

The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

| | | |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title: | Option One Waiver Request | |
| As Related To: | <input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap. | <input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other |
| Relevant To Board Roles: | <input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy | <input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating |
| Policy Considerations / Key Questions: | 1. Does the application meet the criteria adopted as WAC 180-18-040 for evaluation of 180-day waiver requests? | |
| Possible Board Action: | <input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other | |
| Materials Included in Packet: | <input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint | |
| Synopsis: | <p>SBE consider the request of Puyallup School District for a waiver of three days for three years for the purpose of professional development of certificated staff. The stated purpose is to improve instruction in order to raise student achievement in mathematics and reading. The request would reduce the number of half days in the district calendar from 34 to nine in secondary schools and 10 in elementary schools.</p> | |

BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUEST

Policy Consideration

The State Board of Education has a request from one district, Puyallup S.D., for a waiver from the minimum requirement of a 180-day school year. Staff have reviewed the waiver application and provided it to the Board for consideration. The application is in your packet.

Summary

Puyallup requests a waiver of two days for the next three school years for professional development of certificated staff. The district states that the waiver would enable it to replace the 34 school days currently scheduled as early-release elementary days and late-start secondary days with 9 half days in secondary schools and 10 in elementary, and two full days for professional development.

The waiver would be used to improve instructional practice and increase student achievement in mathematics and reading based on data from the Washington State Measurements of Student Progress, the High School Proficiency Exam, reading DIBELS, and the district's own elementary math assessment.

The district says that using two waiver days rather than half days for this training will stimulate more engagement on the part of staff with fewer disruptions.

Background

The State Board of Education is authorized by RCW 28A.305.140 to grant waivers to school districts from the minimum 180-day school year requirement on the basis that such waiver is "necessary to implement successfully a local plan to provide for all students in the district an effective education system designed to enhance the educational program for each student." Option One is the regular waiver that has been available under this section since the 1990s.

Districts may propose the number of days to be waived and the activities deemed necessary under the waiver to enhance the educational program. The State Board may grant waiver requests for up to three years. Districts granted 180-day waivers must still meet the requirement of RCW 28A.150.220(2) to make available instructional offerings of a district-wide annual average at least 1,000 hours.

Action

The Board will consider approval of the waiver request.

Application for Waiver from the Minimum One Hundred Eighty-day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers are in WAC 180-18-030, WAC 180-18-040, and WAC 180-18-050.

The State Board of Education respects the value of teacher and student contact time. Waivers are exceptions from basic education program requirements in that they provide “exceptional opportunities” for districts and schools to be innovative in enhancing the educational program for all students while meeting the challenges of their school calendars.

Directions:

Waiver requests must use the Waiver Application Form and must be submitted electronically to the State Board of Education at least fifty days prior to the SBE meeting where consideration of the waiver will occur. Districts or schools are responsible for finding out when the State Board of Education meetings are held. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov> and can also be obtained by contacting the Board directly by calling 360.725.6029 or emailing to sbe@k12.wa.us.

The application must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The **resolution shall identify**:

- The basic education requirements for which the waiver is requested;
- The school years for which the waiver is requested;
- The number of days each school year for which the waiver is requested;
- How the waiver will support increasing student achievement; and
- Assurance that the district will meet the annual average 1,000 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215).

Complete this application form and submit it with the Board resolution and supporting documents to (electronic submission through email is preferred):

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

| | |
|---------------------------------------|-----------------------------------------------------------------------|
| 1. School District Information | |
| District | <i>Puyallup School District</i> |
| Superintendent | <i>Dr. Timothy S. Yeomans</i> |
| County | <i>Pierce</i> |
| Phone | <i>253.841.1301</i> |
| Mailing Address | <i>302 2nd St SE PO Box 370 Puyallup, WA 98371</i> |

| | |
|--------------------------------------|------------------------------------|
| 2. Contact Person Information | |
| Name | <i>Dr. Crystalee A. Sweeting</i> |
| Title | <i>Assistant Superintendent</i> |
| Phone | <i>253.840.8989</i> |
| Email | <i>Sweetica@puyallup.k12.wa.us</i> |

| | |
|----------------------------------------|------------|
| 3. Application type: | |
| New Application or Renewal Application | <i>New</i> |

| | |
|--------------------------------------------------------------|------------|
| 4. Is the request is for all schools in the district? | |
| Yes or No | <i>Yes</i> |
| If no, then which schools or grades is the request for? | <i>N/A</i> |

| | |
|--------------------------------------------------------------------------------------|-------------------------------------------------|
| 5. How many days are being requested to be waived and for which school years? | |
| Number of Days | <i>2 days</i> |
| School Years | <i>3 school years 2013/14, 2014/15, 2015/16</i> |

| | |
|--------------------------------------------------------------------------------------|-----------------------------------------|
| 6. Will the waiver days result in a school calendar with fewer half-days? Yes | |
| Number of half-days before any reduction | <i>34</i> |
| Reduction | <i>23 Secondary & 24 Elementary</i> |
| Remaining number of half days in calendar | <i>9 Secondary & 10 Elementary</i> |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested? | |
| Yes or No | <i>Yes</i> |

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

The purpose of this waiver request is to:

- Replace our current 34 student days, scheduled as early release elementary days and late start secondary days, with 9-10 half days and two full days for professional learning.

The goals of this waiver request include:

- Improve student achievement through focused professional learning on research-based quality instructional classroom practices.
- Provide time for staff to focus on district and school improvement goals to align curricula to common core state standards, to continue training in newly adopted math and reading curriculums, authentic assessment and grading practices, and Instructional Framework.
- Create full days of professional learning that will yield more quality time for training reducing time loss to travel and set-up, and improve the depth and comprehensiveness of the training.

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

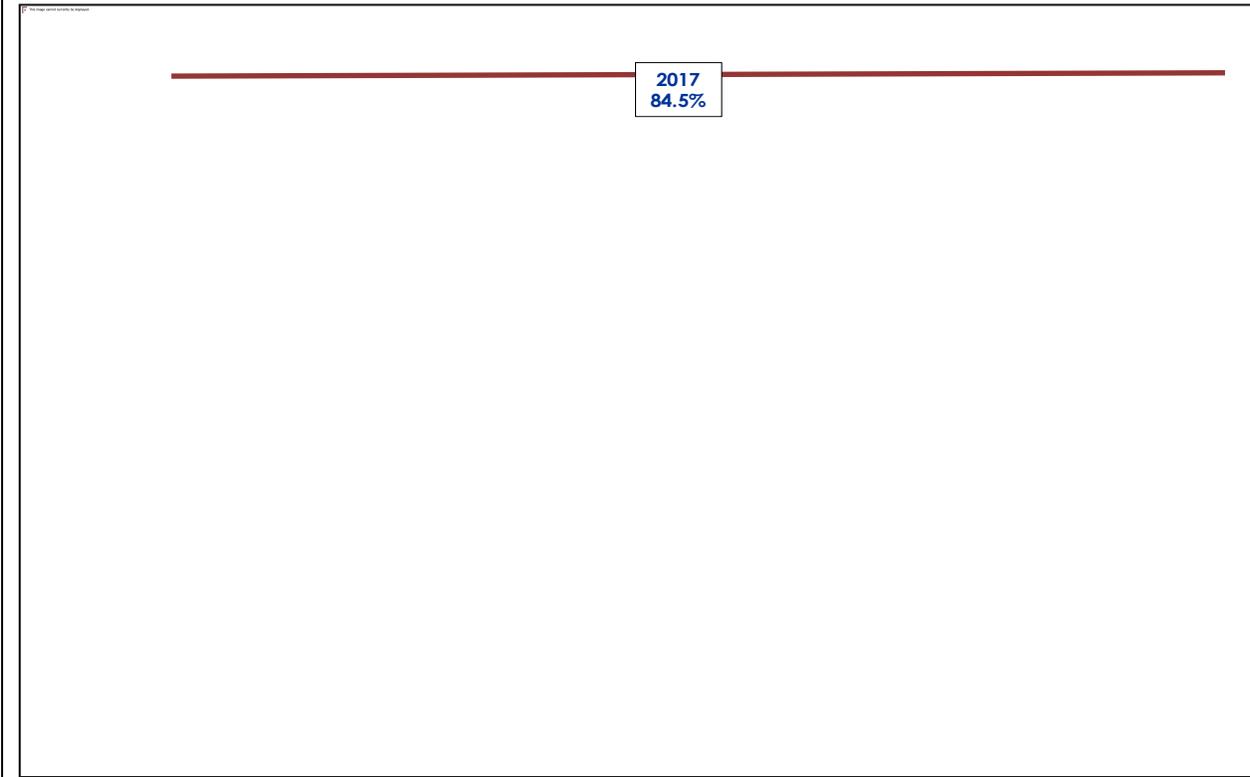
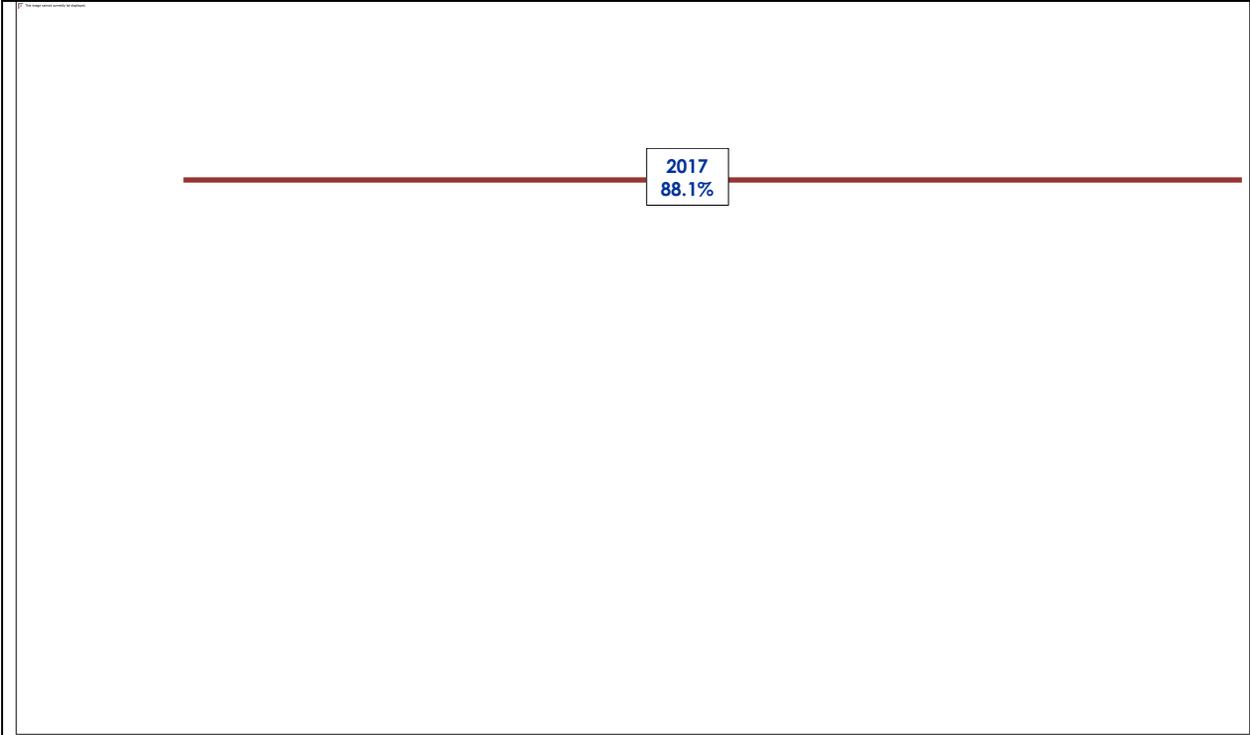
Results from the Washington State Measurements of Student Progress (MSP) and the High School Proficiency Exam (HSPE) data, reading DIBELS (Dynamic Indicators of Basic Early Literacy Skills), along with our District Math Assessment (grades 2-6) are driving our waiver request. Our motivation is spurred by the fact that we do not have all students in our district meeting standard.

| Student Group | Reading | | | Math | | | Reading | Math | Other Indicator |
|-------------------|-------------|--------|------------|-------------|--------|------------|------------------------------|------------------------------|-----------------|
| | Proficiency | Target | Met Target | Proficiency | Target | Met Target | Met 95% Participation Target | Met 95% Participation Target | |
| All | 78.2 | 78.2 | On/Above | 71.4 | 71.6 | Below | On/Above | On/Above | Below |
| American Indian | 67.8 | 70.4 | Below | 62.1 | 67.2 | Below | On/Above | On/Above | |
| Asian | 83.6 | 78.5 | On/Above | 78.7 | 78.8 | Below | On/Above | On/Above | |
| Pacific Islander | 69.2 | 73.3 | Below | 51.9 | 65.4 | Below | On/Above | On/Above | |
| Black | 63.4 | 66.9 | Below | 48.4 | 49.9 | Below | On/Above | On/Above | |
| Hispanic | 66.1 | 67.6 | Below | 58.5 | 60.8 | Below | On/Above | On/Above | |
| White | 81.1 | 80.7 | On/Above | 75.4 | 74.5 | On/Above | On/Above | On/Above | |
| Two or More Races | 79.4 | 79.2 | On/Above | 69.8 | 71.2 | Below | On/Above | On/Above | |
| Limited English | 23.1 | 29.9 | Below | 23.0 | 30.3 | Below | On/Above | On/Above | |
| Special Education | 37.2 | 41.7 | Below | 37.9 | 35.8 | On/Above | On/Above | On/Above | |
| Low Income | 66.9 | 67.2 | Below | 58.0 | 59.4 | Below | On/Above | On/Above | |

Our intent is to use this waiver to improve our instructional practice and increase student achievement via data collected from the assessments listed above.

Currently our Annual Measurable Objectives (AMO) indicate proficiency gaps need attention in nine of the 11 reported math subgroups and seven of the 11 reading subgroups. The District will measure results utilizing standardized scores from testing three times a year (fall/winter/spring) to monitor student progress and to intervene with students who are not meeting standard.

Overall MSP Trend data in both Reading and Math illustrate the struggle to improve at the rate required as decided by AMO's.



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

Growth will be determined annually using the final assessments administered: spring 2013, 2014, 2015.

Annually we will use 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 two (2) requested waiver days.

With the use of the two (2) waiver days, ongoing professional learning, and annual targets, we will realize our goal that all subgroups will meet or exceed the AMO in each subgroup as measured by the state assessment in math and reading. (see table below of District AMO's)

District Annual Measurable Objectives (AMOs)

| Subgroup Name | Subject | Baseline CE Total Tested | Baseline CE #Met | Baseline %Met | Target 2012 | Target 2013 | Target 2014 | Target 2015 | Target 2016 | Target 2017 | Increment |
|-------------------|---------|--------------------------|------------------|---------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|
| All | math | 10713 | 7398 | 69.056 | 71.6 | 74.2 | 76.8 | 79.4 | 81.9 | 84.5 | 2.6 |
| All | reading | 10763 | 8200 | 76.187 | 78.2 | 80.2 | 82.1 | 84.1 | 86.1 | 88.1 | 2.0 |
| American Indian | math | 123 | 79 | 64.228 | 67.2 | 70.2 | 73.2 | 76.2 | 79.1 | 82.1 | 3.0 |
| American Indian | reading | 130 | 88 | 67.692 | 70.4 | 73.1 | 75.8 | 78.5 | 81.2 | 83.8 | 2.7 |
| Asian | math | 493 | 379 | 76.876 | 78.8 | 80.7 | 82.7 | 84.6 | 86.5 | 88.4 | 1.9 |
| Asian | reading | 491 | 376 | 76.578 | 78.5 | 80.5 | 82.4 | 84.4 | 86.3 | 88.3 | 2.0 |
| Black | math | 412 | 187 | 45.388 | 49.9 | 54.5 | 59.0 | 63.6 | 68.1 | 72.7 | 4.6 |
| Black | reading | 416 | 266 | 63.942 | 66.9 | 70.0 | 73.0 | 76.0 | 79.0 | 82.0 | 3.0 |
| Hispanic | math | 1236 | 708 | 57.282 | 60.8 | 64.4 | 68.0 | 71.5 | 75.1 | 78.6 | 3.6 |
| Hispanic | reading | 1243 | 803 | 64.602 | 67.6 | 70.5 | 73.5 | 76.4 | 79.4 | 82.3 | 2.9 |
| White | math | 7167 | 5175 | 72.206 | 74.5 | 76.8 | 79.2 | 81.5 | 83.8 | 86.1 | 2.3 |
| White | reading | 7200 | 5684 | 78.944 | 80.7 | 82.5 | 84.2 | 86.0 | 87.7 | 89.5 | 1.8 |
| Limited English | math | 246 | 59 | 23.984 | 30.3 | 36.7 | 43.0 | 49.3 | 55.7 | 62.0 | 6.3 |
| Limited English | reading | 246 | 58 | 23.577 | 29.9 | 36.3 | 42.7 | 49.1 | 55.4 | 61.8 | 6.4 |
| Special Education | math | 1200 | 359 | 29.917 | 35.8 | 41.6 | 47.4 | 53.3 | 59.1 | 65.0 | 5.8 |
| Special Education | reading | 1230 | 448 | 36.423 | 41.7 | 47.0 | 52.3 | 57.6 | 62.9 | 68.2 | 5.3 |
| Low Income | math | 3377 | 1883 | 55.760 | 59.4 | 63.1 | 66.8 | 70.5 | 74.2 | 77.9 | 3.7 |
| Low Income | reading | 3392 | 2180 | 64.269 | 67.2 | 70.2 | 73.2 | 76.2 | 79.2 | 82.1 | 3.0 |
| Pacific Islander | math | 135 | 84 | 62.222 | 65.4 | 68.5 | 71.7 | 74.8 | 78.0 | 81.1 | 3.1 |
| Pacific Islander | reading | 134 | 95 | 70.896 | 73.3 | 75.7 | 78.2 | 80.6 | 83.0 | 85.4 | 2.4 |
| Two or More Races | math | 1146 | 786 | 68.586 | 71.2 | 73.8 | 76.4 | 79.1 | 81.7 | 84.3 | 2.6 |
| Two or More Races | reading | 1148 | 888 | 77.352 | 79.2 | 81.1 | 83.0 | 84.9 | 86.8 | 88.7 | 1.9 |

Our required district improvement objectives are spelled out by each subgroup above with a needed 15.6% increase in students becoming proficient in Math and 12% increase in reading proficiency overall by 2017.

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

The district and/or schools will collect the following evidence of attained goals:

- *Staff self-assessment survey to reflect improvement in practice and application to student need*
- *Parent/Guardian feedback received from District website, parent conferences, and conversations with school staff indicates satisfaction with less half days (Wednesdays)*
- *Student attendance reports revealing at least 10% increase in student attendance*
- *Annual Measurable Objectives (AMOs) both district and individual schools met (see Answer #10)*

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

The content and process of the strategies used to meet the waiver goals include:

All certificated staff will meet for professional learning, practice, and use of quality instructional practices based on our work with the Danielson Instructional Framework. Specific topics will include:

- *Framework for professional practice*
- *Common Language*
- *Levels of Performance*
- *Self-assessment and reflection*

All certificated staff will meet for professional learning, practice, and use of quality instructional practices based on our work with Common Core State Standards (CCSS). Specific topics will include:

- *Assessment and grading practices*
- *Power Standards*
- *Rubrics*
- *Common Assessments*
- *Smarter Balance*

All certificated secondary staff will meet to collaborate around the implementation of revised secondary assessment and grading practices. Specific topics will include:

- *Formative and Summative Assessments*
- *Separating behaviors from academic, reassessment and eliminating extra credit*
- *Providing authentic feedback to parents*

All elementary certificated staff K-6 will meet for professional learning around the implementation of the new reading adoption. Specific topics will include:

- *Common reading assessments*
- *Coherent sequencing and learning progressions at each grade level*
- *Effective reading interventions*

All elementary certificated staff K-5 will meet for professional learning around the implementation of the new math adoption. Specific topics will include:

- *Common math assessments*
- *Coherent sequencing and learning progressions at each grade level*
- *Effective math interventions*

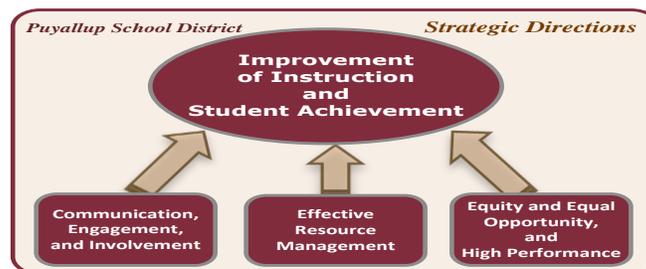
13. Describe the innovative nature of the proposed strategies.

Innovation and more is needed in order to continue building staff capacity to improve instructional practices to increase student achievement for each student in Puyallup. The Puyallup School District is geographically very large including North Hill, South Hill, and the vast Puyallup valley. To promote better K-12 vertical alignment, the Puyallup School District is structured around a regional model where three regional learning communities are identified. Each region includes a comprehensive high school and all feeder schools (junior high and elementary). A Chief Academic Officer supports each region. Each regional community fosters an aligned K-12 experience and cultivates strong and seamless transition to the next level of learning for students. We believe this waiver request will assist in this work.

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 second and third year will move toward a deeper level of shared understanding while expanding upon the prior year's work efforts. This will include professional learning and practice for teachers as well as our administrative team. This work will include an integrated approach, aligned with CCSS, to enhance instructional practices in the areas of learning, authentic assessment and grading, reading and math instruction, and intervention.

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 Puyallup District Strategic Directions clearly identifies the District's key mission; improved instruction and increased student achievement. District actions, within each department, must be in service and support of increased learning. District Literacy and Math Improvement plans are available on the district website with a focus on improving our math and reading scores for each student in Puyallup.

<http://www.puyallup.k12.wa.us/studentlearning/curriculum/documents/ReadingImprovementPlan1213.pdf>

<http://www.puyallup.k12.wa.us/studentlearning/curriculum/documents/MathImprovementPlan1213.pdf>

These plans were created as a result of an overall District Improvement Plan which is also available on the website.

<http://www.puyallup.k12.wa.us/studentlearning/curriculum/documents/DistrictImprovementPlan1012.pdf> These plans confirm our belief, which research supports, that through targeted and job-embedded professional learning we can impact instruction at the classroom level benefitting each student. The waiver days will provide time for staff professional learning, collaboration, reflection, and self-assessment. Full day, rather than half days or late arrivals, will stimulate more engagement with fewer disruptions. Teachers will not have to prep for numerous half days or travel frequently to different locations which will maximize learning time.

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, staff, and community members contributed to the development of our District Improvement and Math plans. Our current Learning Improvement Calendar (LIC) identifies 34 half days with late arrivals for the 2012-2013 school year. The LIC has been in effect since the 2004-2005 school year. Over the last eight years, feedback from constituent groups was submitted via the district website, public comment at School Board meetings, parent conferences, and individual meetings with principals and central office administrators. A common concern from parents has been the challenge of half day Wednesdays and the impact on daycare. Staff and administrator feedback from meetings indicates they value time for professional learning.

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.

<http://www.puyallup.k12.wa.us/employment/hr/agreements.cfm>

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

| | 2013-2014 | 2014-2015 | 2015-2016 |
|-------------------------------------------------------------|-----------|-----------|-----------|
| 1. Student instructional days (as requested in application) | 178 | 178 | 178 |
| 2. Waiver days (as requested in application) | 2 | 2 | 2 |
| 3. Additional teacher work days without students | 4 | 4 | 5 |
| Total | 184 | 184 | 185 |

17.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 | | - |
| 4 | 100% | | X | - |
| 5 (2015-2016) | 100% | X | N/A | N/A |
| 6 | N/A | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A | N/A |

Check those that apply

17.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

The rationale for the additional need of waiver days is in response to the five-year teacher Collective Bargaining Agreement (CBA) effective 2012/2013. In the second year of the CBA (2013/2014) a significant reduction to the professional development calendar will take place. Therefore, in order to maintain the district's current level of professional development, two additional waiver days are needed. With the state's elimination of teacher learning improvement days (LIDs) and the elimination of the current weekly half Wednesdays of the LIC schedule, alternative options are necessary to provide opportunity for staff to increase their instructional practice to improve student learning.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Renewal Applications.

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?

N/A

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.

N/A

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

N/A

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.