



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Option One Basic Education 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:	Should the request presented for waiver of the minimum 180-day school year be approved, based upon the criteria for evaluation in WAC 180-18-040? Are there any deficiencies in the application that may warrant resubmittal of the application, with corrections, for consideration at a subsequent board meeting per WAC 180-18-050?	
Possible Board Action:	<input 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 checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	Shoreline School District requests waiver under RCW 28A.305.140 and WACs 180-18-040 and 180-18-050 of the basic education requirement of a minimum 180-day school year. The request is for five days for the 2015-16, 2016-17, and 2017-18 school years. The purpose of the waiver is professional development of staff, with a focus on Common Core State Standards and Next Generation Science Standards. The SBE approved a request from Shoreline for a waiver of five days for the 2014-15 school year in May 2014.	



OPTION ONE BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUEST

Policy Considerations

Does the district's request for a waiver of the minimum 180-day requirement merit approval by the Board, based on the criteria for evaluation adopted by the Board and set forth in WAC 180-18-040? If not, what are the reasons, with reference to the criteria in rule, for denial of the request? If denied, what deficiencies are there in the application or related documentation that the district might correct for board approval at a subsequent meeting, under 180-18-050(2)?

Background: Option One Waivers

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

Implementing this statute, WAC 180-18-040(1) provides that

A district desiring to improve student achievement for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement . . . while offering the equivalent in annual minimum instructional hours . . . in such grades as are conducted by the school district.

The Board may grant a request for up to three school years. There is no limit on the number of days that may be waived. Rules adopted by the Board in November 2012 as WAC 180-18-040(2) and (3) establish criteria for evaluating the need for a new waiver and renewal of an existing waiver.

WAC 180-18-050 sets procedures to be followed to request a waiver. A district must provide, in addition the waiver application, a school board resolution, a proposed school calendar for each year to which the waiver would apply, and a summary of the collective bargaining agreement with the local education association.

As of December 2014, 49 districts had active 180-day waivers under Option One. Another 31 districts had 180-day waivers for the sole purpose of parent-teacher conferences, granted under the procedure set forth in WAC 180-18-050(3). Two districts had Option Two waivers.

Summary of Current Request

Shoreline School District requests waiver of five days for the 2015-16, 2016-17 and 2017-18 school years. The request is for renewal for three years of the waiver requested and granted for one year in May 2014. That waiver was a renewal for another year of a waiver of five days for three years granted in May 2011. Shoreline was granted a waiver of five days for one year in May 2007, and of five days for three years in January 2008.

The purpose of the Shoreline request, as for that in May of last year, is for professional development of teachers on Common Core State Standards and Next Generation Science

Standards in order to reduce the achievement gap while increasing academic growth and proficiency of all students in meeting the new standards.

In addition, Shoreline says that it is working toward meeting the new, 24-credit Career- and College-Ready Graduation Requirements. "Our requested waiver will support this work to ensure that every student graduates career and college ready." Shoreline has indicated that it will request a waiver to implement the 24-credit requirements for the Class of 2020 rather than the Class of 2019.

The stated goals of the waiver for student achievement are the same as for the waiver submitted for the 2014-15 school year. They include, over the next three years:

1. Increase the academic achievement of all students on the Common Core State Standards (CCSS) in English Language Arts (ELA) and mathematics, as measured by the percent of students reaching the grade level proficiency standard on the Smarter Balanced Assessments (SBAC).
2. Increase the academic growth of all students, as measured by changes in student growth percentiles on SBAC.
3. Close gaps by 2018 between student subgroups in achievement of CCSS in English Language Arts and math, as measured by the percent of subgroups reaching proficiency on SBAC.
4. Increase academic achievement of all students on Next Generation Science Standards (NGSS) as measured by classroom-based assessments and the percent of students reaching proficiency on the state science assessments.

As before, Shoreline provides considerable detail in its waiver application. The district explains and documents how its waiver plan is aligned with School Improvement Plans. Its Annual Measurable Objectives (AMO's) will be used to set and measure progress toward goals for student achievement. The AMOs will be replaced when the state provides new metrics based on Smarter Balanced assessments. The district provides a narrative on the specific activities that will be undertaken on the proposed waiver days, though it is more directed to specific goals of the waiver than to specific activities. Implementation of the plan will be monitored and documented in reports produced each February and June. The district lists both state and local assessments that will be used to collect evidence over the next three years of the extent to which the goals of the waiver are being attained. The participation of staff, parents and the community in development of the waiver plan is described in detail.

Shoreline's collective bargaining contract provides for 13 non-student work days, including the five current waiver days and eight additional, teacher-directed work days without students. The district says that four of the five waiver days will be used for professional development activities focused on CCSS, NGSS, and strategies for effective core instruction for all learners. The fifth waiver day will be focused on accountability for the Washington Teacher Evaluation.

Shoreline states that it is using its current five waiver days as proposed in the prior request, and that it also used the five days as reported in its 2011-14 request. It describes in detail the professional development activities undertaken through those waivers. "The work during the "2011-14 [waiver]," the district says, "provided the foundation for implementing the 2014-15 waiver and the requested renewal for 2015 through 2018."

In Part B of the application, Shoreline provides a statistical table displaying the degree of progress toward student achievement goals in from 2012-13 to 2013-14. It shows that the district achieved growth in most subjects and grades in that time. For areas where there were declines in achievement, such as grade 5 reading and math and grade 7 math, the district sets

out the steps being taken to correct those results. It does not cite any changes in the waiver plan between the one currently implemented and the one now proposed, though it does say that goals for growth will be revised when the Washington Achievement Index is updated.

Action

The Board will consider whether to approve the waiver request presented by Shoreline School District in the application presented in the board packet and summarized in this memorandum.

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



THE WASHINGTON STATE BOARD OF EDUCATION

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

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

Instructions:

Form and Schedule

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

Application Contents:

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

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

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

Submission Process:

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

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

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

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*
Dr. Deborah Wilds • Kevin Laverty • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes
Randy Dorn, *Superintendent of Public Instruction*

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov

Part A: For all new and renewal applications:

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

School District Information	
District	Shoreline School District
Superintendent	Rebecca Miner
County	King
Phone	(206) 393-4203
Mailing Address	18560 1 st Avenue NE Shoreline, WA 98155
Contact Person Information	
Name	Teri Poff
Title	Director of Teaching and Learning
Phone	(206) 393-4222
Email	Teri.poff@shorelineschools.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	Five
School Years	2015-16, 2016-17, 2017-18
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	No. There are three scheduled half-days district wide: one on Oct. 24, one on the day before Thanksgiving, and one on the last day of school. Elementary students have seven half-days for parent conferences – three in October and four in January.
Remaining number of half days in calendar	Same as above.
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes. Shoreline School District will comply with the State's instructional hour requirements for 2015-2018.

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

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

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

The purpose of using the five days requested in this waiver is similar to the waiver request for 2014-2015. The focus is on reducing the achievement gap while increasing the academic growth and achievement of all Shoreline students in meeting the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Teachers will receive professional development on CCSS and NGSS, and will focus on improving instruction using the Danielson *Framework for Teaching* and the Washington Teacher Evaluation. Staff will be brought together on the waiver days to develop a common understanding and application of the shifts in instruction necessary for students to demonstrate achievement of CCSS and NGSS on the Smarter Balanced Assessment to be administered in spring, 2015.

The development of instructional delivery models to meet the needs of our increasingly diverse and low-income student populations is an essential focus of our work. Based on the CCSS and NGSS, teachers need to embed effective formative assessments to inform them of the progress of individuals and subgroups of students in order to provide targeted differentiated instruction. Cultural competency, strategies for ELL, and accommodations for students with disabilities are critical elements of professional development and collaborative activities.

In addition, Shoreline has increased graduation requirements for the Class of 2016, and we are working toward meeting the new SBE 24-credit Career- and College-Ready Graduation Requirements. Our requested waiver will support this work to ensure that every student graduates career and college ready.

Our goals for the waiver remain the same as the goals previously submitted for the 2014-15 school year and have been extended through 2018:

1. From 2015 to 2018, increase the academic achievement of all Shoreline students of the Common Core State Standards in English Language Arts and Mathematics, as measured by *the percent of students reaching the grade level proficiency standard* on the Smarter Balanced Assessments.
2. From 2015 to 2018, increase the academic growth of all Shoreline students in learning the Common Core State Standards in English Language Arts and Mathematics, as measured by *changes in student growth percentiles* on the Smarter Balanced Assessments.
3. By 2018, close gaps between student subgroups in achievement of Common Core State Standards in English Language Arts and Mathematics, as measured by the *percent of subgroups reaching proficiency* on the Smarter Balanced Assessments.
4. From 2015 to 2018, increase the academic achievement of all Shoreline students of the Next Generation Science Standards as measured by classroom based common assessments and *the percent of students reaching proficiency* on the state science assessments (MSP and EOC exams).

5. By 2018, eliminate student group disparities in representation in the Highly Capable Program and enrollment in secondary Honors, Advanced Placement, STEM and CTE courses.

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

The waiver plan directly supports the Shoreline Board/Superintendent Priority #1: Increase the academic achievement of every student by:

- Creating a culture for learning
- Planning with data
- Aligning curriculum, instruction, and assessment
- Improving instruction and assessment practices
- Closing the gap

Our District Action Plan and our School Improvement Plans align with this Board priority. Our plans are reviewed every year to ensure consistency and coherence to the Board Priority. In 2014-2015, these plans include implementing the CCSS, NGSS, the Danielson *Framework for Teaching*, and the use of student growth goals and data to close achievement gaps and measure success. The desired outcomes of our District Action Plan and our School Improvement Plans are that students will meet more rigorous state standards and will be prepared to graduate career and college ready and to compete in a global society.

Shoreline School District Board/Superintendent Priorities for 2014-2015:

http://www.shorelineschools.org/school_board/14-15_priorities.pdf

School Improvement Plans for 2014-2015:

http://www.shorelineschools.org/schools/improvement_plans/bc_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/bks_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/el_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/ht_school_improvement_plan.pdf
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http://www.shorelineschools.org/schools/improvement_plans/ck8_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/ae_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/fk_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/sc_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/sw_school_improvement_plan.pdf

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

To determine success and identification of expected benchmarks and results, Shoreline will continue to use data from the official state assessments. Our state assessment system,

however, is in transition between instruments based on Washington State standards (MSP and HSPE) and those based on the Common Core State Standards (the Smarter Balanced Assessments). We will continue to use MSP and HSPE data until we receive data from the Smarter Balanced Assessments in the fall of 2015.

The Annual Measurable Objectives (AMOs), which were established as part of the state waiver from the requirements of No Child Left Behind, remain our baseline by which to determine the extent of our achievement gap. These AMOs indicate where our students need to be in the coming years, so this is our expectation and is reported in Table 1. We will revise these data as the state provides new metrics based on SBA data.

Table 1. Annual Measurable Objectives for Shoreline Public Schools¹

Subject	Subgroup Name	Target 2016	Target 2017	Target 2018
Mathematics	All	83.6	85.9	88.2
	Asian	87.4	89.2	91
	Black	69.6	73.9	78.2
	Hispanic	71.8	75.9	80
	White	86.2	88.2	90.2
	Limited English	60.1	65.8	71.5
	Special Education	58.2	64.2	70.2
	Low Income	71.1	75.2	79.3
	Two or More Races	84.3	86.6	88.9
	Reading	All	89.1	90.7
Asian		90.6	91.9	93.2
Black		77.2	80.5	83.8
Hispanic		79.1	82	84.9
White		91.7	92.9	94.1
Limited English		59.5	65.3	71.1
Special Education		65.2	70.2	75.2
Low Income		79.6	82.5	85.4
Two or More Races		90.7	92.1	93.5

¹Values reported are percents of students in the subgroups who met or exceeded the state proficiency standard on the MSP (which will be replaced by the Smarter Balanced Assessments).

In addition, Shoreline will collect and examine evidence from several other sources to show whether our goals were attained:

Beginning Fall 2015 and beyond:

- Data from the Smarter Balanced Assessments, both aggregate (All) and for all ESEA subgroups (Asian, African American, Hispanic, White, Limited English, Special Education, Low Income)

- Achievement data from district formative assessments (Dynamic Indicators of Basic Early Literacy (DIBELS), Scholastic Reading Inventory (SRI), easyCBM® mathematics measures, and Renaissance-STAR Math)
- Student enrollment in the Highly Capable Program and advanced courses, disaggregated by ESEA subgroups (All, Asian, African American, Hispanic, White, Limited English, Special Education, Low Income)
- Student growth and achievement data from the common assessments determined in teachers' grade level and content area professional learning communities. Schools will also collect school-based data from district assessments and the Smarter Balanced Assessment

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

The main focus of the waiver days will be to train teachers in the Common Core State Standards, the Smarter Balanced Assessment that will measure those standards, and the Next Generation Science Standards. Teachers will meet in grade level and content area teams to learn the new standards, understand the instructional shifts needed to ensure students meet those standards, and apply new instructional strategies to engage students in the CCSS and NGSS learning outcomes. Teachers will use student growth data to identify subgroups of students who need differentiated instruction and support to meet or exceed state standards.

To achieve our goals, Shoreline will continue to implement our action plan to meet our District Board Priority to increase the academic achievement of every student:

1. Create a culture for learning
2. Plan with data
3. Align curriculum, instruction and assessment
4. Improve instruction and assessment practices
5. Close the gap

To this end, the five waiver days will be used to provide high quality professional development and teacher collaboration around student learning. Specifically our staff will use the time to:

- Understand the Common Core State Standards and Smarter Balanced Assessments in English Language Arts and Math and the instructional shifts that teachers must embrace
- Apply understanding of the instructional shifts in the Common Core State Standards into new lessons, units, and assessments
- Learn and implement new instructional strategies to engage all students in learning Common Core State Standards
- Understand how to collect and analyze evidence of student academic growth
- Make instructional decisions to improve student growth for all students in order to close achievement gaps and provide enrichment and acceleration for those who are meeting or exceeding standard
- Understand the Next Generation Science Standards and the instructional changes that teachers must implement
- Apply understanding of the Next Generation Science Standards and new pedagogical strategies to develop and implement problem-based learning approaches integrating science, technology, engineering and math (STEM)

- Improve instruction for ELL students in a general education classroom setting using GLAD (Guided Language Acquisition Design) and SIOP (Sheltered Instruction Observation Protocol)
- Implement AVID (Advancement Via Individual Determination) strategies school-wide at secondary schools to ensure all students successfully access rigorous subject-area content
- Learn how to better deliver interventions immediately to students not meeting standards
- Learn how to better deliver curriculum enhancements, extensions, and accelerated instruction for students meeting or exceeding standard
- Provide targeted instruction, guidance and support to subgroups of students in order to eliminate discrepancies by race, gender, limited English, and disabilities in academic achievement and enrollment in advanced course work

The above planned activities represent research-based high-yield strategies. Implementation will be monitored and documented in our progress reports for our Board Priority Plan each February and June.

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

- Data from the Smarter Balanced Assessments, both aggregate (All) and for all ESEA subgroups (Asian, African American, Hispanic, White, Limited English, Special Education, Low Income)
- Student growth metrics and achievement data collected from classroom-based common assessments determined in grade level and content area professional learning communities
- Data from district assessments: DIBELS, SRI, easyCBM®, and Renaissance-STAR Math
- Data on student enrollment for ESEA student subgroups in highly capable programs, honors and advanced coursework, and CTE/STEM coursework

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

We will continue providing professional development and working in collaborative professional learning communities to strengthen and deepen our understanding and implementation of Common Core State Standards, Next Generation Science Standards and the Danielson *Framework for Teaching*. Teachers will need multiple opportunities to study and gain proficiency in the instructional shifts embedded in the new standards. Specific content needs will be determined based on staff feedback, but will likely include in-depth analysis of Smarter Balanced Assessment results, strategies to engage students in the CCSS mathematical practices, close reading of complex text, using evidence to support both written and verbal claims, application of Depth of Knowledge, greater use of formative assessment, use of the Digital Library resource, and engaging in engineering practices and problem-based learning. Additionally, in the following years, our certificated staff will be working to improve instruction, as measured by the Danielson Framework and evidence of student growth. Areas of focus are likely to be student engagement, questioning and discussion techniques, using assessment in instruction, and analysis of student growth measures. This work also supports implementation of the new Washington Teacher and Principal Evaluation.

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

We have involved groups and individuals in the development of this waiver through participation in meetings and surveys in spring 2014 and in fall 2014:

- Feedback from 2014 Superintendent search focus groups and online survey on district goals and professional development (school board, administrators, teachers, support staff, parents and community)
- New Superintendent's entry plan (fall 2014), which involved interviews with many different stakeholder groups through the district and community
- District PTA Council (Feb. 2014) and PTA Presidents (Oct. 2014) were given the opportunity to provide feedback and to seek feedback from PTA members at individual schools
- Superintendent's Cabinet meetings (Deputy Superintendent, Executive Director of Schools, and Directors of Teaching & Learning, Student Services, Human Resources and Business/Finance)
- Instruction department staff meetings (district instructional administrators, teacher instructional specialists and support staff)
- Shoreline Education Association leadership summit meetings with district administrators
- Certificated staff surveys regarding professional development and school calendar
- Professional Development Committee meetings (district administrators, principals, classroom teachers, teacher instructional specialists, and union leadership)
- Elementary and Secondary Principals meetings

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

The 2011-2015 Shoreline Collective Bargaining Agreement specifies the use of non-student work days in sections 17.0 – 17.7. The thirteen (13) total non-students days are identified and defined as "Principal Time," "District Time," "Collegial Time," or "Individual Time." The CBA lists examples of activities that may be used during these time periods.

In addition, elementary teachers have three (3) early release days in October and four (4) early release days in January to hold parent-teacher conferences. All teachers have one (1) early release day for the purpose of participating in collegial work. Two (2) early release days are provided on the day before Thanksgiving and on the last day of school.

Appendix K (Memorandum of Understanding) states that employees shall have an optional eight (8) hours of additional paid time for collegial work to: a) focus on student learning; b) develop result-oriented team goals; c) incorporate the regular collection and analysis of performance data into their work; d) develop and implement interventions to support student learning; or e) support implementation of the new classroom teacher evaluation system.

Link to the 2011-2015 Collective Bargaining Agreement:

<http://schools.shorelineschools.org/hr/files/2013/09/SEA-CBA-2011-2015-Final.pdf>

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

Student instructional days (as requested in application)	175
Waiver days (as requested in application)	5
Additional teacher work days without students	8
Total	188

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

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

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

Four of the five waiver days will be used primarily for professional development activities focused on more in-depth learning of CCSS, NGSS and strategies for effective core instruction for all learners, including those struggling to meet standard and those that need enrichment and acceleration. One waiver day will be devoted to accountability for the Washington Teacher Evaluation by continuing to focus on creating student growth goals and measurements, and implementing all components of the evaluation process. The teacher work days over and above the 180 school days will be used primarily for collegial and individual application of new learning into lessons, assessments, student interventions and enrichment. Waiver days for professional development are spaced throughout the school year. Additional teacher work days scheduled throughout the year are designated for teachers to apply new learning into their instruction and assessment practices to meet the

changing academic growth needs for all of their students. Research is clear that this type of job-embedded professional development is most effective in improving teacher practice in the classroom. The blend of the waiver days and additional teacher work days will give teachers the knowledge and skills they need along with the collegial and individual time to embed that that knowledge into their instruction.

Our Collective Bargaining Agreement defines the use of Collegial Time: Collegially-directed time shall be used to improve student learning as planned and directed by collegial teams. The use of this time shall be within the discretion of the collegial teams, as long as the time is used to: (a) focus on learning; (b) develop result-oriented team goals; (c) incorporate the regular collection and analysis of performance data into their work; (d) develop and implement interventions to support student learning; or (e) support implementation of the new classroom teacher evaluation system.

Our Collective Bargaining Agreement defines the use of Individual Time: Individually-directed time shall be used to improve student learning as planned and directed by the individual certificated employee. Examples of activities which employees may choose to engage in on these days include, but are not limited to, classroom and workspace preparation, instruction and curriculum planning, student assessment, department, grade level and collegial planning, personally-directed professional development, grading and report card preparation and parent and student communication.

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

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

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

For the 2014-2015 school year we are using the five waiver days as planned in our prior request. We have used one waiver day on September 29 dedicated to professional development and teacher implementation of student growth goals and measurements to meet the requirements of the Washington State Teacher Evaluation, criteria 3.1, 6.1, and 8.1. Teachers were given specific information about how to write effective growth goals and assessments. Teachers spent time in their professional learning community looking at student data and writing grade level or content area student growth goals, as well as individual teachers' student growth goals. On August 27 and October 24, teachers spent two waiver days becoming more familiar with the Smarter Balanced Assessment and the Depth of Knowledge levels of questions and performance tasks. Teachers also learned close reading strategies for complex text and academic language acquisition strategies for English Language Learners. In winter and spring 2015, teachers will learn more about specific strategies for implementing the instructional shifts of the Common Core and strategies to help all students build academic language, access complex grade level text, and writing claims supported with evidence. Teachers will also work in their professional learning communities to apply newly learned strategies into upcoming lessons and units of study.

The days were also used as reported in our 2011-2014 request. Our teachers met in grade level and content area teams to determine their power standards – those standards that were the most critical for ALL students to meet. Teachers met in job-alike groups across the district so that standards were aligned both horizontally and vertically.

Since our focus for the 2011-2014 school years was in mathematics, our elementary and middle school teachers used their newly adopted math curriculum and materials to establish a common scope and sequence, match topic tests from the curriculum to the Washington State Standards,

and match them to test items on the easyCBM® district math assessment. With a common scope and sequence and common assessments, teachers were better able to identify students needing interventions in math. Teachers then received professional development on how to use the interventions in their newly adopted curriculum materials to help individual students get the targeted assistance needed. In addition, elementary teachers received initial training in the Common Core State Standards in Mathematics and training on using modifications to the *enVision* curriculum that the district had adopted in 2010.

High school math teachers developed common semester and end-of-year assessments for algebra and geometry courses. They also received initial professional development on Common Core State Standards and met in professional learning communities by math course to determine how their current curriculum and common assessments needed to be adjusted to meet the new standards. Secondary math teachers also learned how to administer a new district math assessment (Renaissance-STAR) that promised better benchmark and progress monitoring data. Instructional specialists worked with secondary math teachers on waiver days to analyze student assessment results and make adjustments to instruction in order to ensure greater student growth in mathematics. As a follow-up to the professional development and collaborative work in professional learning communities on the requested waiver days, math teachers engaged in a lesson study model and peer observations. Teachers continue to request more professional development, especially around the Common Core State Standards and the Smarter Balanced Assessment.

While the focus of the 2011-2014 waiver days was on math for elementary teachers and for secondary math teachers, other secondary teachers focused on reading, writing, and content standards for their disciplines. Secondary teachers in all content areas aligned their curriculum, developed common assessments, and implemented strategies to strengthen reading, writing and math skills for their content areas. Science teachers focused on better alignment and implementation of the inquiry, applications, and systems strands of the science standards.

Building principals used part of the requested waiver days to work with their school staff on identification of students at-risk and to set up and maintain a system of interventions (Response to Intervention) and progress monitoring. As a result, staff members were very involved in developing a meaningful School Improvement Plan with action steps and measurable outcomes. This allowed staff to buy in to the school improvement process and to take ownership of the implementation of the plan and to take personal accountability for student achievement results.

The work during the 2011-2014 provided the foundation for implementing the 2014-2015 waiver plan and the requested renewal for 2015 through 2018.

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

The current school year (2014-2015) is the implementation year for our most recent one-year waiver. Therefore we do not yet have data on outcomes from the activities described in our previous plan.

Table 2 contains the changes in achievement Shoreline students have shown in the 2013-14 school year, following implementation of the 2011-2014 waiver plan.

Table 2. Change in MSP/HSPE/EOC Results 2012-13 to 2013-14

Grade	Reading % Met Standard	Math % Met Standard	EOC Algebra % Met Standard	EOC Geometry % Met Standard	Writing % Met Standard	Science % Met Standard	EOC Biology % Met Standard
Gr. 3	-0.5	1.1					
Gr. 4	2.2	2.5			-0.6		
Gr. 5	-1.4	-3.3				0.8	
Gr. 6	1.7	6.4					
Gr. 7	0.4	-5.0			-4.6		
Gr. 8	4.4	2.3				3.9	
Gr. 9			5.1	1.3			
Gr. 10	2.4		2.5	-4.8	1.6		7.3

Although not all subjects and grades showed growth, the majority of them did. We anticipate continued growth during the period covered by the 2014-2015 waiver plan. In areas where there was a decline in student achievement results, the following steps are being implemented in the 2014-2015 school year:

- School Improvement Plans are focused more specifically on student achievement of Common Core State Standards in English Language Arts and mathematics
- Middle school social studies teachers are setting team goals around CCSS in writing
- One middle school math department is partnering this year with consultants from the University of Washington to implement a job-embedded coaching model for Complex Instruction. Our other secondary schools are exploring implementation of this model as well.
- The Renaissance-STAR Math assessment will be given to monitor progress of students in Geometry in addition to 7th & 8th Grade Math and Algebra I.

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

Although we set a target of showing growth on the Washington Achievement Index in our 2014-2015 plan, the Index has not been updated based on 2013-2014 outcomes. Therefore we have not included the Index in our goals for the renewal request. We will continue to monitor growth on state and district assessments.

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

The waiver will likely result in the advancement of the goals of the waiver plan as our students successfully complete a diploma meeting the SBE 24-credit Career- and College-Ready Graduation Requirements for the classes of 2018 and 2019.

With approval of the waiver, teachers will use the additional waiver days to fully understand the instructional changes that must occur in their classrooms and how those changes will improve student achievement of new standards. Teachers will be able to build district-wide consistency with implementation of Common Core, Next Generation Science Standards and new graduation requirements by collaborating with their grade level or content area teams across the district. They will examine district-wide, school-wide and classroom-based data and make collective

agreements on how to best serve an increasing diversity of student learning needs and changing student demographics.

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

The district website provided information on student achievement, district priorities and initiatives, and school improvement plans. School newsletters informed parents about the professional development and collaborative work on waiver days. In addition, PTA groups and site councils were informed of the work planned on each waiver day and the outcome of that work. School assessment reports were mailed out informing parents of student achievement results in their schools. Parents received additional information regarding each student's individual progress and learning needs during parent-teacher conferences. Presentations to the Board of Directors and PTA Presidents also provided information to the public about progress on district priorities, state and district initiatives, and growth in student achievement.

Principals and other administrative staff met several times per year to review our District Action Plan for meeting our District Board Priorities and developed the plan for the following year. Additionally, the principals, district administrators and instructional specialists discussed and gave input on the specific activities for the waiver days. A district Professional Development Committee, consisting of classroom teachers, teacher instructional specialists, the Shoreline Education Association President, principals and district administrators, met several times during the year and gave input on the district professional development and activities planned for waiver days.

WAC 180-18-040

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Option One Waiver Application Worksheet

District:

Date:

Days requested:

Years requested:

WAC 180-18-040 (2)	(a) Resolution attests that if waiver is approved, district will meet the instructional hour requirement in each year of waiver.	(b) Purpose and goals of waiver plan are closely aligned with school/district improvement plans.	(c) Explains goals of the waiver related to student achievement that are specific, measurable and attainable.	(d) States clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of stated goals.	(e) Specifies at least one state or local assessment or metric that will be used to show the degree to which the goals were attained.	(f) Describes in detail participation of teachers, other staff, parents and community in development of the plan.
Satisfies criterion Y/N						
Comments						

District:

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

WAC 180-18-040 (3)	(a) The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan.	(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement.	(c) Any proposed changes in the plan to meet the stated goals.	(d) The likelihood that approval of the request would result in advancement of the goals.	(e) Support by administrators, teachers, other staff, parents and community for continuation of the waiver.
Meets criterion Y/N					
Comments					