Schools
<b>2. New or Renewal Application</b>	Renewal
<b>3. Is the request is for all schools in the district?</b>	Yes
<b>4. Number of Days</b>	Four Days
<b>5. School Years</b>	Three school years 2011-12, 2012-13, and 2013-14
<b>6. Will the district be able to meet the required annual instructional hour offerings?</b>	Yes

<b>Monroe 7. Will the waiver days result in a school calendar with fewer half-days?</b>	
Number of half-days before any reduction	0 – none for professional development
Reduction	0
Remaining number of half days in calendar	None for professional development. A half day before Thanksgiving, Winter Break, and the last day of school. 8 half days at the elementary for parent conferences and 5 half days at the secondary for parent conferences.

<b>Monroe 8. What are the purpose and goals of the waiver?</b>	
The purpose of the waiver is to provide time for implementation of the District's Improvement	

Plan. The following is an Executive Summary of the District Plan. All schools teams were directed last year to develop their individual school plans to support the goals of the district plan.

The district did not make Adequate Yearly Progress for the 2009-10 school year and was placed in Step 2 of Improvement. The district then applied for a state District Improvement Grant, using this opportunity to seriously review our current instructional programs and practices to determine where the issues were and how they could be addressed. This plan represents the collective discussions, lessons learned through the year, and reflection on the previous Learning Improvement Plan. The district then aligned budget priorities to support this plan.

**District Goals for 2010-11:**

**Goal 1:** To increase the number of students (grades 3 – 10) meeting standard in reading by 10 percent on the MSP/HSPE in Spring 2011, using district assessments to monitor progress toward the goal.

**Goal 2:** To increase the number of students meeting standard in math on the MSP/HSPE in spring 2011 by 10 percent, using district assessments to monitor progress toward that goal.

**Goal 3:** Develop a comprehensive district curriculum, instruction, and assessment system, clearly communicated and articulated throughout the district, including common teacher and student expectations.

**Goal 4:** Enhance school safety and climate to meet the needs of the whole child.

Monroe 9. What is the student achievement data motivating the purpose and goals of the waiver?

An analysis of the MSP/HSPE data over the last several years indicate that we are making progress at the high school level. District reading scores moved from 79.7 percent in 2006-07 to 82.8 percent in 2009-10, slightly above the state average. The district has also built an effective Collection of Evidence in reading and writing to support students meeting this graduation requirement. We do not see a gap in reading performance based on gender; however, there is still a gap between our Hispanic and white population. 66.7 percent of Hispanic students met standard in 2010, higher than 47.1 percent in 2005-06. This is still a significant gap though. Our special education students did not meet the cell in AYP for either reading or math. Our math performance (44.6 percent) although at the state average is still significantly below expectations. Science (50 percent) and writing (90 percent) are showing either a strong performance or a steady increase.

At the middle level, we continue to see drops in reading performance on the MSP. Although the district didn't reflect much change, the change at some of the schools was significant. Special education performance at grade 7 in reading is increasing (8.3 percent in 2007-08 to 20.4 percent in 2009-10); however, the gap is still significant with non-special education students (63.6 percent). Hispanic students are making more progress in reading and moving to close the gap; however, there is still a significant a gap. In math, all students are struggling as the district performance in 2009-10 was only 48.7 percent, lower than the state average and lower than the previous year (51.6 percent). Last year, the district implemented a new math program in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade and needs more time with teachers to adjust to the new standards and a more rigorous math program. The district has focused on improving writing with the addition of district assessments at 6<sup>th</sup> and 8<sup>th</sup> grade. Using our teachers to do the scoring has provided the necessary staff development and we do see progress with 69.4 percent at the district level meeting standard compared to 54.7 percent in 2006-07.

At the elementary level, the district realized reading performance was a problem for all students and understood that there was a gap between males and females. A new reading program was implemented two years ago. Although district assessments show reading progress especially at grade K – 2 reading performance on the MSP dropped. A slight gap exists between males and

females; however, there are very significant gaps between Hispanics and Whites and between special education and non-special education students. In math, the performance for all students was a problem as our program was not aligned to new state standards. Only 46.5 percent of last year's 5<sup>th</sup> graders met standard, lower than the year before (51.7 percent) and lower than the state average last year (53.6 percent).

The data in reading and math reflect that the district needs to work systematically with improving their reading and math programs. Although the local school board has invested funds for new adoptions, the development of a district assessment system, and professional development time, there is still a need for the four school improvement days to maintain a district focus on these efforts.

Monroe 10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

Each school's learning improvement plan identifies student achievement goals in reading and math. Building goals are aligned with the district goal of showing a 10 percent increase in district level performance in reading and math on the MSP/HSPE by the end of this year. Although not explicitly stated in the plan, the expectation was set for a 10 percent increase in performance for all identified sub groups through discussion with principals. It is specifically mentioned in the District Learning Plan in Goal one, Strategy two (Establish Common Assessment Goals, activity number five (each school will disaggregate their student assessment data by the following groups: gender, low income, ELL, and special education).

Each plan also has a section that should describe the process for monitoring and evaluating the plan. The district school board has expressed the expectation for continuous improvement. Learning Improvement Plans for each school are presented by the principal to the school board annually.

Monroe 11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

The district measures elementary reading performance three times a year, K – 5 using DIBELS for fluency and the DAZE for comprehension. In addition, there is an end of year district developed reading assessment measuring phonics, word study, vocabulary, and comprehension. This is the third year for these assessments so the district is now collecting trend data for every school, grade level, and classroom. In math, there are three district developed assessments corresponding to the end of each trimester at every grade level. Writing is assessed at grades 3 – 5 using a district prompt and scored by our teachers once a year. At the secondary level, the Gates McGinitie for reading and a writing assessment are given grades 6 – 10. The middle level also uses STAR and the AR program to monitor reading performance. Common math assessments at the beginning and end of the year have been developed.

All data is collected online and accessed through our Data Center, available to teachers, principals, and district administrators. The Superintendent and Assistant Superintendent meet with each principal regarding their data and their plan. Another meeting is held midway through the year to review progress. Summary reports of data are provided to the school board several times a year for monitoring progress.

Monroe 12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

**Goal 1:** To increase the number of students (grades 3 – 10) meeting standard in reading by 10 percent on the MSP/HSPE in Spring 2011, using district assessments to monitor progress toward the goal.

Strategy 1: Finalize the district K-12 Literacy (reading and writing) curriculum based on research and best practice and aligned with state and common core standards.

Strategy 2: Establish common assessment goals for literacy by grade level using district assessments for the district and by each school.

Strategy 3: Provide appropriate professional development to support implementation of the curriculum and the assessment system.

Strategy 4: Implement the Title III Staff Development plan to support English Language Learners.

**Goal 2**: To increase the number of students meeting standard in math on the MSP/HSPE in spring 2011 by 10 percent, using district assessments to monitor progress toward that goal.

Strategy 1: Implement a new elementary math program

Strategy 2: Continue to support the second year of a new middle level math program.

Strategy 3: Provide support to implement the new math pathways at the high school, including the new delivery model for Algebra.

Strategy 4: Identify and clarify math support for special populations.

Strategy 5: Implement a plan to support a STEM (Science, Technology, Engineering, Math) initiative.

**Goal 3**: Develop a comprehensive district curriculum, instruction, and assessment system, clearly communicated and articulated throughout the district, including common teacher and student expectations.

Strategy 1: Finalize all written curriculum documents for reading, writing, math, and science content areas reflecting alignment to new state standards using the power standards and evidence of learning format. Place all documents on the intranet for staff access and the internet for parent access.

Strategy 2: Continue to develop district assessments in reading, math, and science aligned to programs with clear timelines and data easily accessed by staff to inform instruction.

Strategy 3: Develop leadership capacity to improve student learning within all levels of the organization by working with principals, central office administrators, and teachers to implement the principles of Professional Learning Communities.

Strategy 4: Provide a focus and support system for addressing teacher accountability.

Strategy 5: Implement a system to communicate and track all professional development activities and required trainings.

**Goal 4**: Enhance school safety and climate to meet the needs of the whole child.

Strategy 1: Provide support structures for at risk students.

During the waiver days or School Improvement Days, staff development activities are based on certain strategies listed above. For example, this year the agenda has been the following:

First School Improvement Day – October 11<sup>th</sup>

All certificated elementary staff met at one school from 7:30 to 11:30 to support the new math adoption. There was a general presentation of Math Expressions followed by district wide grade level break sessions for the rest of the morning. Math leaders followed a consistent agenda to lead the discussions and problem solve the implementation. Then teachers reported to their individual school for lunch, a building meeting, and then from 1:30 to 3:0 had individual time according to the contract.

At the middle level from 7:30 to 9:30, district wide department meetings were held focused on supporting the new science and math adoption. Block teachers (Language Arts/Social Studies) focused on changes to MSP (Functional Text), implementation of Academic Vocabulary, district reading assessments)

At the high school, there was a general staff meeting to discuss how to provide interventions to students, followed by the opportunity to meet as specific PLCs using the PLC processes to

guide discussion.

For the second School Improvement Day – November 29<sup>th</sup>

The same structure was used to continue the work from October especially to support the new elementary math adoption, the new middle level math and science adoptions, and the development of classroom based reading assessments.

For the third School Improvement Day – March 7<sup>th</sup>

The district will meet as a K-12 Professional Learning Community to work with Janel Keating from White River School District. From 7:30 to 10:30, the staff will be together in the high school PAC for her to provide a consistent overview and understanding of PLC processes. Then from 10:30 to 11:30, staff will meet as school to process the information and generate questions for the afternoon panel after lunch. The panel will be Janel and six district teachers to respond to questions. Then during the teachers' individual time, all instructional leaders will work with Janel from 1:30 to 3:30.

The specific agenda for the last School Improvement Day in May will be determined by each school as they review their school data, their school learning plan, and begin to prepare for next year.

**Monroe 13. Describe the innovative nature of the proposed strategies.**

Within the last two years, some of our schools have explored and implemented the practices and processes of Professional Learning Communities. Last year, as the district was developing the District Improvement Plan, it was decided to formally implement a District wide PLC, beginning with the administrative team. All meetings with instructional leaders are conducted as a PLC. The four questions:

- What do you want students to know and be able to do?
- What evidence do you have that they have learned it?
- What do you do with students who haven't learned?
- What do you do with students who already know?

The expectation was also set that schools form PLCs in their schools. Discussion with the instructional leaders was held that described where we will stay "tight (having a PLC)" and where the organization can be "loose (how they do it)". So the principles of a district wide PLC, the frame of the four questions, and the work already on alignment in math and reading are the core of our innovative strategies.

More specific instructional strategies and formative assessments will be focused on implementing a K-12 Academic Vocabulary program based on Marzano's work, continuing progress monitoring in reading using DIBELS, implementing the math behaviors that form the foundation of Math Expressions at the elementary level, and refining the middle level science teachers' understanding of the inquiry approach.

**Monroe 14. 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?**

The development of any Learning Improvement Plan has been based on the continuation of previous work. That model of continuous improvement will continue to direct the activities on the waiver days or school improvement days. The first four goals of the school board will also direct future planning. Those goals are:

- Increase academic rigor of programs
- Develop a comprehensive assessment system
- Advance the capacity of the organization to learn and improve
- Close the achievement gap for underrepresented groups by improving systems of support for students struggling academically and socially



Monroe 15. 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).

The district learning plan and all school plans describe the activities to support the goals of each plan. The majority of the time allocated for those activities are conducted on the four School Improvement Days. The agendas and minutes from each school for each School Improvement day are sent to the superintendent's office and reviewed. A record is maintained for each year.

District Learning Plan: <http://www.boarddocs.com/wa/mpswa/Board.nsf/legacy->

Chain Lake Elementary: <http://www.monroe.wednet.edu/LIP/CLE-LIP.pdf>

Frank Wagner Elementary: <http://www.monroe.wednet.edu/LIP/FWE-LIP.pdf>

Fryelands Elementary: <http://www.monroe.wednet.edu/LIP/FRE-LIP.pdf>

Maltby Elementary: <http://www.monroe.wednet.edu/LIP/MBE-LIP.pdf>

Salem Woods: <http://www.monroe.wednet.edu/LIP/SWE-LIP.pdf>

Hidden River Middle: <http://www.monroe.wednet.edu/LIP/HRMS-LIP.pdf>

Monroe Middle: <http://www.monroe.wednet.edu/LIP/MMS-LIP.pdf>

Park Place Middle: <http://www.monroe.wednet.edu/LIP/PPMS-LIP.pdf>

Monroe High School: <http://www.monroe.wednet.edu/LIP/MHS-LIP.pdf>

Monroe 16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

As part of the last contract negotiations with MEA (teacher association), it was agreed to begin a study of different models for time for teachers to work collaboratively together to improve student learning. The Joint Committee on Time (administrators, MEA, PSE, PSE-OP members) began to study this issue last year and surveyed the parents regarding School Improvement Days and other models. In the parent survey, they were asked, "What is the impact of the current School Improvement days on your family?" With 1,034 parent responses, 64 percent of those responses indicated little or no impact on their family. When asked if they would support an increase in the number of school improvement days, 46 percent said there would not or little support for an increase while 48 percent said they would support or would strongly support. It appears that there is support for the waiver days; however, no clear support to increase the number of days. The same survey was administered to staff. Fifty-nine percent of all staff indicated support for the current model (Four School Improvement Days; however, 59 percent indicated the need for more professional development time. The Joint Committee is continuing its work; however, it was decided to pursue approval to continue the waiver of four days for the 2011-12 school year. The plan would be to keep the current model in place until there is agreement and support for a new model. It was clear from the staff and parent surveys; they did not want to have some full days (School Improvement Days) and early release days.

17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

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

1. Student instructional days	176
2. Waiver days (as requested in this application)	4
3. Additional teacher work days without students	1
The district or schools directs the activities for the 1 additional day	
Total	181



C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	0 (optional pay if attend; historically 95% + attendance)	50%	50%	0%
Check those that apply				

D. If the district has teacher work days over and above the 180 school days (row 3 of table in 17.B), please also explain the rationale for the additional need of waiver days.

The district has had the optional day listed above for many years. It is scheduled prior to the beginning of the school year and has been used by the building to get ready logistically for the start of the school year. In the last five years, the district has used the half day to provide some district wide staff development and any required trainings. The two state learning improvement days were also scheduled before the start of the school year for schools to review their MSP/HSPE data and revise their school improvement plans. With the loss of both learning improvement days, the work on the learning improvement plan has moved to the first school improvement day in early October. The full days or school improvement days are the only time available for district wide work to support new adoptions or alignment work with new standards. Without those days next year, the only scheduled time to work with certificated staff would be current staff meetings after school.

Monroe 18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

According to our previous application and contract language, the time on School Improvement Days have been directed to complete the work of the Learning Improvement Plans. These days have been critical to support changes in district programs for math, reading, and science to stay aligned with the state direction. As MSP/HSPE data showed increases and decreases varying according to the school at a level, the need for greater centralized direction became more apparent. As data from our Center for Educational Effectiveness survey indicated that the schools did not perceive a strong, centralized curriculum, the district has developed a common agenda for these days with input from teacher leaders, TOSAs, and principals.

In previous years, each school directed their own activities according to their specific school improvement plan. With the development of the District Learning Plan, especially the commitment to Professional Learning Communities, this year, district wide activities have been agreed to instead of building based plans. For example, at the elementary level, for the first two school improvement days, district wide grade level meetings have been conducted for a two hour period to support the reading and math programs. Principals then built upon this work with specific school meetings, and then teachers had their individual choice time. The district does offer optional staff development classes during the teacher individual time. With the loss of the state learning improvement days and only one day provided by the contract, the four waiver days are essential to improving student learning.

Monroe 19. 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 goal of providing time for professional development was met for the School Improvement Days. All the agendas and minutes kept for those days at each school reflected that the activities on those days were focused on the work of the Learning Improvement Plans. The transfer of that work to actually increased student achievement was limited. This was probably due to the timing of when the district could support major adoptions and alignment work to state standards and assessments. With the adoption of a new elementary reading program two years ago, a new elementary math program this year, a new middle school math program last year, a new elementary science program three years and a new middle level science program this year, the infrastructure is now in place for the professional development that needs to happen in the next three years.

Monroe 20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

Principals shared agendas and plans for each day through newsletters to keep the community informed. Throughout the school, the Building Leadership Teams gathered input from staff for the agenda and communicated the results of building data, and the relationship of the activities to the plan. Each current school learning improvement plan begins with a section where the plan from the previous year is reviewed. Anyone reviewing the current plan then sees the results from the previous year.

Monroe **State Report Card Data**

**School District Information from OSPI Report Card Web Page**

May 2010 Student Count	7,789	
Free or Reduced-Price Meals	1,731	22.2%

	2008-09	2007-08	2006-07
Annual Dropout Rate	2.0%	4.3%	4.6%
On-Time Graduation Rate	80.8%	80.5%	79.2%
Extended Graduation Rate	85.0%	83.9%	85.2%

**2009-10 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	63.0%	37.4%	67.1%	
7th Grade	58.2%	47.0%	69.4%	
10th Grade	82.8%	43.7%	89.4%	48.9%

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	69.8%	47.0%	55.9%	
7th Grade	55.6%	47.0%	64.4%	
10th Grade	79.7%	44.8%	87.8%	40.7%

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	70.0%	54.1%	57.4%	

7th Grade	57.6%	45.1%	66.4%	
10th Grade	81.3%	46.2%	87.1%	41.0%

<b>1. District</b>	Newport School District
<b>2. New Application or Renewal Application</b>	Renewal Application
<b>3. Is the request is for all schools in the district?</b>	Yes
<b>4. Number of Days</b>	5
<b>5. School Years</b>	2011-12, 2012-13 and 2013-14
<b>6. Will the district be able to meet the required annual instructional hour offerings?</b>	Yes

Newport 7. Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	3 days (Day before Thanksgiving, winter break and last day of school.)
Reduction	0
Remaining number of half days in calendar	3 days

Newport 8. What are the purpose and goals of the waiver?	
<p>The purpose of the waiver is to increase student achievement on state assessments in reading, math and science for all students; to increase student achievement for our low income student subgroup by reducing the achievement gap in reading and math; and to improve on-time and extended high school graduation rates by using data from multiple measures to identify and implement instructional programs that are vertically aligned K-12 and with state standards. We will provide ongoing, high-quality professional development to staff to ensure that they are equipped to provide effective teaching to meet our goals.</p> <p>Our goals for the waiver are as follows:</p> <ol style="list-style-type: none"> <li>1. To increase student achievement in reading, math and science for all students on state assessments by increasing in each area and grade level by a minimum of five percentage points as averaged over the next three years. See question ten for actual percentages and scores.</li> <li>2. To increase student achievement in reading, math and science for our low income student subgroup on state assessments by increasing in each area and grade level by a minimum of five percentage points as averaged over the next three years. See question ten for actual percentages and scores.</li> <li>3. To increase Newport School District's on-time graduation rate to 80% and extended graduation rate to 83 percent.</li> </ol>	

Newport 9. What is the student achievement data motivating the purpose and goals of the waiver?																	
<p>The student achievement data motivating the purpose and goals of the waiver are our MSP and HSPE scores. We have reviewed our data over the past three years and our scores average as follows:</p> <table border="1" data-bbox="378 1797 1096 1936"> <thead> <tr> <th colspan="4">All Students</th> </tr> <tr> <th>Grade Level</th> <th>Reading</th> <th>Math</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup> grade</td> <td>79.6%</td> <td>70.9%</td> <td></td> </tr> <tr> <td>4<sup>th</sup> grade</td> <td>70.8%</td> <td>55.9%</td> <td></td> </tr> </tbody> </table>		All Students				Grade Level	Reading	Math	Science	3 <sup>rd</sup> grade	79.6%	70.9%		4 <sup>th</sup> grade	70.8%	55.9%	
All Students																	
Grade Level	Reading	Math	Science														
3 <sup>rd</sup> grade	79.6%	70.9%															
4 <sup>th</sup> grade	70.8%	55.9%															

5 <sup>th</sup> grade	75.5%	60.8%	37%
6 <sup>th</sup> grade	68.3%	44%	
7 <sup>th</sup> grade	70%	62.6%	
8 <sup>th</sup> grade	76%	66.9%	68%
10 <sup>th</sup> grade	84.5%	56.9%	40.2%

In reviewing our low income sub-group data over the past three years, our averages are as follows:

Low Income Students		
Grade Level	Reading	Math
3 <sup>rd</sup> grade	76.8%	65.8%
4 <sup>th</sup> grade	59.6%	46.4%
5 <sup>th</sup> grade	66.9%	52.7%
6 <sup>th</sup> grade	57%	32.6%
7 <sup>th</sup> grade	61%	53.6%
8 <sup>th</sup> grade	69.5%	60.1%
10 <sup>th</sup> grade	73.5%	52.1%

In analyzing the on-time graduation over the past three years, we fluctuate from 65.3 percent in 2006-07 to 76.1 percent in 2007-08. In 2008-09, our rate was 75 percent. Our extended graduation rate was 80.6 percent in 2008-09, 76.1 percent in 2007-08, and 67.7 percent in 2006-07. We have increased in all areas.

Newport 10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

Our goals for the waiver are as follows:

1. **To increase student achievement in reading, math and science for all students on state assessments by meeting the following percentages on an average over the next three years:**

All Students			
Grade Level	Reading	Math	Science
3 <sup>rd</sup> grade	90%	80%	
4 <sup>th</sup> grade	75.8%	68%	
5 <sup>th</sup> grade	80.5%	55%	42%
6 <sup>th</sup> grade	73.3%	52%	
7 <sup>th</sup> grade	75%	75%	
8 <sup>th</sup> grade	82%	79%	73%
10 <sup>th</sup> grade	89.5%	63%	52%

2. **To increase student achievement for our low income student subgroup on state assessments by meeting the following percentages as averaged over the next three years:**

Low Income Students		
Grade Level	Reading	Math
3 <sup>rd</sup> grade	90%	80%
4 <sup>th</sup> grade	70%	62%
5 <sup>th</sup> grade	71.9%	57.7%
6 <sup>th</sup> grade	62%	37.6%
7 <sup>th</sup> grade	67%	63%
8 <sup>th</sup> grade	75%	72%

10 <sup>th</sup> grade	80%	63%
------------------------	-----	-----

**3. To increase Newport School District's on-time graduation rate to 80 percent and extended graduation rate to 83 percent.**

We will review and analyze our MSP, HSPE and EOC data to determine our success. We will use benchmark scores of MAP assessment data, given two to three times a year for grades 5-10, to determine instructional strategies and professional development needed to improve student achievement. For grades 3-4, we will use DIBELS reading and STAR math data to determine if students are meeting benchmark goals. In addition, curriculum based assessments are used during instruction to determine if students are at mastery on their reading and math skills.

Newport 11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

We will collect and analyze state assessment scores and graduation and dropout rates as evidence to show if the goals were attained.

Newport 12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

We will use data from multiple measures (MSP/HSPE, MAP assessment, DIBELS, curriculum-based assessments) to identify and implement comprehensive, research-based instructional programs that are vertically aligned from one grade to the next as well as aligned with state academic standards. Through grade level and vertical teaming we will promote continuous use of student data to inform instruction, determine intervention needs for student success and adjustments needed in curriculum.

We will also provide ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching.

We will use these waiver days to:

- Review content area curriculum maps to ensure alignment with state standards.
- Implement newly adopted curriculum in math, language arts/reading, and science over the next three years of program adoptions.
- Administer state and district assessments with fidelity and analyze state and district assessments to inform classroom instruction.
- Use differentiated instructional strategies to address the needs of a variety of learners.
- At Stratton Elementary, we will continue the implementation of Response to Intervention in reading.
- Continue to develop an understanding of how complex trauma impacts our students and develop interventions and a support system in order for student's to achieve success.
- Improve content area instruction in all academic areas to improve student achievement.

We believe that it is critical that teachers have the time to collaborate and communicate as grade level and vertical teams. These waiver days will provide collaboration time for staff to work in grade level or as vertical teams K-12 to:

- Look at the results of state and district assessments and identify students at-risk of not meeting state standards.
- Vertically align curriculum from one grade level to the next and ensure alignment with state standards.
- Monitor student progress and effectiveness of interventions.
- Develop effective lessons that target learning's identified through review of assessment data.

- Evaluate and reflect on teaching practices based on assessment data.

Newport 13. Describe the innovative nature of the proposed strategies.

The purpose of our waiver is to allow ongoing, high-quality, job embedded professional development for staff to interpret student data; align current curriculum to state standards; identify strengths and weaknesses in our programs; and implement instructional strategies to improve student achievement and to ensure that teachers are equipped to provide effective teaching. Vertical and grade level teaming starts the process for continuity in our curriculum, instruction, and programs. Vertical teaming for alignment in content areas of math, language arts/reading and science are our focus.

Innovation comes from staff collaboration of reviewing the data, researching curriculum and instructional strategies to increase success for our students. Staff need time and specific direction in order to:

- Work in vertical and grade level teams.
- Analyze state and district wide assessment data and to determine instructional strategies for at-risk students.
- Use an outside consultant to develop strategies to deal with students who underachieve academically and socially due to outside influences which are out of our control.
- Improve instructional strategies specifically in the area and use of the latest technology available for the classroom.

Newport 14. 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?

Increasing student achievement is at the core of our activities and this is the continuing goal for every year as well as our paramount duty. Analyzing test data, implementing research-based instructional strategies, and determining interventions needed for student achievement is an ongoing process. We will continue vertical and grade level teaming activities for the duration of the waiver. We will build on each year's activities and successes to meet the ever changing needs of our students.

Newport 15. 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).

The State Board of Education may review our District Improvement Plan at the following link: <http://newportschools.schoolwires.net/230910114101346420/site/default.asp>

Our ultimate goal is to increase student achievement for **all** students. The District has been working toward and continues to work toward providing our students with the knowledge and skills necessary to reach their full potential. This waiver and its goals directly support the District Improvement Plan's Cornerstones and Improvement Targets. These waiver days allow for the District to provide the necessary professional development training that staff need in order for us to reach our goals. It allows training time by outside consultants so that we can train the whole District or target a specific group of teachers as opposed to sending one or two teachers to receive training outside the District. This provides for the District to be more fiscally responsible. We can build upon these trainings at District level, grade level and vertical team meetings.

Newport 16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

Administrators, teachers, support staff, parents, students and community members were involved in the development of the waiver request. Each building has a Site Council team or Parent Advisory Committee that is made up of administrators, teachers, staff, parents, students

and community members. These teams and committees participated in the development and review of the waiver at the building level. In addition, the waiver was brought to the Newport School District Board of Directors for input from community members, parents and staff.

Newport 17. 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.

The Newport Associated Teachers' collective bargaining agreement provides for one mandatory professional development day. This mandatory day is in addition to the five waiver days.

Newport School District received a waiver of five days for the past two years. Students attend school in our District for 175 school days – 172 days are full days of instruction and 3 days are early release days. If this waiver is approved, we will follow the same schedule as above.



Newport 17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

NSD Calendar Days	Number of Days
Total Student Contact Days	175
Full Instruction Days	172
Early Release Days (Half-Days)	3
Total Per Diem (TRI) Days	5
District Directed – Mandatory	1
Teacher Directed – Optional*	4
<p>*Optional Per Diem days: These are voluntary days and are optional for the employee and paid at his/her per diem rate. These days are made available to the employee the two weeks prior to, during, or two weeks following each school year. These days may be used for work performed after the hours of the regular school day. They may also be used for the supervision of after school events or attendance at official school functions outside the regular school day. However, when using a per diem day for outside the regular school day, the teacher is responsible for logging the equivalent of a full day of school with his/her principal before compensation will be made. The teacher will submit to the building principal a brief report of each per diem day's activities.</p> <p>An additional two per diem days will be allotted to certificated teachers in their final year of teaching. To qualify you must have 25 years of teaching experience and the last ten years must be in the Newport School District. These per diem days will be used a transition during the months of May and June of said final year.</p>	
Parent/Teacher Conference Days	4
Other Non-Instruction Time	
<p>Teachers meet every Wednesday morning at 7:00 – 7:45 AM. Three Wednesdays a month are designated for Curriculum and Assessment Development (CAD) planning and one time a month for building level staff meetings. This time is before the student school day begins and does not impact student contact time.</p>	
Total Waiver Days (School Improvement Days – SID)	5
District Directed – Mandatory	5

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

1. Student instructional days (as requested in application)	175
2. Waiver days (as requested in this application)	5
3. Additional teacher work days without students	5
The district or schools directs some or all of the activities for 1 of the 5 additional days	
Total	185

C. If the district has teacher work days over and above the 180 school days (as identified in row 3 of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	X	X	
2	0			X
3	0			X
4	0			X
5	0			X
Check those that apply				

D. If the district has teacher work days over and above the 180 school days (row 3 of table in 17.B), please also explain the rationale for the additional need of waiver days.

While we have teacher work days over and above the 180 school days, these days are not mandatory and are not considered deemed done. Of the five per diem days, four of the days are voluntary on the teacher's part and are teacher directed.

We need the waiver days so we can bring staff together:

- As a district to provide district level professional development for all teachers.
- As building level teams to review and analyze data, ensure that curriculum is aligned and being implemented following state and district level guidelines – what are our deficits, what are our strengths, where and what are the holes in our curriculum, are we implementing curriculum and programs with fidelity, and then focus on professional development that specifically targets building's needs based on data.
- To meet as grade level teams and vertical teams to ensure that alignment is at grade level and then vertically aligned. We need to evaluate and reflect on teaching practices based on assessment data, develop effective lessons that target learning's identified through review of assessment data and monitor student progress and effectiveness of interventions.

These waiver days will allow for improved teacher communication and collaboration. This is imperative for the success of our students and programs.

Newport 18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

The waiver days were used for school improvement activities that were directly related to our school improvement plan and goals. The District used the waiver days to meet at school levels and in grade level teams to improve the delivery of instruction and to increase student achievement. Staff analyzed state and district assessment data and planned instruction to meet the needs of our students. Although our previous application did not provide specific targets, the details of our student achievement gains are listed. The data shows we have made progress, however we still have areas that need improvement. This waiver will focus on the areas we need to improve as well as focusing on areas where improvement was made. See our goals in question ten for specific details.

We began the process of vertical teaming in English/Language Arts and math for grades 7-12. We are in the process of adopting a new math curriculum this year and have been researching and piloting new math programs K-12 for the past two years. We need to expand our K-12 vertical teaming to other academic areas and continue to align our curriculum and instructional

programs.

At the elementary, we have moved from a targeted Title I school to a school-wide program. The waiver days assisted us in the implementation of our school-wide plan. We reconfigured our delivery of services and implemented CAST meetings to continually analyze student achievement and interventions for our Tier two and three students. This process has improved our student achievement as shown below.

These waiver days allowed for improved teacher communication and collaboration which is essential in order for teachers to meet the ever changing needs of their students and continue to implement instructional programs that are aligned at each grade level and vertically.

Newport 19. 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.

We have improved student achievement on state assessments. We are above state averages on the MSP and HSPE in many areas and grade levels – see chart below.

<b>All Students – Newport (State Average)</b>			
<b>Grade Level</b>	<b>Reading</b>	<b>Math</b>	<b>Science</b>
3 <sup>rd</sup> grade	88.5% (72.1%)	78.2% (61.8%)	
4 <sup>th</sup> grade	72.9% (67.2%)	55.9% (53.7%)	
5 <sup>th</sup> grade	77.2% (69.6%)	60.8% (53.6%)	37% (34%)
6 <sup>th</sup> grade	61.1% (64.6%)	44% (51.9%)	
7 <sup>th</sup> grade	70.1% (63.4%)	62.6% (55.3%)	
8 <sup>th</sup> grade	79.8% (69.4%)	66.9% (51.6%)	68% (54.5%)
10 <sup>th</sup> grade	84.5% (78.9%)	57.9% (41.7%)	40.2% (44.8%)

In 2008-09, Sadie Halstead Middle School was a School of Distinction for improved test scores. In 2009-10, we received the Washington Achievement Award for our Highly Capable program. This year, Newport High School was recognized as a School of Distinction as one of the 5 percent highest improving schools in the state in reading and math achievement over the past five years.

These waiver days greatly assisted in allowing us to provide professional development for staff. Data was analyzed from multiple assessments, student work was reviewed and instruction was planned to meet the needs of our students. We began the process of meeting as grade level and building level teams to focus on student achievement, aligning curriculum, researching effective teaching methods, and implementing interventions for students not meeting standard on state or district-wide assessments. It is imperative that we continue to build on the foundations we have established in the areas of instructional improvement, academic achievement and teacher collaboration.

Newport 20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

Each school has a Site Council Team or Parent Advisory Committee that is made up of administrators, parents, staff, community members and students. These teams/committees meet once a month. All waiver day agenda items and activities are reviewed and discussed. Parents are also informed about our activities and test scores through building level newsletters and at parent/teacher conferences.

**Newport State Report Card Data**

**School District Information from OSPI Report Card Web Page**

May 2010 Student Count	1,114	
Free or Reduced-Price Meals	665	59.7%

	2008-09	2007-08	2006-07
Annual Dropout Rate	2.3%	4.5%	7.9%
On-Time Graduation Rate	75.0%	76.1%	65.3%
Extended Graduation Rate	80.6%	76.1%	67.7%

**2009-10 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	72.9%	65.1%	60.5%	
7th Grade	70.1%	71.4%	81.8%	
10th Grade	84.5%	60.2%	92.7%	49.3%

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	69.6%	50.6%	40.5%	
7th Grade	63.5%	57.3%	82.1%	
10th Grade	89.1%	53.4%	87.9%	31.3%

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	69.9%	52.1%	65.8%	
7th Grade	76.3%	59.2%	78.7%	
10th Grade	80.0%	57.1%	84.4%	40.0%

1. District	Northshore School District
2. New or Renewal Application	Renewal Application
3. Is the request for all schools in the district?	Yes
4. Number of Days	5
5. School Years	2011-2012, 2012-2013, 2013-2014
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

Northshore 7. Will the waiver days result in a school calendar with fewer half-days? YES

Number of half-days before any reduction | 10

Reduction	10
Remaining number of half-days in calendar	0

Northshore 8. What are the purpose and goals of the waiver?

1. Develop and refine common assessments and new requirements within the context of the District Comprehensive Assessment Plan.
2. Support implementation of the District Comprehensive Assessment Plan through collaboration in Professional Learning Communities.
3. Expand and focus the analyses of state, district and classroom based assessments with emphases on the improvement of student achievement and test scores.
4. Develop and implement interim common assessments at both elementary and secondary levels in core content areas.
5. Utilize a common instructional framework in order to diagnose, assess and improve instructional practices (e.g., high leverage math practices, gradual release).
6. Utilize data to inform instructional practices, decisions and student outcomes.
7. Coordinate P - 12 curriculum alignment and design strategies to ensure continuity throughout the curricula, instructional programs and extended learning activities.
8. Apply principles of HRO (High Reliability Organizations) system-wide to ensure response to instructional needs.
9. Provide training for classified employees to meet professional competencies.

Northshore 9. What is the student achievement data motivating the purpose and goals of the waiver?

Northshore School District meets the state assessment requirements at a higher level than the state average. However, our demographics are changing and we find ourselves struggling to support and move to standard the last twenty to twenty-five percent of our student population.

Over the last three years our special needs, ELL, and students in poverty have grown significantly. Our changing demographics also included an increase in our ethnic populations with Hispanic youth increasing at the highest rate and Hispanic youth of poverty being a large portion of this population. As we have seen our students of color increase over the years, our white population has been steadily decreasing.

	2009 - 2010	2008 - 2009	2007 - 2008	2006 - 2007
Free/Reduced Meals	15.4%	14.7%	12.5%	14%
Special Education	13.4%	13.4%	13.5%	12.9%
ELL	4.6%	4.5%	4.5%	4.1%
Hispanic	8.7%	7.6%	7.3%	7%
Changes in white to non-white percentage	71.7% to 28.3%	72.5% to 27.5%	74.7% to 25.3%	76.1% to 23.9%

When we disaggregate and analyze the data for 4<sup>th</sup>, 5<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades on the state assessment as well as the high school state assessment in reading, math, science and writing, students of color (except the Asian population) and students in poverty score significantly lower than our white and non-poverty students. This is particularly true in math and science. [See attached supporting documentation under Question nine.](#)

With the growth in these numbers, teachers are being stretched in their capacity to meet the needs of all learners in their classrooms. We are implementing more district assessments in

order to continuously monitor the achievement of these students beyond the state assessment years so that we can provide immediate feedback to teachers. This feedback allows teachers to make the needed changes to their instructional practice.

With the changing demographics, teachers need more just in time professional development opportunities to work with a new clientele of struggling learners. Professional development with colleagues that occurs on site is a powerful educational tool for teachers. They work with their principal and district Teachers on Special Assignment (TOSAs) to improve their knowledge and skills in reaching struggling learners.

The following are the achievement data motivating the purpose and goals of the waiver:

- AYP: At the district and school level, we have more cells not meeting AYP goals. Specifically our students of poverty and students in Special Education have not been meeting standard on the state math and reading assessments.
- Reading: Reading scores have fluctuated over the last years. Although these percentages are higher than the state levels, we need to improve them across grade levels. We are seeing gains at the high school level but these gains are incremental. As a graduation requirement, we need to move more students to standard so that they can graduate on time.
- Math: Math benchmark scores are new for this school year based on the change to the assessment (new standards being assessed). Although we have seen small gains, we continue to struggle in moving our ELL, students in Special Education and students of poverty to meeting this standard. With the arrival of the new End of Course exams at the high school level in algebra and geometry, we will need continued focus and support for our students of color, students with special needs, and students in poverty.
- Writing: We show limited growth in writing although the later grade levels (7<sup>th</sup> and high school) show extensive growth from the initial levels in 4<sup>th</sup> grade.
- Science: With the new science standards and changes to the science assessment, we continue to struggle at the elementary level with our science scores, which are significantly lower than any other content area at elementary. As we move up the grade levels we do have significant increases in the percentage of students meeting standard on this assessment; however, if this assessment became a high school graduation requirement, we would have a significant percentage of seniors not graduating on time. Currently 43 percent of last year's sophomore class did not meet standard on this assessment.

Northshore 10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

We will use the following measures and standards to determine success on our identified benchmarks for our ELL, students in Special Education and students in poverty:

- 4<sup>th</sup>, 5<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade MSP and High School HSPE reading, math, science and writing levels of performance and students meeting standard and EOC exams in algebra and geometry levels of performance: [See attached Northshore School District Board Study Session regarding state testing information under Question #10.](#)
- Decrease the percentage of students in Level one in all areas by 10 percent over the next three years. Ten percent will move from Level one to Level two.
- Increase the percentage of students in mid-Level two to high Level two in all areas by 10 percent over the next three years.
- Increase the percentage of students in Level three in all areas by 15 percent over the next three years. Fifteen percent will move from high Level two to Level three.



- Increase the percentage of students in Level four in all areas by 15 percent over the next three years. Fifteen percent will move from high Level two to Level three.
- Northshore School Board Performance Measures:
  - On-time and extended time graduation rates: [See attached graduation chart under Question #10.](#)
    - Increase the percentage of ELL, students in Special Education and students in poverty graduating on time or within the extended graduation rate time frame by 10 percent over the next three years.
    - Decrease the drop-out rate of ELL, students in Special Education and students in poverty by 10 percent over the next three years.
  - Kindergarten readiness:
    - Increase the percentage of ELL, students in Special Education and students in poverty to be kindergarten ready by 10 percent over the next three years.
  - Third Grade Reading MSP:
    - Increase the percentage of ELL, students in Special Education and students in poverty reading on standard by third grade by 10 percent over the next three years.
  - Second Grade Reading Assessment:
    - Increase the percentage of ELL, students in Special Education and students in poverty reading at grade level by second grade by 10 percent over the next three years.
  - Closing the Opportunity Gap:
    - Increase the percentage of ELL, students in Special Education and students in poverty in college readiness courses, including advanced mathematics, lab sciences, AP, IB, College in the High School and Tech Prep courses.

Northshore 11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

The district and schools will be collecting the following trend data by overall district and school growth as well as disaggregated by ELL, students in Special Education, students of poverty and students of color, specifically Hispanic students growth over the next three years:

- 4<sup>th</sup>, 5<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade MSP, HSPE, and EOC in reading, math, writing and science by levels and students meeting and/or exceeding standard.
- 3<sup>rd</sup> grade reading MSP by levels and students meeting and/or exceeding standard.
- 2<sup>nd</sup> grade reading with DRA.
- On-time and extended time graduation rates; drop-out rates.
- Kindergarten readiness.
- AP, IB, College in the High School and Tech Prep course participation and growth of programs.

[See attached supporting documentation under Question #10 and Question #11.](#)

Northshore 12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

The district will utilize the work we have done and continue to do with Dr. Tom Bellamy, Professor at UW Bothell, on high reliability organizations. High reliability organizations have routine operations so that they:

- Have shared understanding of how the organization is supposed to work to achieve its goals.
- Can standardize when possible.
- Can continuously build capacity to implement standard procedures;
- Have consistent, just in time training.

- Utilize data and feedback systems.

High reliability organizations also constantly refine processes so that they can:

- Create contexts for regular review of implementation.
- Focus on the process, not just results.
- Use post-event reviews to discuss positive results and continuing challenges.

As a district we have opportunities to meet with our school and district leadership groups on a monthly basis. We have the following meeting schedule:

- Administrative Team Meetings (ATM) with all principals, directors, supervisors, and cabinet level administration.
- Principal and Instructional Leadership Professional Learning Community (PLC) Meetings.
- Elementary and Secondary Principal Meetings.
- Junior High Principal Meetings.
- High School Principal Meetings.
- Elementary Leadership Team Meetings.
- Secondary Instructional Rounds (math focus).
- Elementary Principals Instructional Rounds and networking meetings.

At these meetings we focus on instructional leadership, professional development for specific content areas such as math and literacy, assessment literacy and the implementation and monitoring of district performance measures focused on student improvement. The sharing and analyzing of information regarding student improvement and achievement occur at these meetings on a regular basis.

Our Instructional Support Department meets regularly with various teacher groups to support teacher professional development in content area knowledge, instructional best practices and assessment. We have Teachers on Special Assignment (TOSAs) in specific content areas to support new curriculum, assessments and instructional technology. The TOSAs provide just in time professional development for teachers through a variety of means such as peer-based labs, demonstration lessons within a peer-based lab structure, after school workshops, in-school coaching, and professional learning communities. The TOSAs also work alongside principals supporting them as instructional leaders for their schools.

We also meet monthly with the teacher association president and his leadership team to discuss topics that impact teachers and students.

[See attached supporting documentation under Question #12.](#)

Northshore 13. Describe the innovative nature of the proposed strategies.

We are supporting teachers and principals in a wrap-around approach so that they can learn and utilize best instructional practices to meet the needs of our struggling learners. At both elementary and secondary levels, we are focused on developing

- High leverage instructional practices that engage students in their learning and achievement.
- Formative assessments that provide teachers with critical data on how students are performing, which informs their practice to better meet the needs of students.
- A system-wide approach to interventions at the core instructional level.
- Instructional Rounds, utilizing teams of administrators and TOSA's to evaluate student performance.

With the five waiver days, we are able to provide principals and staff members with professional development time and opportunities to learn together as professional learning communities and staff becomes fully engaged in learning how to better reach their students in their classrooms.

Our principals and teacher leaders become the trainers who deliver the content of the professional development.

With seventeen School Board performance measures focused on instruction and student achievement, we have a mandate to push goals and objectives of this waiver forward. We have momentum with our administrators and teacher leaders to close the achievement gap between students of color, poverty and special programs to their more typically developing peers. We have common curriculum, including assessments, in key content areas to standardize rigorous course offerings for all students.

This year we have more teacher leader support than we have had in the past six years. We believe our coaches and Teachers on Special Assignment (TOSAs) will be positive forces to our cause. They will provide support, training and coaching between the waiver days thus insuring a continuous cycle of improvement, district-wide.

[See attached supporting documentation with a sampling of professional development conducted to help teachers and principals learn and utilize best instructional practices at the elementary and secondary levels under Question #13.](#)

Northshore 14. 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?

The Northshore School District Board of Directors adopted five goals with specific performance measures aligned to these goals.

The following goals and performance measures have specific alignment to our work in student achievement:

Goal 1: Student Achievement and Success at Grades Pre-Kindergarten – 12 and Beyond

- 1.1 Build a comprehensive district assessment plan.
- 1.2 Increase the percentage of students ready for kindergarten.
- 1.3 Increase the percentage of students reading at standard by the end of 3<sup>rd</sup> grade.
- 1.4 Increase the percentage of students meeting standard by gender, ethnicity, income level and special needs.
- 1.5 Increase the percentage of students meeting standard in math by the end of 5<sup>th</sup> grade.
- 1.6 Increase the percentage of students successfully completing algebra by the end of 8<sup>th</sup> grade.
- 1.7 Increase the percentage of students on track to graduate by the end of 9<sup>th</sup> grade.
- 1.8 Increase the percentage of 10<sup>th</sup> grade students' proficient on all required sections of the High School Proficiency Exam (HSPE).
- 1.9 Increase the percentage of students completing two or more Advanced Placement (AP), International Baccalaureate (IB), College in the High School and/or Tech Prep courses.
- 1.10 Increase the percentage of students taking higher level math courses beyond Algebra 2 (Core 3).
- 1.11 Increase the percentage of students taking three lab science courses and at least two among biology, chemistry and physics.
- 1.12 Increase the percentage of students scoring college ready on entrance and placement assessments.
- 1.13 Increase the percentage of students meeting the Higher Education Coordinating Board (HECB) four-year college entrance requirements.
- 1.14 Increase percentage of students at 6<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grades who feel connected to school.
- 1.15 Increase the on-time graduation rate.

- 1.16 Increase the extended graduation rate.
- 1.17 Decrease the drop-out rate.
- Goal 2: High Standards of Performance
- 2.1 Increase the capacity and utilization of effective instructional practice.

Our School Board goals and performance measures have an extended year timeline. They will continue to be our focus over the next five years. This year is our baseline year for setting the five-year plan for these performance measures. School Improvement Plans (SIPs) and all our professional development will be aligned to these goals and performance measures.

[See attached District Goals and Performance Measures under Question #14.](#)

Northshore 15. 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).

Our district and school improvement plans are focused on our School Board Goals and Performance Measures which are attached. School staff work together in professional learning communities on increasing their capacity and utilization of effective instructional practices in literacy, math, science, and other content areas. Teachers and support staff work together on formative assessments, developing lessons, utilizing high leverage instructional practices and lessons to increase student engagement. At the district level, our instructional support staff, including ELL, Title I, LAP, and Special Education staff, plan and deliver workshops and in-service opportunities for teachers, Para educators, and school administrators. These workshops and in-service opportunities focus on formative assessments, student engagement, high leverage instructional practices, and increasing the achievement of all students.

The School Board Goals and Performance Measures are included in the documentation for our waiver along with a sampling of School Improvement Plans for both elementary and secondary schools. To view all Elementary School Improvement Plans, the following link has been provided:

<http://www.nsd.org/education/components/scrapbook/default.php?sectiondetailid=99155&&>

If you cannot connect using the link, please copy and paste the link in your URL browser or go to [www.nsd.org](http://www.nsd.org), Elementary Education, Schools, School Improvement Plans.

[See attached School Board Goals and Performance Measures and a sampling of School Improvement Plans for both elementary and secondary under supporting documentation for Question #15.](#)

Northshore 16. Describe how administrators, teachers, other staff, parents, students, and the community have been involved in the development of the request for this waiver.

We have involved our constituent groups in a variety of ways since 2002:

- Shared information with constituent groups through district communication and local media: district website, press releases, Northshore e-News, staff e-newsletters, Northshore Connections community e-newsletters, school newsletters, Key Communicator e-mails, and meetings with community groups.
- Provided community engagement opportunities at public hearing and board meetings.
- Principals and administrators at all levels have discussed the waiver request at principal and administrative meetings, meetings with student leaders, and meetings with unions.
- Instructional Support Department has been involved in the waiver request and has discussed the waiver with their support staff, teacher coaches and TOSAs.

- District level parent advisories groups such as SEPAC (Special Education Parent/Professional Advisory Council) and Northshore Council PTSA have provided input.
- The teacher association has been involved in providing input to the waiver request and the professional development opportunities.

Attached under Question #16 is a matrix summarizing the ways administrators, teachers, other staff, parents, students and the community have been involved or provided support for the 175-day Calendar Waiver we are requesting for 2011-12, 2012-13, and 2013-14. Also, attached is documentation of meetings, presentations, newsletters, and other materials verifying involvement in the waiver development process.

Northshore 17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The Northshore School District's has been granted a 175-day waiver since the 2002-03 school year. If the our current application for a waiver is not approved, the district will need to renegotiate the collective bargaining agreement related to professional development days, full instruction days, half-days and parent-teacher conferences. Below are the details of the current CBA regarding the information requested above:

**175 Instructional Student Days, Parent Teacher Conferences and Half-days:**

- Elementary – 169 full instructional days; five half-days for parent teacher conferences; one half-day the last day of school
- Junior High – 174 full instructional days; one half-day the last day of school
- Senior High – 174 full instructional days; one half-day the last day of school

**Professional Days (nine non-student days):**

- One Site Improvement Plan Day – Planned activities by principal/leadership team to fulfill Site Improvement Plan.
- One and a half Site Days – Focus on supporting standards, assessments, developing strategies for education reform, implementation of curriculum materials and instructional strategies, and/or related training, reviewing site-based decisional making processes, developing literacy goals, grade level meetings, and collegial meetings.
- Professional Days – Days for lesson planning, grading, and/or professional collaboration.
- Grading Days – Days to complete grades.
- One IDEA Training Day Required for All Certificated Staff.

**Other Non-Instruction Time:**

Teachers have 30 minutes at the beginning and end of the school day for planning. They also have 30 minutes of duty free lunch. Elementary students have 62,760 contact minutes per school year, or 1046 hours. Secondary students have 61,245 contact minutes per school year or 1021 hours.

Below is the link for our labor agreements. You will need to go to the go to the cell titled Teachers/Certificated Employees (NSEA) and click on the three links for the Agreement and the 2009-10, and 2010-11 addendums: <http://www.nsd.org/education/dept/dept.php?sectionid=3514>

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

1. Student instructional days (as requested	175
---	-----

2. Waiver days (as requested in application)		5
3. Additional teacher work days without students		4
The district or schools directs some or all of the activities for 2.5 of the 4 additional days		
	Total	184

F. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%		SIP Planning Day with District Goals	
2 & 3	100%		1 & 1/2 Site Days	½ Professional Days for Teacher activities
4	100%	IDEA Training Day for all Certificated Staff Related to Working with Special Education Students		
Check those that apply				

G. If the district has teacher workdays over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.

The Northshore School District's has been granted a 175-day waiver since the 2002-03 school year. Prior to receiving the waiver, the school district had bargained ten early release days in addition to five early release days for elementary parent-teacher conferences. These ten early release days were used for professional development for staff. The community input we received was that the early release days were difficult for families and the community preferred non-school days on Mondays or Fridays so that families would have three-day weekends. At that time the district provided three supplemental contract days that were used to plan for the opening of school and provide professional development to our teachers. With these three supplemental contract days and the 175-day waiver, the district was able to schedule ten non-student professional days to provide professional development opportunities for teachers. Over the last few years, the state no longer funded the Learning Improvement Days. The last two years the district has used IDEA funding to provide a full day of professional development to all teachers replacing one of the lost Learning Improvement Days. By adding this one day to make up for one of the lost Learning Improvement Days, the district now has nine non-student professional days instead of ten. Community and staff input received as we decided to apply for another waiver was that the current non-student professional days provide opportunities for staff to learn and work together on student achievement and the non-student days work better for families.

Northshore 18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

At the elementary level the waiver days were used for professional development in balanced literacy, with explicit focus on Interactive Read Aloud, Reader's Workshop and Individualized



Running Records. A new math curriculum, MathExpressions, was implemented during the last two years of the waiver. Broad and extensive professional development occurred, specifically around the high leverage math practices imbedded within the curriculum. Formative and Summative assessments were targeted as well, focusing on a comprehensive assessment plan that informs all levels of the system on student performance. The majority of buildings also created additional learning opportunities around writing, and science.

At the secondary level, the waiver days were used for professional development in building a common understanding of what high quality instruction and student engagement look like and sound like in secondary classes in order to make gains in student improvement by focusing on the instructional core -- teachers, content, and students. Schools also focused on developing, planning and implementing common assessments in various content areas as well as analyzing the data from these assessments that would impact their instructional practice. Teachers worked in department teams or focus groups to discuss instructional strategies that worked well with struggling learners. Teachers watched video clips of colleagues utilizing high leverage instructional practices. They then discussed student engagement and the use of formative assessments by the teacher in the video clip. Principals provided a variety of professional development opportunities in both large and small groups focused on student engagement, common assessments, high leverage instructional strategies, working with special needs populations and state assessment scores and trends.

Training was provided for classified employees on waiver days to meet professional competencies and receive required training related to the employee's job responsibilities.

[See attached supporting documentation under Question #18.](#)

Northshore 19. 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.

Northshore School District met the purpose and goals of the previous waiver as follows:

- Accelerated training in performance-based learning and assessment:
  - Developed, implemented and refined culminating projects at freshman and senior years. Teachers were trained in implementing these projects, supporting students, and assessing performance-based projects.
  - Elementary and secondary teachers in literacy, social studies, the Arts, health, and fitness received training and support in implementing state classroom-based assessments in their classrooms.
  - Elementary teachers received training in Running Records and Benchmark reading assessments, as well as MathExpressions.
- Expanded and focused the analyses of state, district and classroom-based assessments with emphases on the improvement of student achievement and test scores:
  - Elementary and secondary teachers in literacy, math, social studies, the Arts, health and fitness scored and analyzed student work together in grade level and content specific teams.
  - Secondary teachers analyzed state assessment results to determine and develop classroom-based interventions and extended learning opportunities for struggling learners.
  - Elementary teachers received training in a wide variety of assessments; formative, summative, and classroom based in order to successfully implement a comprehensive assessment program.
  - Elementary teachers analyzed Running Records and benchmark assessments to determine specific reading goals and lessons to support struggling learners.
  - Principals worked with staff to determine school-based interventions and

extended learning opportunities for students struggling in reading, writing, and math.

- Refined and developed performance standards, assessments, and new graduation requirements:
  - Principals worked with high school teachers on understanding and implementing new graduation requirements for the Class of 2008 and beyond.
  - Principals and staff reviewed the new state learning standards and grade level expectations to determine alignment to learning outcomes at each grade level.
  - Elementary Teachers on Special Assignment (TOSA's) aligned new state standards in mathematics with the new adoption, MathExpressions. Benchmark assessments were developed, as was the Pacing Guide to successfully implement the new curriculum.
  
- Established scheduled times for grade level and cross grade level planning.
  - Principals provided staff opportunities to work in grade level and cross grade level planning teams with specific emphasis on horizontal and vertical articulation of standards and common assessments.
  - Teachers worked in grade level teams and content areas to plan lessons and assessments.
  
- Provided training for classified employees to meet professional competencies.
  - Paraeducators and nurses have received training on non-student days that has better prepared them to work with struggling students. Professional development has included Right Response training in de-escalation skills, First Aid and CPR training, training in district curricula, and other areas of professional competency.
  - One entire non-student day has been dedicated to professional development for paraeducators and nurses; employees have access to building level or district level training on four other non-student days.
  - Bus drivers have paid professional development time as a result of the waiver to receive training in safe driving, student behavior management and required state training. Bus drivers have also been provided time during non-student days for more in-depth route checking and preparation.
  - Custodians have received training on non-student days in standardized cleaning and sanitation methods that has enhanced student safety in the schools.
  
- Addressed the need for staff to coordinate PK-12 curriculum alignment and design strategies to insure continuity throughout the curricula, instructional programs and extended learning activities.
  - Staff met in grade level and/or content areas to create curriculum pacing guides that included required curriculum and common assessments aligned to new state standards and grade level expectations.
  - Staff met for professional development opportunities in specific content areas that received newly adopted curricula:
    - K - 10<sup>th</sup> grade math
    - 7<sup>th</sup> - 11<sup>th</sup> grade social studies
  - Principals facilitated professional development opportunities in literacy, STAR Protocol, math.

[See attached supporting documentation under Question #19.](#)

Northshore 20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

Principals shared information about the professional development at their schools by sending home articles in their school newsletters, adding information to their school websites, and sharing the focus of the days with their PTSA leadership teams. Principals also shared with parents and community state assessment data and trends of their students, school, district and state. This information was shared through PTSA meetings, school newsletters and on school and district websites.

[A sampling of communications to parents and community are attached as documentation for Question #20.](#)

### Northshore State Report Card Data

#### School District Information from OSPI Report Card Web Page

May 2010 Student Count	19,657	
Free or Reduced-Price Meals	3,027	15.4%

	2008-09	2007-08	2006-07
Annual Dropout Rate	2.0%	2.7%	2.6%
On-Time Graduation Rate	88.2%	86.6%	86.3%
Extended Graduation Rate	90.7%	89.2%	89.2%

#### 2009-10 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	80.4%	69.9%	74.4%	
7th Grade	75.7%	70.3%	83.2%	
10th Grade	91.6%	66.4%	95.0%	66.9%

#### 2008-09 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	85.7%	70.4%	75.3%	
7th Grade	74.4%	72.5%	81.4%	
10th Grade	92.5%	68.9%	96.1%	55.8%

#### 2007-08 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	86.2%	72.1%	75.2%	
7th Grade	78.4%	72.0%	83.3%	
10th Grade	91.5%	73.9%	95.2%	61.7%

### Seattle's Application for Parent/Teacher Conferences

1. District	Seattle School District No. One ("SPS")
2. New or Renewal Application	Renewal. Prior application for parent/teacher conference waivers approved by the State Board of Education for three years on April 3, 2008.
3. Is the request for all schools in the District?	Yes
3.a. If no, then which	Elementary Schools and K-8s are seeking three waiver days for

schools or grades is the request for?	parent/teacher conferences. Middle School and High Schools are seeking one waiver day for parent/teacher conferences.
4. Number of Days	3 – Elementary Schools and K-8s 1 – Middle Schools and High Schools
5. School Years	2011-2012; and 2012-2013
6. Will the district be able to meet the required annual instructional hour offerings?	Yes. The District satisfied the 1,000 annual average hours of instruction during the past waiver period, which included a waiver for professional development. The 1,000 annual average instructional hours were satisfied with both the professional development and parent/teacher conference waivers. The District will again be able to meet the annual average of 1,000 hours of instruction for the 2011-2012 and 2012-2013 school years.

Seattle P/T Conf. 7. Will the waiver days result in a school calendar with fewer half-days? Yes	
Number of half-days before any reduction	The 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association (the Certificated Non-Supervisory Employees Unit), contains five ½ day early releases.
Reduction	Utilizing full days for parent teacher conferences reduces the need for additional half days. Prior to requesting full-day conferences, elementary schools utilized seven additional half early dismissals days to hold conferences. If this waiver request is not granted, SPS would be required to add seven additional half-day schedules to the school year calendar. For a middle or high school that has utilized a parent/teacher conference day the waiver will eliminate two half-days.
Remaining number of half days in calendar	Five early release days are contained in the 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association, Certificated Non-Supervisory Employees unit. These days are listed on the master schedule each year.

Seattle P/T Conf. 8. What are the purpose and goals of the waiver?	
<p>The purpose of this waiver request is to provide time for parent teacher conferences, with the following considerations:</p> <ul style="list-style-type: none"> <li>• Protect instructional time;</li> <li>• Eliminate schedule changes and disruption (e.g., changes in PCP and specialist schedules) for teachers and students.</li> <li>• Allow teachers to focus on teaching when teaching and conferencing when conferencing.</li> <li>• Maintain the focus on teaching and learning for an additional week each year.</li> <li>• Allows for more meaningful parent/teacher dialogue with more time available for longer conferences, typically 30-40 minutes rather than 20-25 minute schedule during early dismissal.</li> <li>• Reduces the burden on families to provide alternative childcare arrangements in odd increments and for a greater number of days, mitigating financial impact and disruption of family routines and work schedules.</li> </ul> <p>Seattle's Strategic Plan specifically calls out the importance of family and community engagement as a strategy for improving academic achievement and overall and closing the achievement gap. One way to engage families around support for their children is through parent/teacher conferences. Teachers use this one-to-one time with their students' families to discuss the student's progress, including sharing benchmark assessment data, classroom-based assessment information, and overall progress toward demonstrating proficiency on grade</p>	

level standards. This time between the family member(s) and the teacher are critically important to a vision of collaboration around helping increase student achievement.

We have historically held parent teacher conferences at the elementary level by having students attend class for seven half days. About three years ago, at the request of the elementary schools, we requests and received a waiver to three full days versus the seven half days. This essentially puts students in class for a half day longer than the historical approach to providing time for parent teacher conferences. In addition, we believe it is less disruptive to the school environment to hold conferences with the full day schedule versus the half day schedule. Our families overwhelming agree that the three full day schedule is preferable.

Our secondary schools have not historically held parent teacher conference in a systematic way. Some schools found ways to hold conferences while others did not hold conferences unless requested by a parent or teacher. A part of our waiver request is for one day for secondary schools to schedule parent teacher conferences in a systematic manner. This request comes from secondary principals in Seattle.

Research indicates that involvement of families in their student's education increases academic achievement, increases test scores, and reduces absences, and improves behavior.

A link to the District's Strategic Plan is below:

[http://www.seattleschools.org/area/strategicplan/strat\\_plan\\_final\\_070908.pdf](http://www.seattleschools.org/area/strategicplan/strat_plan_final_070908.pdf)

Seattle P/T Conf. 9. What is the student achievement data motivating the purpose and goals of the waiver?

The District reviews multiple test scores/measures over a period of time to assess student achievement. In addition, schools are using Measures of Academic Progress ("MAP") testing three times a year to benchmark student knowledge and skills. MAP data is being shared and discussed with most families in parent/teacher conferences, in addition to a variety of other individual student achievement data. This data allows the teacher and the parent/guardian to immediately focus on areas for improvement or recognition.

The student achievement data can be found at this link:

<http://www.seattleschools.org/area/board/10-11agendas/091510agenda/testscorespresentation.pdf>.

Seattle P/T Conf. 10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

The measure for success is that SPS wants to increase family participation in parent/teacher conferences when conferences are offered. The District has set a goal of 90 percent participation. Moving forward, the District will collect aggregate data from schools to calculate the number of families that participated in parent/teacher conferences.

An additional expected outcome of the request for waiver days for parent teacher conferences, although not directly attributable to increased academic scores, is to provide families with strategies for supporting their children's learning at home.

The District will utilize an upward trend in parent/teacher conferences to benchmark success toward meeting that goal.

Seattle P/T Conf. 11. Describe the evidence the District and/or schools will collect to show whether the goals were attained.

The District will collect the following data to assess whether parent/teacher conferences support academic achievement:

- Documentation of the number of families that participate in conferences;
- MSP/HSPE Data (District and School level data);
- MAP Data;
- Individual School Score Cards; and
- Five Year District Scorecard.

A link to individual school reports:

<http://www.seattleschools.org/area/csip/index.dxml>

A link to the District's improvement plan:

<https://inside.seattleschools.org/area/grants/csip/districtimprovementplan10-11.pdf>

The student achievement data utilized by the District can be found at this link :

<http://www.seattleschools.org/area/board/10-11agendas/091510agenda/testscorespresentation.pdf>

Seattle P/T Conf. 12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

The District seeks strong family involvement in the education of its students. Parent/teacher conferences are one strategy for family engagement in that they provide time for detailed discussions of academic issues. Conferences bring educators and families together to jointly promote a student's academic success.

Seattle P/T Conf. 13. Describe the innovative nature of the proposed strategies.

Parent/teacher conferences are an established tool to increase parental involvement in a meaningful way. Full days for conferences, versus seven half days allows schools to maintain routines and structures that can be critical for students' academic success. Half days can be disruptive to school routines and therefore to student learning. This waiver is an effort to limit the number of half days SPS uses.

Seattle P/T Conf. 14. 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?

A positive initial conference experience perpetuates additional family involvement in the education of their child. We propose to provide a positive experience with three full days of parent/teacher conferences, rather than seven early release days for conferences. Full day conferences produce a more uniform academic environment, which is better for student learning. Predictable routines are essential for students, particularly for at-risk students. The three-day plan provides families with broader options for child care, release from work, and family time.

Seattle P/T Conf. 15. 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).

The parent/teacher waiver request directly supports the family engagement goal in the District's Excellence for All strategic plan.

A link to the District's Strategic Plan is below:

[http://www.seattleschools.org/area/strategicplan/strat\\_plan\\_final\\_070908.pdf](http://www.seattleschools.org/area/strategicplan/strat_plan_final_070908.pdf)

Individual schools also include family engagement in their Continuous Family Engagement Plans. A link to individual school reports is below:



<http://www.seattleschools.org/area/csip/index.dxml>

A link to the District's improvement plan:

<https://inside.seattleschools.org/area/grants/csip/districtimprovementplan10-11.pdf>

Seattle P/T Conf. 16. Describe how administrators, teachers, other staff, parents, students, and the community have been involved in the development of the request for this waiver.

A working group of District administrators and principals met to develop the waiver request. The unions that represent the teachers, Para-professionals, office staff personnel, food service, custodians, security specialists, and principals have been contacted. In addition, the District adopted the "Excellence for All" strategic plan in June 2008. The strategic plan was developed with input from thousands of teachers, principals, District staff, families, students, and community stakeholders, which included a component for family engagement. Lastly, District staff conducted a parent survey on whether they preferred the three full-day or seven one-half day conference schedule for parent/teacher conferences. The survey closed on January 4, 2011. 1,611 parents/guardians participated in the survey. 93.3 percent of those who participated indicated that they preferred the three full-day conferences model over the seven one-half day conference model.

17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The CBA between the teacher's union and SPS provides as follows:

- 1 building directed TRI day and 2 additional building directed TRI days or the equivalent 16 hours to provide staff with professional development and time for CSIP development.
- 5 ½ days for early release for school-wide professional development.\*
- 1 TRI day calendared before the first student day for building business and classroom/worksite preparation
- 1 TRI day for SPS-directed professional development.
- 180 school days, but the CBA agrees that the SPS will ask for "3 calendar waiver days for professional development. CBA, page 13. It is this language that forms the basis for this waiver request to OSPI. The SPS School Board, in a public meeting, indicated that they want to see this negotiated and removed from the CBA when it is renewed in 2013. The SPS School Board disallowed a 3-year waiver request and allowed staff to move forward with only at 2-year waiver request so the waiver would match the CBA end date.
- 3 parent-teacher conference waiver days for elementary schools and 1 for middle and high schools is the subject of an ancillary waiver request.

\*Some Schools may have additional late arrivals or early dismissals based on a site-based program. In addition, SIG schools may have additional PD requirements and a longer school year.

Link to Teacher CBA:

<http://district.seattleschools.org/modules/groups/homepagefiles/cms/1583136/File/Departmental%20Content/labor%20relations/cert10-13.pdf?sessionid=1dc2199749737ba06218c79d6134bbf3>

A link to the employee calendar:

<http://www.seattleschools.org/area/careers/calendars/1011calendar.pdf>

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

1. Student instructional days	177
2. Waiver days (as requested in this application)	3*
3. Additional teacher work days without students	5
The district or schools direct the activities for all of the additional days	
Total	185

\*The District is requesting a parent/guardian/teacher conference waiver in a separate waiver request. That request is for 3 days for elementary and K-8 and 1 day for middle and high schools. If that request is granted the waiver request days would in total be 6 for elementary and 4 for middle and high school.

I. If the district has teacher work days over and above the 180 school days (as identified in row 3 of the table in 17.B), please provide the following information about the days:

Day	% of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	Yes		
2	100		Yes	
3	100		Yes	
4	100		Yes	
5	100		Yes	
Check those that apply				

J. If the district has teacher work days over and above the 180 school days (row 3 of table in 17.B), please also explain the rationale for the additional need of waiver days.

Please see response to question number 8. The purpose of this waiver request is to support the District's strategic plan, "*Excellence for All*" (hereinafter "Strategic Plan") by providing District staff with 3 additional professional development days. The Strategic Plan was adopted by the District's School Board in June 2008. In the Strategic Plan, the District holds itself accountable for achievement and growth at all levels from kindergarten through 12<sup>th</sup> grade. Success will be judged by both closing the achievement gap and accelerating learning for all students. The District's work is aimed at creating a system that supports 100% of our students in meeting or exceeding expectations and where 100% of our students graduate prepared for college, career, and life. Additional professional development above the TRI days is necessary to accomplish the goals of the District's strategic plan.

Seattle P/T Conf. 18. Describe how the District or schools used the waiver days and whether the days were used as planned and reported in your prior request?

Yes, SPS used the waiver days as previously requested for parent/teacher conferences.

Seattle P/T Conf. 19. 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.

In a November 2008 survey, 552 parents out of 564 parents and 69 staff out of 71 supported the full-day parent/guardian/teacher conference waiver request.

Seattle P/T Conf. 20. How were the parents and the community kept informed on an ongoing basis about the use and impact of the waiver?

Parents and the community are informed of SPS waiver days through the District web site, individual school sites, and various other communications. The District calendar lists the professional development days. In addition, school reports provide documentation specific to each school site.

## Seattle's Application for Professional Development

<b>1. District</b>	Seattle School District No. 1 ("SPS")
<b>2. New or Renewal Application</b>	Renewal. Prior application approved by the State Board of Education for two years on March 13, 2009.
<b>3. Is the request for all schools in the District?</b>	Yes
<b>Number of Days</b>	3
<b>School Years</b>	2011-2012; and 2012-2013
<b>6. Will the district be able to meet the required annual instructional hour offerings?</b>	Yes. Most recently, SPS was granted a three-day waiver for professional development for two years. The District satisfied the 1,000 annual average hours of instruction during the most recent 2-year waiver period. The 1,000 annual average instructional hours were satisfied with both the professional development and parent/guardian/teacher conference waivers. The District will again be able to meet the annual average of 1,000 hours of instruction for the 2011-2012 and 2012-2013 school years.

Seattle Prof. Dev. 7. Will the waiver days result in a school calendar with fewer half-days? Yes	
Number of half-days before any reduction	The 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association (the Certificated Non-Supervisory Employees Unit), contains five half day early releases.
Reduction	Utilizing full days for professional development reduces the need for additional half-days. The 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association, Certificated Non-Supervisory Employees unit contains a requirement for three calendar waiver days for professional development. If this waiver request is not granted, SPS would likely be required to add additional half-day schedules to the school year calendar. Thus, granting the waiver request would prevent the addition of six additional half days. A link to the employee calendar: <a href="http://www.seattleschools.org/area/careers/calendars/1011calendar.pdf">http://www.seattleschools.org/area/careers/calendars/1011calendar.pdf</a>
Remaining number of half days in calendar	Five early release days are contained in the 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association, Certificated Non-Supervisory Employees unit. These days are listed on the master schedule each year. A link to the employee calendar: <a href="http://www.seattleschools.org/area/careers/calendars/1011calendar.pdf">http://www.seattleschools.org/area/careers/calendars/1011calendar.pdf</a>

Seattle Prof. Dev. 8. What are the purpose and goals of the waiver?	
<p>The purpose of this waiver is to support the District's strategic plan, "Excellence for All" (hereinafter "Strategic Plan") by providing District staff with three professional development days. The Strategic Plan was adopted by the District's School Board in June 2008. In the Strategic Plan, the District holds itself accountable for achievement and growth at all levels from kindergarten through 12<sup>th</sup> grade. Success will be judged by both closing the achievement gap and accelerating learning for all students. The District's work is aimed at creating a system that supports 100% of our students in meeting or exceeding expectations and where 100 percent of our students graduate prepared for college, career, and life.</p> <p>It is the goal of the Strategic Plan to ensure excellence in every classroom, including:</p> <ul style="list-style-type: none"> <li>• Strengthen our teaching of mathematics and science and build on our success with reading and writing;</li> </ul>	

- Focus for sustained period of time on a limited number of high leverage strategies across content areas;
- Ensure the work of professional learning communities is sustained with effective continuous professional growth;
- Engage our families more often and more effectively; and
- Develop assessment tools to consistently track student progress and use data to drive improvements.

The goal of professional development is to improve student achievement by enabling every staff member to develop the knowledge, skills and behaviors for improving instruction. While educators can, should, and do continually improve their skills through self-improvement efforts, systematic change requires collective and sustained efforts. A comprehensive professional development plan promotes student achievement by providing staff with directed and ongoing PD aligned with the major state, SPS, and building goals. This alignment focuses efforts to provide systemic improvement. Staff participation in professional development increases the probability that SPS will develop the capacity to prepare every student for college.

### **Essential Elements of Professional Development**

All professional development provided for SPS employees will incorporate Essential Elements, practices and tools intended to build teacher capacity in improving student achievement.

Essential Elements identified by SPS are:

- Cultural responsiveness
- High Leverage Teaching Moves (strategies)
- Common instructional vocabulary
- Family and community engagement
- Technology integration
- Classroom management
- Differentiation strategies to support the range of learning needs in our schools
- English Language Learner (ELL)
- Special Education
- Advanced Learning
- Interventions/Accelerations

### **Attributes of Successful Professional Development, as defined by Learning Forward (formerly National Staff Development Council)**

- Sustained and supportive
- Purposeful/strategic
- Developmental/differentiated
- Based upon current best practices/research
- Related to the teaching/learning process
- Staff and district determined
- Evaluated

A link to the District's Strategic Plan is below:

[http://www.seattleschools.org/area/strategicplan/strat\\_plan\\_final\\_070908.pdf](http://www.seattleschools.org/area/strategicplan/strat_plan_final_070908.pdf)

A link to the District's professional development plan is below:

<http://www.seattleschools.org/area/profdev/index.dxml>

Seattle Prof. Dev. 9. What is the student achievement data motivating the purpose and goals of the waiver?

The District reviews multiple test scores/measures over a period of time to assess student achievement. After reviewing student academic trends, the purpose of professional development is to differentiate training sessions to target instruction to areas that are necessary and appropriate for particular staff and student populations. The District's Joint Professional Development Steering Committee ("JPDSC") will monitor professional development activity. This committee will review data to appropriately plan courses for the following school year. For example, previous gains in reading and writing for SPS are slowly being lost, including four to five point drops in elementary and middle school against flat results at the state level. In contrast, middle school scores increased significantly in math, science, and, to a lesser extent, in reading. In math, Seattle has gone from being just below the state average to over nine points above it within the last four years with gains of six points in 2010. The professional development calendar is adjusted annually based on academic trends. The Instructional Services Department is in the process of developing a system for determining the effectiveness of professional development as it relates to a change in instructional practice and increases student achievement outcomes.

The student achievement data can be found at this link:  
<http://www.seattleschools.org/area/board/10-11agendas/091510agenda/testscorepresentation.pdf>.

Seattle Prof. Dev. 10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

Seattle Schools has set aggressive goals for increased academic achievement, as measured by MSP/HSPE results and other district-collected data. The district's Strategic Plan calls for the following results by the year 2011-12:

- 88 percent of 3<sup>rd</sup> graders meeting or exceeding standard on the Reading MSP.
- 80 percent of 7<sup>th</sup> graders meeting or exceeding standard on the Math MSP.
- 90 percent of on-time 9<sup>th</sup> graders earning at least five credits.
- 95 percent of 10<sup>th</sup> graders meeting or exceeding standard on the Reading HSPE.
- 82 percent of 10<sup>th</sup> graders meeting or exceeding standard on the Math HSPE/End of course assessment.
- 95 percent of 10<sup>th</sup> graders meeting or exceeding standard on the Writing HSPE.
- 80 percent of 10<sup>th</sup> graders meeting or exceeding standard on the Science HSPE/end of course assessment.
- 80 percent of graduates earning credit in classes eligible for CTE Tech Prep credit.
- 40 percent of high school students taking an advanced placement exam.
- 40 percent of graduates meeting high school credit requirements for a four-year college.
- 75 percent four year graduation rate.
- 80 percent five year graduation rate.
- 80 percent of graduates enrolling in post-secondary educational programs.

We do not have a district breakdown of what this looks like on an annual basis. However, each department responsible for the professional development intended to impact these outcomes has an internal work plan and annual expectations for increased achievement. In addition, individual schools have professional development plans developed around their specific site-based goals.

The student achievement data utilized by the District can be found at this link :  
<http://www.seattleschools.org/area/board/10-11agendas/091510agenda/testscorepresentation.pdf>



[11agendas/091510agenda/testscorespresentation.pdf](http://www.seattleschools.org/area/mapassess/index.dxml)

In addition to the data described above, the District also uses the Measures of Academic Progress (“MAP”) as a tool to assess student progress in math and reading.

A link to the District’s web site on MAP follows:

<http://www.seattleschools.org/area/mapassess/index.dxml>

Seattle Prof. Dev. 11. Describe the evidence the District and/or schools will collect to show whether the goals were attained.

The District will collect the following data to assess whether academic goals were attained:

- MSP/HSPE Data (District and School level data);
- MAP Data;
- Individual School Score Cards; and
- Five Year District Scorecard.

A link to individual school reports:

<http://www.seattleschools.org/area/csip/index.dxml>

A link to the District’s improvement plan:

<https://inside.seattleschools.org/area/grants/csip/districtimprovementplan10-11.pdf>

The student achievement data utilized by the District can be found at this link :

<http://www.seattleschools.org/area/board/10-11agendas/091510agenda/testscorespresentation.pdf>

Seattle Prof. Dev. 12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

The overarching elements of the district's professional development include a continuum of courses offered by content areas (math, literacy, etc.) and service areas (ELL, special education, etc.) All teachers are required by contract to take 24 hours of professional development per year based on individual professional growth needs. Each employee's needs are determined by the supervisor and employee together. We are in the process of collaboratively developing courses with content and service areas, with the awareness that teachers must differentiate instruction for their students and will benefit from professional development that models differentiation versus a siloed approach. In addition, professional development provided on waiver days is often developed at the site in response to the school's specific goals. School-based and central coaches work in conjunction with schools to develop site-based professional development.

A link to the District’s professional development plan is below:

<http://www.seattleschools.org/area/profdev/index.dxml>

Seattle Prof. Dev. 13. Describe the innovative nature of the proposed strategies.

The SPS professional development plan supports the District’s innovative teacher collective bargaining agreement where student academic achievement and teacher goals are tied together. Implementation of the District’s Professional Growth and Evaluation system is ground breaking. This evaluation system relies on a structure of professional development for staff through professional learning communities that support teacher growth through reflective practice with peers.

An important component of this evaluation system is strategic and intentional professional development; obtaining this waiver is key to the success of professional development and new

evaluation system.

Seattle Prof. Dev. 14. 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?

The District's Professional Development Plan is reviewed annually to ensure professional development offerings are necessary, appropriate and aligned to the needs of the staff and student population. Student performance data is reviewed to identify any new needs and to help assess the success of the professional development activities. A Joint Professional Development Steering Committee (JPDSC) monitors professional development activity. A committee conducts an evaluation at the end of the academic year in order to appropriately plan courses for the following school year.

A link to the District's professional development plan is below:

<http://www.seattleschools.org/area/profdev/index.dxml>

Seattle Prof. Dev. 15. 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).

The waiver request directly supports the ability to offer professional development that is aligned to District and school improvement plans.

A link to individual school reports:

<http://www.seattleschools.org/area/csip/index.dxml>

A link to the District's improvement plan:

<https://inside.seattleschools.org/area/grants/csip/districtimprovementplan10-11.pdf>

Seattle Prof. Dev. 16. Describe how administrators, teachers, other staff, parents, students, and the community have been involved in the development of the request for this waiver.

A working group of District administrators and principals met to develop the waiver request. The unions that represent the teacher, Para-professionals, office staff personnel, food service, custodians, security specialists, and principals have been contacted about this waiver request.

In addition, the District adopted the "Excellence for All" strategic plan in June 2008. The strategic plan was developed with input from thousands of teachers, principals, District staff, families, students, and community stakeholders; Excellence for All includes a component for professional development. Professional development days are included in the 2010-2013 collective bargaining agreement between SPS and its teachers, which was approved by the Board of Directors.

Seattle Prof. Dev. 17. 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.

See response in the Seattle Parent – Teacher application above.

Seattle Prof. Dev. 18. Describe how the District or schools used the waiver days and whether the days were used as planned and reported in your prior request?

Yes, SPS used the waiver days as previously requested for professional development.

Waiver days were used as follows:

- Curriculum alignment – Schools pair up to review content areas and alignment for proper academic progression.

- Professional development classes – Staff have received instruction in classroom management, culturally relevant practices, a writer’s workshop, IEP plans, and content area refreshers (e.g., math for non-math majors, particularly in the elementary levels);
- Cultural competency training.
- Group or department examination of student work for instructional planning purposes.
- Home visits where teachers go to the homes of families.
- Student assessments by teachers.
- School development of instructional strategies.

Seattle Prof. Dev. 19. 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 District had a goal of using professional development in target areas, such as classroom management, culturally relevant training, home visits, student assessment, and developmental instructional strategies, with an overall goal of changing instructional practices for the purpose of increasing student academic achievement. The District acted on each of the professional development goals listed in the answer to Question No. 18. It is challenging to make a sole connection between professional development and increases in student achievement, such as the positive outcomes shown in middle school performance overall. However, best practices and research demonstrate that importance of professional development in student achievement.

Seattle Prof. Dev. 20. How were the parents and the community kept informed on an ongoing basis about the use and impact of the waiver?

Parents and the community are informed of SPS waiver days through the District web site, individual school sites, and various other communications. The District calendar lists the professional development days. In addition, school reports provide documentation specific to each school site.

**Seattle State Report Card Data**

**School District Information from OSPI Report Card Web Page**

May 2010 Student Count	46,440	
Free or Reduced-Price Meals	19,684	42.4%

	2008-09	2007-08	2006-07
Annual Dropout Rate	7.1%	9.8%	8.2%
On-Time Graduation Rate	70.1%	63.4%	63.2%
Extended Graduation Rate	77.9%	71.6%	70.3%

**2009-10 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	68.8%	62.0%	64.7%	
7th Grade	67.5%	64.3%	71.1%	
10th Grade	75.4%	45.3%	84.2%	46.8%

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	75.7%	59.9%	69.6%	
7th Grade	62.2%	56.3%	75.1%	

10th Grade	81.6%	48.9%	84.9%	41.5%
<b>2007-08 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science
4th Grade	75.6%	56.4%	63.1%	75.6%
7th Grade	63.3%	52.6%	73.1%	
10th Grade	80.7%	50.4%	85.8%	37.4%

1. District	Sedro-Woolley School District
2. New or Renewal Application	New Application
3. Is the request for all schools in the district?	Yes
4. Number of Days	3 days per year
5. School Years	2011-2012 2012-2013 2013-2014
6. Will the district be able to meet the required annual instructional hour offerings?	Yes, we have calculated the number of minutes based on this new proposed schedule utilizing the Minimum Basic Education Requirement Compliance Reporting document and we will continue to meet the required minutes.

Sedro-Woolley 7. Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	11 at the elementary and 12 at the secondary
Reduction	Six half-days will be reduced at both the elementary & secondary levels
Remaining number of half-days in calendar	Five at the elementary and six at the secondary (See Attachments Q6 and Q6-14-17)

Sedro-Woolley 8. What are the purpose and goals of the waiver?	
The purpose of this waiver request is to: <ul style="list-style-type: none"> <li>Replace our current six student half-days, scheduled as early-release days and to consolidate them into three full-days for professional development in grades kindergarten through twelve. (Thus creating the need for three-waiver days.)</li> </ul>	
The goals of this waiver request include: <ul style="list-style-type: none"> <li>Creating full days of professional development that will yield more quality time for training via no loss in travel time, set-up, and the ability to provide more in-depth and comprehensive training.</li> <li>Address the parental concern regarding the burden of childcare planning for half days as well as improve student attendance due to lack of attendance on half days.</li> <li>Provide time for staff to focus on district and school improvement goals, to align curricula to State standards, to continue training in newly adopted math and reading curriculums, to develop intervention strategies for our students that have not met standard.</li> <li>Improve student achievement through focused training on research-based quality instructional classroom practices.</li> </ul>	

Sedro-Woolley 9. What is the student achievement data motivating the purpose and goals of the waiver?

Washington State Measurements of Student Progress (MSP) and the High School Proficiency Exam (HSPE) data, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) scores, reading DIBELS (Dynamic Indicators of Basic Early Literacy Skills), along with our K-2 District Math Assessment and classroom-based assessments in science are driving our waiver request. Our motivation is spurred by the fact that we do not have all students in our district meeting standard. We are in Step one of District Improvement in math and reading "All" and "Low Income" in grade span 3-5. We also have three elementary schools and our one middle school in varying Steps of (ESEA) School Improvement. Our intent is to use this waiver to improve our instructional practice and increase student achievement via the data collected from the assessments listed above. Our District Improvement Goal along with the Superintendent Annual Expectations outline our student achievement targets, both of which are revised annually.

Sedro-Woolley 10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

Currently our achievement gaps exist in "Low Income" math at 10<sup>th</sup> grade, "All" and "Low Income" in math and reading at grades 3-5. The District will measure results utilizing standardized scores from MAP (Measures of Academic Progress) testing three times a year (fall/winter/spring) to monitor student progress and to intervene with students who are not meeting standard. Growth will be determined annually in the spring when the final assessments are administered; spring 2012, 2013, 2014.

Based on current assessment results we have set the following targets:

**Expectation:**

- A minimum 50 percent reduction in non-proficient students (grades 3<sup>rd</sup>-9<sup>th</sup>) in reading and math as measured by fall-to-spring MAP assessments.

**Expectation:**

- A minimum seven-point increase in district math MSP (Measurements of Student Progress) scores in grades 3<sup>rd</sup>-8<sup>th</sup> using cohort scores grades 4<sup>th</sup>-8<sup>th</sup> and trend scores in 3<sup>rd</sup> grade.

**Expectation:**

- A minimum 25 percent reduction in non-proficient students (grades 10<sup>th</sup>-12<sup>th</sup>) in math as measured by EOC (End of Course) exams.

**Expectation:**

- A minimum 50 percent reduction in "strategic" and "intensive" (non-proficient) students in reading and math as measured by the fall-to-spring district K-2 math assessment and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment.

Annually we will use MAP, MSP, HSPE, and EOC assessments from the prior spring to identify areas of progress/areas of focus for training and interventions. This will be the focus for the use of the three requested waiver days.

With the use of the three waiver days, on-going professional development, and annual targets we will realize our District Improvement Goal; "All students will meet or exceed the state uniform bar as measured by the state assessment in math and reading."

Sedro-Woolley 11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

School District calendars with three full non-student days identified for staff professional development will have been adopted with full day trainings scheduled along with the collection

of staff feedback forms (Plus/Deltas) will demonstrate evidence. Parent satisfaction will be measured based on the transition away from the student six half day early releases and the impact parents indicated it has on childcare via annual survey results gathered at conferences and school activity nights. Additionally we will track the improved percentage in student attendance at the building level based upon the reduction of student half day early releases. School Improvement Plans will be aligned with the District Improvement Plan goals which are focused on professional development and improved student achievement. Documentation through agendas and work products from the full days of professional development will be evidence of impact and implementation.

Sedro-Woolley 12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

All certificated staff will meet for training, practice, and use of quality instruction strategies based on our work with Duane Baker. Specific topics will include:

- The STAR Protocol
- Learning Walks
- Lesson Planning
- Instructional Elements

All certificated K-6 staff will meet in grade level/specialist, cross-district teams to review issues around the implementation of the new reading program. Specific topics will include:

- Implementation of curricula with fidelity
- Assessment
- Workshop Model
- Differentiation and Intervention
- Linkages to Quality (BERC – Baker Evaluation Research Consulting) Instructional Strategies

All certificated K-6 staff will meet in grade level/specialist, cross-district teams to review issues around the implementation of the new math program. Specific topics will include:

- Implementation with fidelity
- Assessment
- Differentiation and Interventions
- Alignment to state learning standards and national common core standards

All certificated secondary staff (excluding math teachers) will meet in content area teams to review issues around implementation of reading strategies within the content area. Specific topics to include:

- Reading strategies across the content areas
- Curriculum-based Assessment
- Differentiation and Tiered groups

All certificated secondary math teachers will meet to address issues around mathematics. Topics to include:

- Math curriculum materials and transitions between the grades
- Alignment to state learning standards and national common core standards
- Common assessments
- Instructional strategies and interventions
- Alignment to MSP (Measurements of Student Progress) and EOC (End of Course) assessments



Sedro-Woolley 13. Describe the innovative nature of the proposed strategies.

By eliminating geographical challenges we will be able to work systemically in addressing our demographic gaps indicated in our assessment results by creating instructional interventions that are tied to our District Strategic Plan, School Board Goals, Superintendent Expectations and our District Improvement Plan. The Sedro-Woolley School District is geographically one of the largest in the state and bringing our staff together to work collaboratively in specific content areas, in grade bands, or to work on district initiatives has not been possible due to the loss of time to travel. In having three full days, this allows our staff to spend the full days in professional development which allows them to fully focus on these activities. The innovative nature of our initiatives speaks to a systemic and collaborative approach utilizing a Quality Instruction approach via the BERC (Baker Evaluation Research Consulting) Group STAR Protocol. This has been an on-going initiative which allows us to create common vocabulary and a common approach in viewing our instructional practice and in lesson planning. It creates an atmosphere by which our administrators and teachers learn about their own practice by observing others. To have a district-wide understanding and system for instructional leadership, instructional practice, interventions, lesson planning, and staff growth is huge in any size of organization and we believe this waiver request will assist us in expediting this work. Our plan for the use of these three days is outlined in question number 12 above.

Sedro-Woolley 14. 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?

The thought process behind this three-year waiver request is to strategically build upon the work/professional development that is started in the first year of the waiver 2011-2012 and scaffold the on-going professional development into the subsequent years 2012-2013 and 2013-2014. The second and third year of the waiver will take professional development to a deeper level of understanding while expanding upon the prior year's work efforts. The focus for this work is in the area of quality instruction and in building common understanding, vocabulary, strategies, and practices that are research-based. It will include training and practice both in pedagogy and in implementation for both teachers as well as our administrative team. Understanding and practicing learning walks and the reflective nature of this process will be an integral part of the professional development. In addition, there will be emphasis on reading and math strategies and interventions that can be applied in the classroom to support instruction and in particular, struggling learners. The focus of this training will be on intervening early in an effort to strengthen Tier I instruction and reduce referrals overall. Both elementary and secondary staff will have opportunity for training that is aligned with their curriculum. At the elementary level, reading and math adoptions are new so it is imperative to provide support for their use, lesson planning, assessment, and building intervention strategies. At the secondary level, staff will be involved in training that will improve reading strategies across the content areas. There will also be time devoted to the development of curriculum-based formative assessments and the use of PLC (Professional Learning Community) time in their development.

Sedro-Woolley 15. 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).

Attached is our District Improvement Plan with the focus on improving our math and reading scores for all students. Our District Improvement Plan clearly identifies our belief, which research supports, that through professional development we can impact instruction at the classroom level. Our District Improvement Plan outlines all of the professional development opportunities and training needs throughout the year and measures to monitor progress. (Each individual School Improvement Plan must also include the District goals and are available for review upon request and can be sent electronically.) Professional development is for administrators as well as teachers and Para educators. We all need to grow instructionally to become better leaders and teachers in order to reach "all" students. The waiver will allow us to

reduce the amount of travel within our district for professional development. We are geographically the second largest district in the state and we lose valuable time in traveling for grade level meetings or centralized training. Having a full day vs. a half day will maximize our adult learning time. It will also allow us to cover material and activities at a much deeper level. Due to having full days for professional development we believe staff will be more engaged, not having had to prep for half of the day or feeling distracted from the events earlier in the day with students. There is no loss in student instructional time; however, there are many advantages for students and families. We expect to see an increase in student attendance, we have some families who do not send students on half days due to childcare or the belief that a half day isn't worth attending. Parent satisfaction should also increase due to this very issue and promote a better working relationship with the school. Community relations and parental communication are an integral part of our District Improvement Plan.

Sedro-Woolley 16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

In an effort to collect input from our constituent groups, we surveyed all of the parties listed above. This was an important part of our decision making process. Input was gathered from our families in their native language during conference time. Additionally, we surveyed all of our staff, both certificated and classified along with our building principals. Input from our community was collected via our School Board members and the conversations they have had within their constituent districts. Based on this data, there was overwhelming support for this initiative in addition to our School Board. Attached are graphs displaying each groups support for this reduction in the number of half days with a 3:1 ratio.

Sedro-Woolley 17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

***Link to the Sedro-Woolley School District Education Association Collective Bargaining Agreement:***

[http://www.swsd.k12.wa.us/158910219115612120/lib/158910219115612120/SWEA\\_Coll\\_Barg\\_2010-2011.pdf](http://www.swsd.k12.wa.us/158910219115612120/lib/158910219115612120/SWEA_Coll_Barg_2010-2011.pdf)

In the table below we have identified who has control over the use of the five additional days provided to teachers in the Sedro-Woolley School District. Included in our application you will find our current *district calendar (Attachment Q6)* and *Appendix I (Attachment Q17)* from our Teacher's Collective Bargaining Agreement demonstrating this with much more detail. *Appendix I* outlines all of the professional development days and which group has control of the use of those days. Additionally, our calendar includes half days for conferences and the day before Thanksgiving and the last day of school and one full day for elementary conferences.

Within the context of our Waiver Application we asking to reduce the number of half days from six (6) for professional development by converting them into three (3) full (waiver) days. In doing so we would increase the amount of full instruction days from 168 days per year to 171 days per year at both the elementary and secondary levels. This is a value-added benefit and component of our waiver request.

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

1. Student instructional days (as requested in this application)	177
2. Waiver days (as requested in this application)	3
3. Additional teacher work days without students	5

	The district or schools direct the activities for 1.5 of the 5 additional days	
	Total	185

C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	0	100%	0
2	100	50%	0	50%
3	100	0	0	100%
4	100	0	0	100%
5	100	0	0	100%
Check those that apply				

D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.

Due to teacher collective bargaining this spring for the 2011-2012 school year and with the reduction in district and state funding, the current full five days (above the state basic education 180 days) will not all be sustained in the future collective bargaining agreement. Our request for the three waiver days will actually not be for additional professional development time, nor a loss in student contact time, but a consolidation of our six half days into three full days for professional development. (See response in 17.A above.) These six half days currently exist within our District calendar. And if through the collective bargaining process teachers lose part of their five additional days (which are above the state basic education 180 days), it will be imperative that the district have a way to provide quality professional development that is intensive in nature. By collapsing the six student half days into three full days, through our waiver request, we would have the ability to provide uninterrupted, intense professional development without distraction and loss of travel time.

Sedro-Woolley 18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

NA

Sedro-Woolley 19. 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.

NA

Sedro-Woolley 20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

NA

**Sedro-Woolley State Report Card Data**

**School District Information from OSPI Report Card Web Page**

May 2010 Student Count

4,307

Free or Reduced-Price Meals	2,012	46.7%
-----------------------------	-------	-------

	2008-09	2007-08	2006-07
Annual Dropout Rate	1.4%	2.5%	3.0%
On-Time Graduation Rate	88.4%	86.9%	86.9%
Extended Graduation Rate	91.3%	87.8%	90.4%

#### **2009-10 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	68.4%	38.4%	50.8%	
7th Grade	69.6%	62.9%	74.0%	
10th Grade	82.6%	46.0%	90.0%	54.0%

#### **2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	72.3%	46.9%	62.5%	
7th Grade	58.1%	47.7%	75.2%	
10th Grade	77.7%	35.8%	89.2%	39.8%

#### **2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	65.9%	50.0%	55.8%	
7th Grade	57.4%	42.6%	67.8%	
10th Grade	83.5%	48.6%	87.6%	41.5%

## Appendix B

Public comment regarding Sedro-Woolley School District's application for a waiver is provided below. The comment was originally addressed to Superintendent Dorn.

Mr. Dorn,

Please deny Sedro Woolley School District's application to change the number of school days from 180 to 177. They want to change six – ½ days to three – non student days. This will affect a lot of employees including, but not limited to, bus drivers, cooks, classified, 180 day custodians and secretaries. I am a classified employee and cannot afford losing three days of pay. The district is saying "At this time, we have no plans to cut work days," but they cannot tell us that it won't happen. Please consider your decision with thoughtfulness and consider the impact it could have on the local economy. Less money in employees pockets, less spending.

Thank you for your time,

Kim Stiles

P.S. Your speech at our kick off was inspiring. Again thank you.

# The Washington State Board of Education

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

## INNOVATION WAIVERS

### BACKGROUND

The purpose of this memorandum is to provide background information to inform the Board discussion regarding its interest in expanding waivers to encourage innovation.

Since 1995, all school districts have been able to apply to the State Board of Education for waivers to the 180 day school year. In the last several years, two additional options have been created for eligible districts.

**Option one** is the regular option that has been available since 1995 to enhance the educational program and improve student achievement. The process is outlined in WAC [180-18-040](#) (1) and WAC [180-18-050](#) (1) and (2). Under this process, districts may propose the number of days to be waived and the types of activities deemed necessary to enhance the educational program and improve student achievement. Districts select this option when they want to request waiver days that exceed the three days available under Option three (see below), or if the activities planned for the waiver days do not fit the approved list in Option three.

While most schools receive waivers for four or five days, several schools have waivers for more than ten days using this process. In September 2010, for example, the Board approved waivers for three Tacoma schools: the Science and Math Institute (19 days), the School of the Arts (19 days) and Stewart Middle School (11 days). The purpose of the Tacoma waivers was to provide extended school days to substitute for a set number of days when no instruction is offered. It is highly likely that districts will continue to request waivers for purposes that are outside the norm.

The following 67 districts have Option one waivers.

District	# of Days	# of Years	Date Granted	Exp. Date	New or Renew
Adna	4	3	5/15/2008	2010-11	R
Arlington	3	3	3/27/2008	2010-11	R
Auburn	5	1	7/15/2010	2010-11	R
Battle Ground	3	2	7/15/2010	2011-12	R
Bethel	2	3	3/27/2008	2010-11	R
Blaine	3	3	3/27/2008	2010-11	R
Bremerton	4	3	5/15/2008	2010-11	N
Burlington-Edison	2	3	5/15/2008	2010-11	R
Burlington-Edison	3	3	5/15/2008	2010-11	R
Cle-Elum/Roslyn	3	3	3/27/2008	2010-11	R
College Place	3	3	3/27/2008	2010-11	R
Colton	2	1	5/14/2010	2010-11	N



District	# of Days	# of Years	Date Granted	Exp. Date	New or Renew
Columbia (Hunters)	3	1	7/15/2010	2010-11	R
Edmonds	5	3	3/27/2008	2010-11	R
Elma	3	3	5/14/2010	2012-13	N
Everett	3	3	7/24/2008	2010-11	R
Federal Way	3	3	5/15/2008	2010-11	R
Garfield/Palouse	3	3	7/24/2008	2010-11	R
Granger	5	3	1/15/2009	2011-12	N
Granite Falls	2	2	5/14/2010	2011-12	N
Highline	5	3	5/15/2008	2010-11	R
Inchelium	3	3	5/15/2008	2010-11	R
Lake Quinault	4	3	3/27/2008	2010-11	N
Lopez Island	4	2	3/13/2009	2010-11	R
Mary Walker	2	3	3/27/2008	2010-11	R
Medical Lake	2	3	3/27/2008	2010-11	R
Methow Valley	6	2	3/13/2009	2010-11	R
Monroe	4	3	3/27/2008	2010-11	R
Morton	5	3	5/15/2008	2010-11	R
Mt. Baker	4	3	5/15/2008	2010-11	R
Mukilteo	2	3	8/25/2010	2012-13	R
Naches Valley	2	3	7/24/2008	2010-11	R
Napavine	4	3	3/27/2008	2010-11	R
Nespelem	6	3	7/15/2010	2012-13	R
Newport	5	2	3/13/2009	2010-11	R
North Kitsap	5	3	5/15/2008	2010-11	R
Northport	4	3	5/15/2008	2010-11	R
Northshore	5	3	3/27/2008	2010-11	R
Oakesdale	2	1	5/14/2010	2010-11	N
Ocean Beach	2	2	3/13/2009	2010-11	R
Odessa	5	1	5/15/2009	2009-10	N
Onalaska	2	3	3/27/2008	2010-11	R
Onion Creek	5	3	3/27/2008	2010-11	R
Orient	5	3	3/27/2008	2010-11	R
Orondo	1	1	7/15/2010	2010-11	N
Othello	6	3	7/24/2008	2010-11	R
Pomeroy	4	1	7/15/2010	2010-11	R
Port Angeles	2	3	1/10/2008	2010-11	R
Prescott	2	3	11/6/2008	2010-11	N
Raymond	5	3	3/27/2008	2010-11	R
Riverside	1	1	5/14/2010	2010-11	R

District	# of Days	# of Years	Date Granted	Exp. Date	New or Renew
Rosalia	2	3	5/14/2010	2012-13	N
Saint John-Endicott	5	1	5/14/2010	2010-11	R
Seattle	3	2	3/13/2009	2010-11	R
Seattle	3	3	3/27/2008	2010-11	R
Selkirk	4	3	3/27/2008	2010-11	R
Shoreline	5	3	1/10/2008	2010-11	R
Snohomish	1	1	3/27/2008	2008-09	N
South Bend	3	3	4/28/2006	2011-12	R
Sunnyside	7	3	7/24/2008	2010-11	R
Tacoma	2	1	7/15/2010	2010-11	R
Tacoma	varies by school	1	9/16/2010	2010-11	N
Tahoma	5	3	3/27/2008	2010-11	R
Thorp	2	1	7/15/2010	2010-11	R
Valley	4	3	3/27/2008	2010-11	R
Wahkiakum	4	3	7/24/2008	2010-11	R
Waitsburg	2	3	7/24/2008	2010-11	R
Wellpinit	3	3	7/24/2008	2010-11	R
White Pass	5	1	5/14/2010	2010-11	N
Zillah	3	3	7/24/2008	2010-11	R

**Option two** is a pilot for purposes of economy and efficiency outlined in [RCW 28A.305.141](#) for eligible districts to operate one or more schools on a flexible calendar. It expires August 31, 2014. In 2009, the Legislature created this pilot program and authorized SBE to grant waivers from the requirement for a 180 day school year to school districts that propose to operate one or more schools on a flexible calendar for purposes of economy and efficiency. Only five school districts are eligible for these waivers, two of which have student populations under 150 and three of which have student populations between 150 and 500.

The following three districts currently have Option two waivers:

District	Student Population	# of years	Granted	Exp. Date	New or Renew
Bickleton	< 150	3	11/13/2009	2011-12	N
Lyle	150-500	3	11/13/2009	2011-12	N
Paterson	<150	3	11/13/2009	2011-12	N

**Option three** is a pilot outlined in [rules \(WAC 180-18-050\(3\)\)](#). The pilot allows districts meeting eligibility and other requirements to use up to three waived days for specific innovative strategies. This option expires August 31, 2018. A district is not eligible to use this option if the Superintendent of Public Instruction has identified a school within the district as a persistently low-achieving school or if the district has a current waiver from the minimum 180 day school year requirement approved by SBE under Option one. The plan may be implemented for up to three years.

The maximum number of waived days that a district may use in Option three is dependent on the number of Learning Improvement Days (LID), or their equivalent, funded by the state for any given school year. Under this process, the combined number of LIDs and waived days may not exceed three for any given year.

A district's plan for the use of waived days must include only one or more of the following strategies from the SBE rules, which were based on concepts of innovative school improvement strategies:

- i. Increasing student achievement on state assessments in reading, mathematics, and science for all grades tested.
- ii. Reducing the achievement gap for student subgroups.
- iii. Improving on-time and extended high school graduation rates (only for districts containing high schools).
- iv. Using evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance.
- v. Using data from multiple measures to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with state academic standards.
- vi. Promoting the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual students.
- vii. Implementing strategies designed to recruit, place, and retain effective staff.
- viii. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.
- ix. Increasing graduation rates through, for example, credit-recovery programs, smaller learning communities, and acceleration of basic reading and mathematics skills.
- x. Establishing schedules and strategies that increase instructional time for students and time for collaboration and professional development for staff.
- xi. Instituting a system for measuring changes in instructional practices resulting from professional development.
- xii. Providing ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching.
- xiii. Developing teacher and school leader effectiveness.
- xiv. Implementing a school-wide "response-to-intervention" model.
- xv. Implementing a new or revised instructional program.
- xvi. Improving student transition from middle to high school through transition programs or freshman academies.
- xvii. Developing comprehensive instructional strategies.
- xviii. Extending learning time and community oriented schools.

The following seven districts currently have Option three waivers:

District	# of Days	# of Years	Date Granted	Exp. Date	New or Renew
Bellingham	3	3	8/25/2010	2012-13	N
Colfax	2	2	9/26/2010	2011-12	N
Columbia (Walla)	3	3	8/16/2010	2012-13	N
Curlew	2	3	8/16/2010	2012-13	N
Davenport	2	3	8/25/2010	2012-13	N

District	# of Days	# of Years	Date Granted	Exp. Date	New or Renew
Mount Vernon	1	1	8/25/2010	2010-11	N
Reardan-Edwall	3	3	9/27/2010	2012-13	N

**POLICY CONSIDERATION**

Tacoma has presented a few examples of unusual circumstances outside the typical waiver proposal of a few days of professional development. Given that there is likely to be an increase in the number of districts and schools trying innovative strategies to increase student achievement, is there something in particular that the Board wants to know about this unique group of schools prior to approving waivers? Is there specific qualitative or quantitative information staff should collect from districts to ensure that flexibility is balanced by accountability?

**EXPECTED ACTION**

None.