



THE WASHINGTON STATE BOARD OF EDUCATION

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Title: Executive Director Update		
As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input checked="" 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:	This section contains information on multiple business items. The supporting materials address key questions that you may have regarding the business items.	
Relevant to business item:	This section is relevant to the following business items: 1. Approval of Option One Waiver Request for Shoreline, South Bend and Tacoma School District 2. Approval of Temporary Waiver of Implementation of 24-Credit Graduation Requirements for Cheney School District for the Class of 2019 and 2020	
Materials included in packet:	This section contains the following documents: <ul style="list-style-type: none">• Option One Waiver Memo<ul style="list-style-type: none">◦ Waiver Application and Resolution from Shoreline, South Bend and Tacoma School Districts• Request for Temporary Waiver of 24-Credit Graduation Requirements for Cheney School District• Memo on Statewide Indicators of Educational System Health	
Synopsis:	<p>The Executive Director Update contains information on business items and upcoming work of the Board. The Executive Director and staff will brief the Board during this agenda time.</p> <p>SBE staff have received a request for temporary waiver of 24-credit graduation requirements for Cheney School District for the Class of 2019 and Class of 2020. RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019.</p> <p>The Executive Director and/or staff will also update the Board on:</p> <ul style="list-style-type: none">• Statewide Indicators of Educational System Health	



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- Rule Amendments for School Improvement Goals (WAC 180-105)
 - OSPI/SBE Roles and Responsibilities
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REQUEST FOR WAIVER OF MINIMUM REQUIREMENTS OF THE PROGRAM OF BASIC EDUCATION

Policy Considerations

Should the Option One requests presented for waiver of the minimum 180-day school year requirement be approved, based upon the criteria for evaluation in WAC 180-18-040? Are there deficiencies in the applications that may warrant resubmittal of the application, with corrections, for consideration by the Board at a subsequent meeting per WAC 180-18-050?

Summary

Please see the following table that organizes critical information that a requestor must provide in order to complete their waiver request and be considered by the Board for approval.

District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver	Student Instructional Days	Additional Work Days Without Students	New or Renewal	Were the required documents submitted and complete?
Shoreline	5	1	Professional Development	175	9	Renewal	Yes

What are the goals of this waiver?

The goals of the waiver are aligned to the district’s Instructional Strategic Plan and the school board priorities. The overall district goal is 100% of students supported to meet or exceed expectations on the state assessment and 100% graduating prepared for career, college, and life. The district engages in a process of continuous improvement to reach this overall goal. In the waiver application, the district also specifies other goals that it monitors and that the waiver addresses. These other goals include attendance, third grade English language arts and math, proficiency on state assessments, enrollment/completion of Algebra in eighth grade and on-time and extended graduation. The district notes that it uses a variety of locally administered assessments to measure its progress.

If a renewal, what progress on original goals has been made?

The district demonstrates improvement in assessment results in science, English language arts and math that exceed the state’s gains over the same time period. The district has made gains in math and English language arts over the past three years at most of the seven tested grade levels. The district has also made gains in science in both fifth and eighth grades.

District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver	Student Instructional Days	Additional Work Days Without Students	New or Renewal	Were the required documents submitted and complete?
South Bend	3	3	Professional Development	177	5	Renewal	Yes

What are the goals of this waiver?

The goal of the waiver will be to increase achievement on the state assessments in math and English Language Arts for all student groups, increase achievement on local assessments (DIBELS and STAR), ELPA 21, and increase achievement on classroom-based assessments and interim assessment through the Washington Comprehensive Assessment Program.

If a renewal, what progress on original goals has been made?

In response to renewal questions, the district notes that high school results on the math and English language arts Smarter Balanced assessments are improving. The district notes that its elementary school is struggling in math and reading but that the district is implementing new curriculum and teacher training in those subjects. Although the district has not met every goal for its waiver, the waiver days are helping its teachers to better instruct students. Since the approval of the prior waiver, the district has adopted new math and English language arts curriculum in grades K-6, new math in grades 7-8, and intensive professional development in math and English language arts, and implemented targeted supports across all grade levels. Although the district is proposing similar goals to its original waiver request, it is focusing on implementing the new curriculum through professional development and implementing strategies for English Language Learners.

Over the last three years, South Bend school district’s results on the English language arts Smarter Balanced assessment increased at four out of seven tested grade levels with considerable increases in 8th and 11th grade. However, results decreased considerably at three out of seven tested grade levels - grades four through six. Math results have increased at four out of seven tested grade levels with a considerable increase in fifth grade, have decreased in two out of seven tested grade levels with considerable decreases in fourth and eighth grade, and remained the same at 11th grade over three years despite a large increase from 2014-15 to 2015-16 that was canceled out by a decrease from 2015-16 to 2016-17. The district notes that it is proactively responding to each of the decreases with increased supports and professional development.



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District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver	Student Instructional Days	Additional Work Days Without Students	New or Renewal	Were the required documents submitted and complete?
Tacoma	4	3	Professional Development	176	2	Renewal	Yes

What are the goals of this waiver?

The goal of the waiver will be to improve the results measured in the Tacoma Public Schools data dashboard and that is presented to students and staff throughout the year. These data include state assessment data, 2018 Index data, student growth percentiles, attendance, and discipline data. The district noted it has a graduation goal of 85% for all student groups and has already met that goal for some.

If a renewal, what progress on original goals has been made?

The district noted that its graduation goal of 85% by 2020 in its strategic plan has already been reached. The district stated that its goal has been met for all student subgroups with the exception of Hispanic, Native American, and Pacific Islander but that all of those groups have shown gains in graduation rate over the past three years. The district notes some progress on its Smarter Balanced Assessment results but that it has not yet reached its goals. The district plans to use the waiver days to progress towards its goals and to also focus on other data such as discipline or rigorous coursework.

Smarter Balanced results show a mixed picture with improvements at four of seven tested grade levels in English Language Arts and three of seven in math. The changes are relatively minor except at 11th grade where there is a considerable improvement in test results. Science in fifth and eighth grade have slight increases over the last three years.

Background: Option One Waiver

The SBE uses the term “Option One” waiver to distinguish the regular 180-day waiver available to school districts under RCW 28A.305.140 from the “Option Two” waiver available to a limited number of districts for purposes of economy and efficiency under RCW 28A.305.141. RCW 28A.305.140 authorizes the Board to grant waivers 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.”

WAC 180-18-040 implements this statute. It 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 requested. Rules adopted in 2012 as WAC

180-18-040(2) and (3) establish criteria for evaluating the need for a new waiver and renewal of an existing one.

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

Summary of Current Option One Requests

Shoreline, a large district of about 9,600 students north of Seattle along the I-5 corridor, requests a renewal of its waiver of five days for the 2018-19 school year. The district states that it will meet minimum instructional hours and will have five additional work days without students.

The purpose of the waiver is professional development to foster collegial teaming, peer coaching, curriculum alignment, vertical teaming, and planning for the following school year to enhance academic options for all students. The district describes in detail the facilitated training and teacher collaboration that will take place on the waiver days. The teacher teams will analyze data to identify gaps at their schools, identify subgroups of students for differentiated instruction and use data to develop plans for support, including plans for enhancement, extension, and acceleration of instruction for students. The professional development will be part of the district's process of continuous improvement.

In response to renewal questions, the district demonstrates improvement in assessment results in science, English language arts and math that exceed the state's gains over the same time period. The district has made gains in math and English language arts over the past three years at most of the seven tested grade levels. The district has also made gains in science in both fifth and eighth grades. The district notes that it used the waiver days as planned to provide quality professional development and collaborative opportunities. The district notes its work on closing gaps for subgroups of students and providing differentiated instruction.

The district submitted all of the required documents. The district noted various ways that it keeps the community informed on this waiver of the 180-day school year, including through school board meetings, the Instructional Strategic Plan Steering Committee, Saturday community visioning days, Superintendent's Cabinet meetings, the district's parent-teacher association, departmental staff meetings, and district's principals association, and a survey of certificated staff.

South Bend, a small district of about 600 students in southwestern Washington, requests a renewal of its waiver of three days for the 2018-19, 2019-2020, and 2020-2021 school years. The district states that it will meet minimum instructional hour requirements.

The purpose of the waiver is for professional development to implement the Teacher-Principal Evaluation Project, train on curriculum and instruction for math, English language arts, and technology and implement other supports to teaching and learning. Teachers and staff will meet in building leadership teams to use data to improve teaching and learning.

The goal of the waiver will be to increase achievement on the state assessments in math and English language arts for all student groups, increase achievement on local assessments (DIBELS and STAR), ELPA 21, and increase achievement on classroom-based assessments and interim assessment through the Washington Comprehensive Assessment Program.

In response to renewal questions, the district notes that high school results on the math and English language arts Smarter Balanced assessments are improving. The district notes that its elementary school is struggling in math and reading but that the district is implementing new curriculum and teacher

training in those subjects. Although the district has not met every goal for its waiver, the waiver days are helping its teachers to better instruct students. Since the approval of the prior waiver, the district has adopted new math and English language arts curriculum in grades K-6, new math in grades 7-8, and intensive professional development in math and English language arts, and implemented targeted supports across all grade levels. Although the district is proposing similar goals to its original waiver request, it is focusing on implementing the new curriculum through professional development and implementing strategies for English Language Learners.

The district submitted all of the required documents. The district stated that its parents and community were given the opportunity to provide input on the waiver through school board meetings, parent nights, newsletters, and the school website. Furthermore, the Superintendent had discussions with administrators, teachers, and parents on the usefulness of the waiver days. The community has high regard for the waiver days.

Tacoma, a large district of about 28,800 students along the I-5 corridor, requests a renewal of its waiver of four days for the 2018-19, 2019-2020, and 2020-2021 school years. The district states that it will meet minimum instructional hours and will have two additional teacher work days without students.

The purpose of the waiver is professional development to establish time for educators to examine data, develop collaboration action plans, and create individual lesson plans. The district is also focusing on inter-departmental work and use of its multiple measure accountability system to track student achievement through a district data dashboard. The waiver request is aligned to the District Improvement Plan and the District Strategic Plan. The district focuses on analyzing data to ensure that students are matched with the support needed in a Multi-Tiered Support System. Tacoma Public Schools provided specific detail about its use of all four days of professional development and, essentially, the waiver days focus on the use and understanding of data to support effective instruction.

The goal of the waiver will be to improve the data that is presented to students and staff through the Tacoma Public Schools data dashboard. These data include state assessment data, 2018 Index data, student growth percentiles, attendance, and discipline data. In response to renewal questions, the district noted that its graduation goal of 85% by 2020 in its strategic plan has already been reached for some student groups. The district stated that its goal has been met for all student subgroups with the exception of Hispanic, Native American, and Pacific Islander but that all of those groups have shown gains in graduation rate over the past three years.

Smarter Balanced results show a mixed picture with improvements at four of seven tested grade levels in English Language Arts and three of seven in math. The changes are relatively minor except at 11th grade where there is a considerable improvement in test results. Science in fifth and eighth grade have slight increases over the last three years.

The district submitted all of the required documents. The district stated that the school board approves of the waiver, has invested in instructional coaches, and that the Tacoma Education Association supports the waiver request. The district stated that there is local commitment to a district-wide collaboration on data for professional development.

Action

The Board will consider whether to approve the requests for an Option One waiver presented in the application by Shoreline and Tacoma School Districts and summarized in this memorandum.

If you have questions regarding this memo, please contact Parker Teed at parker.teed@k12.wa.us

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:

Parker Teed
Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6047
parker.teed@k12.wa.us

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

Shoreline School District No. 412
Shoreline, Washington

RESOLUTION 2017-30
180-DAY WAIVER RENEWAL REQUEST FOR THE 2018-2019 SCHOOL YEAR

A RESOLUTION requesting the State Board of Education grant a renewal of waiver of the minimum 180-day requirement for the 2018-2019 school year (RCW 28A.305.140)

WHEREAS, Shoreline School District has established goals and adopted an Instructional Strategic Plan for making changes that will significantly increase student learning and individual achievement; and

WHEREAS, Shoreline School District's goals include increasing understanding of the academic needs of students and restructuring instructional programs to provide more academic options for all students; and

WHEREAS, in order to achieve these goals, staff need additional non-student time for professional development, collegial teaming and collaborative activities which require whole staff release or collaboration between staff of different buildings and/or grade levels, including peer coaching, curriculum alignment, vertical teaming and/or planning for the following school year; and

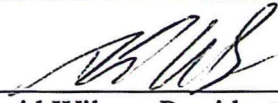
WHEREAS, Shoreline School District's student contact hours and program offerings would continue to meet state requirements as defined in RCW 28A.150.220(2)(a), and certificated staff work hours would continue to meet the full teacher contract requirements; and

WHEREAS, the Washington Board of Education has recognized the importance of education improvements and has established waivers of the 180-day school year requirement for restructuring purposes.

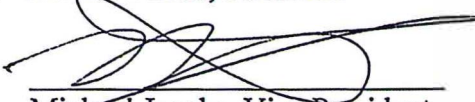
NOW, THEREFORE, BE IT RESOLVED, that the Shoreline School District No. 412 Board of Directors requests that the minimum 180-day school-day requirement be waived for Shoreline School District to allow for up to five (5) waiver days in school year 2018-2019. During this time, students would not attend school in order to allow for all staff to participate in professional development, collegial teaming, and collaborative activities which would require whole staff release or collaboration between staff of different buildings and/or grade levels, including peer coaching, curriculum alignment, vertical teaming and/or planning for the following school year, for the purpose of enhancing the educational program as well as providing more academic options for all students.

ADOPTED by the Board of Directors of Shoreline School District No. 412, Shoreline, Washington, in its regular meeting of December 18, 2017.

Shoreline Board of Directors



David Wilson, President



Michael Jacobs, Vice President



Heather Fralick, Member

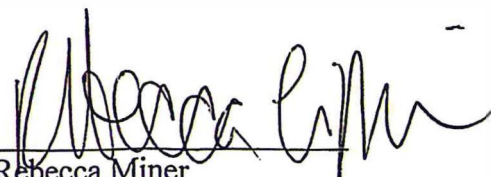


Richard Nicholson, Member



Richard Potter, Member

Attest: December 18, 2017



Rebecca Miner
Secretary to the Board

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	Maria Stevens
Title	Director of Teaching and Learning
Phone	(206) 393-4222
Email	maria.stevens@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	2018-19
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 3 (three) scheduled half-days district wide: 1 (one) on October 24, 1 (one) on the day before Thanksgiving, and 1 (one) on the last day of school. Elementary students have seven half-days for parent conferences.
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.

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?

Shoreline School District is requesting a one-year waiver of five days to provide the necessary structure to ensure all students reach higher levels of learning K-12 in Shoreline School District. Waiver days provide time for our staff to implement the improvement goals identified in the school improvement plans and the District's Instructional Strategic Plan and the Board Priorities. 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 prepared for college, career, and life. Specifically, the waiver will provide all Shoreline teachers with much needed time to deepen their knowledge and use of evidence-based instruction and intervention strategies/practices, and to further develop and engage in cycles of inquiry using multiple student measures to inform and adjust instruction/supports.

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 is directly in support of and in alignment with the Board Priorities, new Shoreline Instructional Strategic Plan and our school improvement plans. Shoreline's newly developed Instructional Strategic Plan concluded in the spring of 2017. For the 2017-2018 school year a district-wide direction of focus from the instructional strategic plan was identified: *Culture of Ongoing Learning and Growth*. Evidence-based indicators have been articulated to define the area of focus.

Schools and district departments create improvement plans with goals aligned to the new district instructional strategic plan and the district-wide area of focus. In addition, schools throughout the district select goals and identify and prioritize strategies based on each school's specific needs. Measures of progress and systems for monitoring improvement are included in the school improvement plan. The waiver days will be used to meet the goals articulated in the school improvement plans and instructional strategic plan. Shoreline's staff will engage in professional development and collaboration that will directly support the identified school and district goals.

Resources and Supporting Documents:

[Click Here](#) - Shoreline School District School Improvement Plans

[Click Here](#) - Instructional Strategic Plan

[Click Here](#) - Superintendent and Board Priorities

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.

The Shoreline School District Instructional Strategic Plan and Board Priorities provide the framework through which the district will support our schools to ensure success for each student. The expectation of the school board and district is that each student will meet or exceed state and district standards and graduate on time prepared for college, career and life beyond high school. In order to accomplish this goal, both formative and summative assessment data is required to monitor student progress and indicate attainment of learning goals throughout the school year. Therefore, waiver days will primarily be used in two ways: professional learning, and cycles of data analysis and response.

Waiver days will be used to review and interpret SBA, SBA Interim assessment data in addition to teacher collected data from common formative and grade level benchmark achievement assessments to appropriately determine student learning needs and gauge learning gains. OSPI Performance Indicators will be utilized to analyze and identify each school's unique strengths and areas of growth. School Improvement Plans derive their school specific goals from a collective reflection process involving school-wide, grade level and content specific data.

With this waiver, teachers will work in PLCs and other school-based leadership teams to continually evaluate student data with the goal of determining focus area(s) and goals based on student needs assessments, and work to design instruction and supports to move them forward.

Identified goal area	Measures of progress
Increase attendance for students.	<ul style="list-style-type: none"> • Disaggregated student attendance data by race and ethnicity • Disaggregated student discipline data by race and ethnicity • Disaggregated course and student activity enrollment data by race
Increase the percentage of students meeting or exceeding grade level standards in English Language Arts and Mathematics by the end of third grade.	<ul style="list-style-type: none"> • K-2: DIEBELS • Smarter Balanced Assessment (ELA and Mathematics) • Measures of student growth (To be determined grade level benchmark achievement assessment. Shoreline is currently selecting a diagnostic and growth measure assessment to be used starting fall of 2018.) • Disaggregated student data by race and ethnicity • Disaggregated by student program participation (ELL and Special Education)
Increase the percentage of students meeting or exceeding grade-level standards in core subjects as measured by state assessments.	<ul style="list-style-type: none"> • SBA • Disaggregated student data by race and ethnicity. • Disaggregated by student program participation (ELL and Special Education)
Increase the percentage of students enrolled in and completing Algebra by 8 th grade.	<ul style="list-style-type: none"> • Student participation and report card data • Math course failure grades 6-8 • Disaggregated by student race and ethnicity • Disaggregated by student program participation (ELL and Special Education)

Increase the percentage of students participating in advanced coursework and earning a passing grade in 9 th – 12 th grades.	<ul style="list-style-type: none"> • Student participation and report card data • Disaggregated participation by school • Disaggregated by student race and ethnicity • Disaggregated by student program participation (ELL and Special Education)
Increase high school graduation (on time and extended).	<ul style="list-style-type: none"> • 9th grade course credit attainment data • Disaggregated extended graduation rates by school and race • Disaggregated on time graduation rates by school and race

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 waiver days will primarily be used in two ways: professional development activities, and cycles of data analysis focusing on gap analysis and response planning. Our primary goals or outcomes from the waiver day activities will be to increase our staff's ability to provide effective and aligned core instruction, personalized and strategic interventions, and successfully utilize data to understand the learning needs of each student to ensure all students demonstrate growth toward expected standards.

On professional development days Shoreline staff will engage in facilitated trainings and teacher collaboration in content and grade level teams focused on supporting the goals outlined in school improvement plans, our Board Priorities, and the Instructional Strategic Plan. Facilitated training will include both outside experts/consultants and our own staff to share their expertise. Teachers will participate in professional development activities to learn evidence-based instructional strategies, effective use of data to inform instruction, and apply new instructional and data analysis strategies to meet student learning needs and ensure students meet or exceed state standards.

We understand the importance of knowing our students' strengths and challenges as learners. Central to our school and department improvement process is the ongoing use of data to identify our strengths and challenges/gaps in student learning and performance. This information is used to determine goals (both short term and multi-year) throughout our district and at each school. School administrators and teachers will use student data to identify the collective gaps across the school, including subgroups of students who need differentiated instruction and support to meet or exceed grade level and content standards. Teacher teams will utilize data to identify and understand the learning needs of their students, plan for instruction to support, enhance, extend and accelerate instruction. Through the continuous cycle of data collection and analysis, we believe our district, schools, and teachers will be equipped to deliver high quality, targeted and timely instruction based on student needs.

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?

Shoreline will use a combination of assessments (formative and summative), data and information to understand our progress toward our district and school goals. Specifically, we will examine outcomes from the following:

Assessments	Data	Information
<ul style="list-style-type: none"> • WAKids • DIEBELS • EOC • Interim Assessments • Common Formative Assessments • SBA • NGSS • TBD – Grade level benchmark assessment 	<ul style="list-style-type: none"> • Course failures 6-8 math • 9th grade grades in core academic classes • On time graduation • Attendance rates • Student Growth data • Course participation 6-12 • Disaggregated data by race, ethnicity, and school 	<ul style="list-style-type: none"> • Student, staff, family perception surveys • Staff feedback on professional development • Information gained from students, staff and family participation on district committees

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?

Shoreline is requesting a waiver for one year: 2018-2019.

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

Shoreline involved stakeholders in the development of the waiver application in a variety of ways.

- In 2016-2017 the Shoreline School District Board of Directors and Superintendent Rebecca Miner affirmed the launch of a strategic planning endeavor to bring our community together and develop a multi-year instructional plan. This strategic plan will set out instructional priorities reflecting the needs and interests of our Shoreline community and ensuring student learning at the highest levels. The Instructional Strategic Plan Steering Committee was comprised of 43 members, with parents, community members, teachers, administrators, classified and certificated staff participating. The committee members worked together over the course of fourteen 2-hour meetings and one 6-hour Saturday community visioning day event to document our Shared Beliefs, craft a Vision for Student Learners, and set forth our Instructional Strategic Directions. Throughout the process, the committee engaged and collaborated in multiple ways with our stakeholders: surveys, presentations, Community Visioning Day, and a Stakeholder Thought Exchange. Based on the goals and instructional directions established in the Instructional Strategic Plan, the community has helped develop the focus of our waiver request.
- Shoreline School District's PTA Council of Presidents provided unanimous support of the waiver application on November 16, 2017.
- Superintendent Cabinet meetings (Deputy Superintendent, Assistant Superintendent, Directors of Teaching and Learning, Student Services, Human Resources, Communication, and Business/Finance)

- Instruction department staff meetings (district instructional administrators, teacher instructional specialists, instructional coaches, and support staff)
- Shoreline Education Association and Shoreline Principals Association leadership summit meeting with district administrators
- Certificated staff survey regarding professional development and school calendar
- Elementary and secondary principal 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.

- 9 levy-funded professional development days and 5 waiver professional development days
- 175 days of school
- 3 districtwide early release days
- 8 days of elementary parent-teacher conferences
- 3 days of WaKIDS parent conferences in lieu of the first three days of school for kindergartners
- 5 late start days for secondary students not taking the SBA
- 4 early release days for secondary finals testing

The Shoreline Education Association CBA is available at this link: [2015-2018 SEA CBA](#)

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	9
Total	189

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	100%	X		
2	100%		X	
3				
4				
5				
6	100%			X
7				
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.

Teachers need to learn new curriculum, develop strategies and skills to work with diverse learners, prepare instruction, assess student learning, and then evaluate the effectiveness of their instruction and adjust as necessary to reach all students. Shoreline uses local levy funds to supplement the 180 days available to staff through the State to provide time to learn, develop strategies and skills, prepare and assess, and then continue that cycle to improve outcomes for students. While five waiver days are extremely important they do not provide sufficient time to accomplish all that is required for a teacher to learn, prepare lessons, evaluate the effectiveness of their teaching, and adapt it to improve the outcomes for students.

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.**

The district used the waiver days as planned to provide quality professional learning and collaborative opportunities for staff. The instruction department, along with building based instructional coaches hired by the District since the last waiver was approved, provided multiple differentiated, yet targeted, learning opportunities for all staff in support of our district goals and increased student learning. Specific work focused on the identification and development of relevant strategies in support of sub-groups of students to eliminate the achievement gap in our district.

- 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.**

Our previous waiver was requested in order to train teachers in CCSS & NGSS and the instructional shifts necessary to increase rigor and provide necessary scaffolding for students to meet standards. Additionally, we provided training in order to implement the new teacher evaluation system and student growth measures. The time provided for teachers to work in teams with their colleagues to review student data, plan relevant and rigorous lessons and assessments did show an increase in student achievement in several areas.

Science

On the 5th grade Science MSP, our District percent of students at standard increased from 76.9% to 81.2% over the last 3 years. Over the same time the State average was unchanged at 63.4%.

On the high school Biology End-of-Course Exam, Shoreline increased from 78.6% to 81.9% over three years. Over the same time the State average declined from 72.5% to 71.6%.

English Language Arts

On the grade 7 Smarter Balanced ELA, Shoreline increased from 75.7% meeting standard to 79.3% over the last 3 years. The State increased from 56.9% to 60.1% over the same period.

At our high schools on the SBA ELA, Shoreline students increased from 83.8% to 88.9% in the last 2 years, while the State declined from 75.5% to 73.6% meeting standard.

Math

On the high school SBA, the percent of students tested who met standard increased from 47.8% to 64.0% over the last 3 years while the state was unchanged at 29.0%.

We did not see the sustained gains that we hoped to see in elementary and middle school mathematics, but we are currently considering a new elementary math text adoption and adoption of a new district assessment which will provide us with better diagnostic information aligned to CCSS.

- 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.**

With the development and implementation of our new Instructional Strategic plan, our waiver request has become more focused and streamlined on our instructional strategic directions. The specific goals and work outlined in the waiver request are adjusted and aligned with our goals of continuous student improvement, use of current and relevant research practices, and school improvement plans, Board Priorities and the Instructional Strategic Plan. While we will continue to focus our waiver time on professional development, we have added the ongoing systemic use of data cycles to our work and a level of system-wide intentionality and cohesiveness reflective of current evidence-based practice and our district and school improvement plans.

- 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 days provide staff essential time for continued learning. The craft of teaching is complex and as a district we must support teachers in providing them time for ongoing learning and growth. Without waiver days, we would be unable to provide much needed professional learning for our teachers essential time with their colleagues to design targeted high quality instruction to increase student achievement.

- 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 provides regular updates to parents and community regarding the activities undertaken by teachers on non-student days. Through district and school websites, multiple forms of social media and regular newsletters our community is kept informed of the essential work our teachers are doing during non-student time. Building and district administrators, instructional specialists and teachers work together to design the most relevant learning possible.

C. 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. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

Shoreline Public Schools
****INITIAL** 2018-2019 SCHOOL CALENDAR**

2018				
MON	TUE	WED	THUR	FRI
JULY				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
AUGUST				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
SEPTEMBER				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
OCTOBER				
1	2	3	4	5
8*	9*	10*	11**	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
NOVEMBER				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
DECEMBER				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

76

2019				
MON	TUE	WED	THUR	FRI
JANUARY				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
FEBRUARY				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	
MARCH				
				1
4	5*	6*	7*	8*
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
APRIL				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			
MAY				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
JUNE				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

99

* see note on right schools closed non-student workday
 Total Student Days 175



Materials submitted with the Shoreline School District Application for a Waiver of 5 Instructional Days for the 2018-2019 School Year

The Collective Bargaining Agreement with Shoreline Education Association provides the following days for professional development for the 2017-2018 school year:

- Non-Student Staff Work Days:
- 5 State-funded "Waiver" Days
- 9 Levy-funded Days

The entire Collective Bargaining Agreement with Shoreline Education Association is available at the following link: [2015-2018-SEA-CBA-posted-110315.pdf](#)

Non-Instructional Time Scheduled during the 175-Day School Year:

- 3 Districtwide Early Release Days
- 3 Kindergarten Non-Student Days for WaKIDS Parent Conferences
- 1 Late Start for PSAT Testing
- 4 Late Start for Grades 9, 11, and 12 to allow SBAC Testing for 10th grade
- 1 Late Start for 8th grade on the 1st day of school



Board of Directors
Heather Fralick
Mike Jacobs
Richard Nicholson
Richard Potter
David Wilson
Rebecca L. Miner
Superintendent
Secretary to the Board

January 8, 2018

Parker Teed
Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206

Via email to parker.teed@k12.wa.us

Dear Parker,

Please accept Shoreline School District's enclosed application for a renewal of a State Board of Education waiver of five (5) days of instruction for the 2018-2019 school year. As noted in the application, our Board of Directors approved the enclosed resolution in support of this application at their December 22, 2017 meeting.

In June 2017 Shoreline School District adopted a new instructional strategic plan to increase academic success for ALL students, through more rigorous academic preparation, highly engaged and focused teaching, and strategic professional development to assess learning outcomes and increase the skills of staff to meet the goals outlined in the plan. Shoreline's Instructional Strategic Plan 2020+ was developed through a significant community engagement process, and all parents, staff, and students had opportunity to provide input to the final plan. We are excited to continue the journey to academic success for all students, guided by our new roadmap.

Of course students are individual, complex learners, and teachers are individual, complex instructors, and it takes a variety of strategies to meet the needs of all students. Since the last waiver was approved, the District has implemented several locally-funded efforts to support student and staff learning, including new elementary counselors and family engagement coordinators, instructional coaches at all levels, and supplemental intervention instruction for students in need of additional support to graduate college and career ready.

It is our hope this application will be considered at the March 7-8 meeting of the State Board of Education in Anacortes. If that does not appear to be feasible, please let us know as soon as possible. Thank you for your assistance in reviewing and processing our application.

Sincerely,

A handwritten signature in black ink that reads "Marla Miller".

Marla Miller
Deputy Superintendent

A handwritten signature in blue ink that reads "Maria Stevens".

Maria Stevens
Director, Teaching and Learning

Electronic enclosures

**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:

Parker Teed
Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6047
parker.teed@k12.wa.us

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

SOUTH BEND SCHOOL DISTRICT NO. 118
405 East First Street
South Bend, WA 98586

RESOLUTION 3-2018

Request of Waiver of Minimum 180-Day School Year

A RESOLUTION OF THE BOARD OF DIRECTORS of the South Bend School District No. 118 in Pacific County to request a waiver for students in grades K-12 from the minimum 180 day school year (WAC 180-18-040) to 177 days, for the 2018-19, 2019-20, 2020-21 school years;

WHEREAS, the South Bend School District Board of Directors recognize that:

1. Planning time is essential for staff to review and revise our K-12 curriculum and align with the standards in all core subjects; and
2. Staff training is necessary for teaching and learning strategies for reading, writing, math and science; and
3. Staff training is needed in the use of technology as an instructional tool; and
4. Planning time is requisite to research and to analyze assessment data to provide the best instructional practices which will improve student learning; and
5. Full days designated for curriculum development and staff training are more productive than providing early release days for the same purpose; and

WHEREAS, the Washington State Board of Education has recognized the importance of and established waivers for restructuring purposes;

NOW, THEREFORE LET IT BE RESOLVED that the Board of Directors of the South Bend School District No. 118 does, hereby, request the minimum 180 day requirement waived from 180 days to 177 days for the 2018-19, 2019-20, 2020-21 school years.

Should the waiver be 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).

Dated this 25th day of January, 2018;



Board Secretary

Chair

Vice Chair



Member



Member



Member

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	South Bend
Superintendent	Jon Tienhaara
County	Pacific
Phone	360-875-6041
Mailing Address	PO Box 437 South Bend, Wa 98586
Contact Person Information	
Name	Jon Tienhaara
Title	Superintendent
Phone	360-875-6041
Email	jtienhaa@southbendschools.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	3
School Years	2018-19, 2019-20, 2020-21
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	0
Remaining number of half days in calendar	7
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

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 and goal for the waiver plan is to provide complete days during the school year for teachers to collaborate and gain professional development. In coordination with each building principal, teachers are able to plan with each other and implement building and department initiatives targeted at increasing student achievement and student learning opportunities.

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 school improvement plans indicate specific professional development activities that will occur during the proposed waiver days, as well as student achievement goals. These activities depend on the time made available for teachers to work on SIP implementation, and to increase our capacity to meet the student achievement benchmarks.

[South Bend Junior/Senior High School Improvement Plan](#)

[Chauncey Davis Elementary School Improvement Plan](#)

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.

Specific goals of the waiver days related to student achievement are: increased achievement on the state assessments for math and English language arts at the elementary and secondary school level--across all demographics, increased student achievement in reading utilizing DIBELS and STAR assessments, and increased student achievement in math and ELA measured by classroom based assessments and interim assessments through WACAP (Washington Comprehensive Assessment Program).

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.

Continuing work toward learning about and implementing TPEP, training on curriculum and instruction related to math and reading/language arts, technology, and other techniques in supporting effective teaching and student learning. Teacher/staff collaboration in building leadership teams to review student assessment data with the goal of using data to improve instruction and student learning.

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?

The district will utilize annual state assessments to measure student achievement. We will also use interim assessment data through the Washington Comprehensive Assessment Program (WACAP) with math, ELA, and ELPA 21. This achievement will be impacted and measured through activities and initiatives resulting from the teacher collaboration and training during the waiver days. We will also utilize DIBELS, AR and STAR assessments to measure goal progress.

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?

The District evaluates progress on the school improvement plans, as well as progress gained from all professional development days. This evaluation will be used to adjust future waiver day activities to be in line with recommended changes and/or needs. We will also utilize state assessment data to adjust the focus of specific professional development. This will be done on a yearly basis as scores become available.

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

Administrators, both building and district, teachers and staff all contribute to planning professional development activities, including activities occurring during the waiver days. Building leadership teams work to develop professional development needs and assist the principal in planning for the waiver days. The superintendent works with building principals to ensure the plans align with building and district needs. The plan is shared with the community through the board of directors and allows for feedback.

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.

Our current contract allows for 180 school year days including 3 days of inservice prior to the students' first day of school, and up to 5 days beyond the 180 contracted days for additional professional development.

[Link to Specific CBA Language](#)

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

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	5
Total	185

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	100	X	X	
2	100	X	X	
3	100	X	X	
4	100	X	X	
5	Optional			X
6				
7				
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.

Based on our past experience, the District believes this additional collaborative time is needed for teacher professional development. Though we do have some days outside of the school year, we also need time during the school year so that we can take advantage of information and experiences happening in the moment. This helps us provide a “just in time” approach to professional development needs to most impact student learning.

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.

The waiver days were used for extensive collaboration and professional development for teachers and staff. This related to TPEP implementation, professional development for newly adopted curriculum, and review of student assessment data. The days were used as planned and resulted in needed progress toward these and other building goals.

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.

Our math and ELA scores in the high school have been improving. Our junior-senior high was one of 27 high schools in the state to be awarded a school of distinction for 2017. We still have work to do on getting all students up to the needed achievement levels. Our elementary is struggling in math and reading, though we are implementing new curriculum and teacher training for teachers in these subjects.

Schools all over the country have continual issues in getting every student to pass the state achievement tests. In South Bend, we have high poverty and ELL challenges, especially in our elementary. Though every waiver goal may not have been fully met, the activities implemented in the waiver days help our staff become better prepared to teach our students.

Since our last waiver request, we have adopted new math and ELA curriculum for grades K-6, new math curriculum in grades 7-8, provided intensive professional development in math and ELA, and have implemented targeted teaching/learning support across K-12.

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.

We are proposing very similar goals to the previous waiver, though we will be working on instructional goals focused on math and reading activities in an effort to continue raising student achievement in these areas. Part of this work will center on now implementing our new curriculum, including professional development training in the areas of math and reading instruction, as well as strategies focused on ELL student learning. TPEP training will also be a continual topic.

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.

Schools wanting to increase student learning need time to plan, collaborate, and receive training. We cannot accomplish our goals for professional development for staff without these waiver days. The days are highly structured and regarded as useful by all stakeholders and participants.

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.

Parents and community are given the opportunity to learn about the waiver and offer input through school board meetings, parent nights, newsletters and the school website. I have personally had administrators, teachers, and parents comment to me on the usefulness of the waiver days. The days are expected in our school community and are highly regarded.

C. 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. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

South Bend School District 118 2018-2019 Academic Calendar

August

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		31

September

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December

S	M	T	W	T	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January

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		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February

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24	25	26	27	28		

March

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31						

April

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28	29	30				

May

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
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23	24	25	26	27	28	29
30						

July

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Important Dates

	No-School Days
	12:30 Early Release
	All Staff/Teacher Workdays
	1 st & Last Day of School
	12:30 Holiday Early Release

South Bend School District 118

2019-2020 Academic Calendar

August

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

December

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
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Important Dates

	No-School Days
	12:30 Early Release
	All Staff/Teacher Workdays
	1 st & Last Day of School
	12:30 Holiday Early Release

South Bend School District 118 2020-2021 Academic Calendar

August

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March

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May

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June

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July

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Important Dates

	No-School Days
	12:30 Early Release
	All Staff/Teacher Workdays
	1 st & Last Day of School
	12:30 Holiday Early Release

**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:

Parker Teed
Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6047
parker.teed@k12.wa.us

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

TACOMA SCHOOL DISTRICT NO. 10
Resolution No. 2037

WHEREAS, the state legislature requires that the school year shall consist of a minimum of 180 school days, Tacoma School District No. 10 requests a waiver for grades K-12 of a minimum 180-day school year pursuant to RCW 28A.305.140 and WAC 180-18-040 for school years 2018-2019, 2019-2020, and 2020-2021; and

WHEREAS, the State Board of Education is authorized to approve a waiver of this requirement, as the District attests that it will meet the minimum instructional hours as required under RCW 28A.150.220(2); and

WHEREAS, the State of Washington requires districts to provide a minimum one hundred eighty-day school year; and

WHEREAS, the District desires to improve student achievement by enhancing the educational program for all students in the District or for individual schools in the District; and

WHEREAS, non-student days will allow time for reorganization of services to provide greater alignment in support services and assessment to increase student achievement through the establishment of continuous and consistent training for educators in the areas of data, collaborative action plans, and individual lesson plans; and

WHEREAS, the purpose and goals of the waiver plan from the required one hundred eighty-day school year are closely aligned with the District's Improvement Plan and Strategic Plan; and

WHEREAS, the students' school year for Tacoma School District No. 10 shall consist of one hundred seventy-six (176) days; and

WHEREAS, the Board of Directors endorses the accompanying documentation of the benefits to students provided by Tacoma School District No. 10;

THEREFORE, be resolved that the Board of Directors of Tacoma School District No. 10 request a three-year waiver (school years 2018-2019, 2019-2020, and 2020-2021) of four school days from the State Board of Education pursuant to RCW 28A.305.140 and WAC 180-18-040 for the Tacoma School District No. 10;

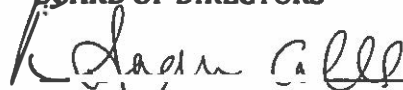
ADOPTED by the Board of Directors of Tacoma School District No. 10 at its regular meeting on February 8, 2018.

DATED this 8th day of February, 2018


ATTEST:


Carla Santopina, Board Secretary

BOARD OF DIRECTORS


President





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	Tacoma Public Schools
Superintendent	Carla Santorno
County	Pierce
Phone	253.571.1010
Mailing Address	P.O. Box 1357 Tacoma, WA 98401-1357
Contact Person Information	
Name	Toni Pace
Title	Assistant Superintendent K-12 Support
Phone	253.571.1036
Email	tpace@tacoma.k12.wa.us
Application type:	
New Application or Renewal Application	Renewal Application
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	4
School Years	2018-2019; 2019-2020; 2020-2021
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	
Remaining number of half days in calendar	
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. We will meet the District Average of 1,027 hours

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 and goals of this waiver are to establish continuous and consistent time for educators to learn about data, examine data, develop collaborative action plans and create individual lesson plans that will increase student achievement Tacoma Public Schools uses a multiple measure accountability to track and monitor process

– <http://www.tacoma.k12.wa.us/benchmarks/Pages/default.aspx>. Additionally, we are reorganizing Data Assessment Research Team, inter department work with Curriculum & Instruction, Data Assessment Research Team, Instructional Tech, and Title I. These efforts will provide increased focus, support and resources to our schools and the vulnerable learners we serve. Through the framework outlined below, schools will develop team and individual plans that directly support the students they are currently serving.

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 outlined above is directly tied to our District Improvement Plan and our District's Strategic Plan. Our District Improvement Plan provides a plan for teachers and principals to receive training on the use of an integrated assessment data system to inform instruction and to monitor the achievement of students on a regular basis (Indicator P5-A). In addition, our District's Strategic Plan identifies benchmarks for each of our 4 Goals: Academic Excellence, Early Learning, Safety and Community Partnerships. Those benchmarks are analyzed regularly and quarterly reports are presented to the Board identifying areas of concern, areas of gains and areas where we will be focusing on. The Waiver Day Plan presented here, will allow our District's staff members to work collaboratively to alter instruction to meet the needs of our diverse learners. Here is the link to the District's Improvement Plan and a link to the [District's Strategic Plan](#). As a district in "Improvement Status", the waiver plan has aligned with our school improvement efforts in the following manner: allows for the creation of common formative assessments to be developed by teachers during the allotted times frames. Not only are these assessments being created, but these assessments are in constant review within our schools beyond the quarterly approved dates. Staff collaboration is focused on data teams and data check-ins. This allows for continuous strategic planning. Our schools priorities for improvement are embedded in our professional development around understanding and utilizing Tacoma Public Schools' Priority Standards and understanding our iReady Strand Mastery data. Tier 2 and 3 decisions at the building level are critical and complex. Our schools are gathering accurate screening data on all students, analyzing the data, validating student needs, and matching students that need support with effective MTSS intervention. Collaboration with [Tacoma Whole Child Initiative](#).

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.

Tacoma Public Schools has invested in a multiple measure accountability system that provides transparent data to the public and to individual school staff. The public can access the data through – <https://www.tacomaschools.org/strategic-plan/Pages/default.aspx>. This is Tacoma

Public School's internal data dashboard. Tacoma Public Schools has developed an internal data dashboard that provides real time data visualizations for all educators from the classroom teacher to the superintendent. Buildings and departments have the capacity to monitor, analyze and team as all stakeholders have the same reports in similar formats. The dashboards support our multiple measures that align to the district benchmarks. Individual schools can access this data at the following levels: district, region, school, and individual student. This allows each school and classroom teacher to access data to build team intervention plans and individual classroom lessons to support a differentiated lesson plan. As articulated in question #1, each of our "Data Days" will facilitate a process in which staff members will be able to connect to relevant data and build action plans to support the students that are currently in the classes. The benchmarks (measurable data goals and sets) will remain consistent, however the specific data will be live and thus ever evolving.

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 purpose and goals of this waiver are to establish continuous and consistent time for each educator to learn about data, examine data, develop collaborative action plans and create individual lesson plans that will increase student achievement. The four days "Data Days" will be approximately every 9 weeks throughout the year.

Day 1 of the waiver will be used to examine previous years end of the year data and summer school data to determine flexible student groupings and interventions. Teachers will receive assessment data as well as historical trend data to build grade level and content team support plans and develop started lesson plans to support in class interventions.

Day 2 of the waiver will be held approximately 6 weeks into the school year. This day will be broken into four parts: (1) Professional Development on data analysis and the science of data; (2) Specific data analysis school wide, department/grade level teams, and individual classroom data from the first 9 weeks; (3) Team intervention planning; and (4) individual classroom intervention planning.

Day 3 will be held approximately at the 22nd week of school. This day will also be broken into four parts: (1) Professional Development on data analysis and the science of data; (2) Specific data analysis school wide, department/grade level teams, and individual classroom data from the second 9 weeks; (3) Team intervention planning; and (4) Individual classroom intervention planning.

Day 4 will be held approximately at the 35th week of school. This day will also be broken into four parts: (1) Professional Development on data analysis and the science of data; (2) Specific data analysis school wide, department/grade level teams, and individual classroom data from the second 9 weeks; (3) Team summer school planning; and (4) individual classroom intervention planning.

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?

The following state and local assessments will be used:

High School Level: SBA and IAB assessments. New NGSS data. SAT, PSAT, and AP exams and released items. iReady reading and math screener. Classroom grades will also be aligned to assessment data, attendance and student discipline in our district-wide data dashboards. New ESSA Accountability Index Data to include critical subgroups and SGP.

Middle School Level: SBA and IAB assessments. New NGSS data. iReady reading and math screener along with iReady Standards Mastery assessments. Classroom grades will also be aligned to assessment data, attendance and student discipline in our district-wide data dashboards. New ESSA Accountability Index Data to include critical subgroups and SGP.

Elementary School Level: SBA and IAB assessments. New NGSS data. iReady reading and math screener along with iReady Standards Mastery assessments. WaKids Data by cohort. DRA assessments for students still not meeting all standards. Classroom grades will also be aligned to assessment data, attendance and student discipline in our district-wide data dashboards. New ESSA Accountability Index Data to include critical subgroups and SGP.

The Tacoma Public schools is currently creating common assessment banks that are item specific and linked to standards. This allows us to create common formative assessments that can be personalized to the student and allow us to track individual student progress.

Additional data will include the following: <https://www.tacomaschools.org/strategic-plan/Pages/default.aspx>.

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?

For each of the three-year requested we will follow the following framework of activities:

Day 1 of the waiver will be used to examine previous years end of the year data and summer school data to determine flexible student groupings and interventions. Teachers will receive assessment data as well as historical trend data to build grade level and content team support plans and develop targeted lesson plans to support in class interventions.

Day 2 of the waiver will be held approximately 6 weeks into the school year. This day will be broken into four parts: (1) Professional Development on data analysis and the science of data; (2) Specific data analysis school wide, department/grade level teams, and individual classroom data from the first 9 weeks; (3) Team intervention planning; and (4) individual classroom intervention planning.

Day 3 will be held approximately at the 22nd week of school. This day will also be broken into four parts; (1) Professional Development on data analysis and the science of data; (2) Specific data analysis school wide, department/grade level teams, and individual classroom data from the second 9 weeks; (3) Team intervention planning; and (4) individual classroom intervention planning.

Day 4 will be held approximately at the 35th week of school. This day will also be broken into four parts; (1) Professional Development on data analysis and the science of data; (2) Specific data analysis school wide, department/grade level teams, and individual classroom data from the second 9 weeks; (3) team summer school planning; and (4) individual classroom intervention planning.

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

Collectively, our district has advocated for additional time to learn about data, analyze data and individually and collaboratively plan with data. Our Board has supported this application and its systematic approach. We believe that it is a critical step to support the most vulnerable and mobile students. With over 58% of our students living in poverty, over 14.6% special education, nearly 10.3% ELL, and 1,747 homeless students, our educators need a systematic approach to use data to inform our daily learning activities, coordinate extended learning opportunities and collaboratively align resources to support student achievement.

Additionally, we have invested locally in instructional coaches for every building and interventionist at our elementary schools. This additional local commitment allows us to foster a district wide collaboration on data professional development and share evidence based practices for interventions based on specific standards, not merely content.

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 Tacoma Education Association (TEA) supports the request for four (4) waiver days beginning with the 2018-2019 school year. The collective Bargaining Agreement (CBA) provides for up to seven (7) days which may be used for professional development. Further the CBA addresses the following issues:

- Early Dismissal; The last day of school will be an early dismissal day for students.
- Conference Days; Elementary, middle, and high school conference days may be flexibly scheduled. Currently, the district provides four (4) full-day release days for kindergarten conferences and four (5) half-day release days for grades 1-12.

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

1	Student instructional days (as requested in application)	176
2	Waiver days (as requested in application)	4
3	Additional teacher work days without students	2
4	Total	182

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	100	The district will direct the 4 main	The building will choose the specific	Teachers, will identify the action

		goals for each day	data (aligned to the district adopted benchmarks) and instructional materials for the professional development activities	plans for improvement and activities for the individual lessons that they will create to improve student achievement
2	100	The district will direct the 4 main goals for each day	The building will choose the specific data (aligned to the district adopted benchmarks) and instructional materials for the professional activities.	Teachers, will identify the action plans for improvement and activities for the individual lessons that they will create to improve student achievement.
3	100	The district will direct the 4 main goals for each day	The building will choose the specific data (aligned to the district adopted benchmarks) and instructional materials for the professional development activities.	Teachers, will identify the action plans for improvement and activities for the individual lessons that they will create to improve student achievement.
4	100	The district will direct the 4 main goals for each day	The building will choose the specific data (aligned to the district adopted benchmarks) and instructional materials for the	Teachers, will identify the action plans for improvement and activities for the individual lessons that they will create to improve

			professional development activities.	student achievement.
5				
6				
7				
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.

The additional days that are provided for teachers over and above the 180 days are “Optional Days” which means that teachers can opt to attend or not. Since the Waiver Days will be regular work days, teachers will not have to opt in or out. The Waiver Days will allow us to ensure that all our teachers are engaged in this very meaningful work.

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.

Each school in the District used the Waiver Days as we had outlined in our original request. Day One was used to review previous year's data, summer school data and any other historical data that would aid in identifying content and grade level support for students as they enter the school for the new school year. Teachers developed collective goals for student achievement and plans for lessons and interventions to support the individual needs of all students. On each subsequent waiver day the review of data occurred as planned and teachers not only analyzed data, but also received continual professional development on how to understand and utilize data to insure that students were receiving needed support.

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 matrix we use to assess the success of our students is our District's Strategic Plan. Within that plan there are benchmarks that we use to report our progress to our Board and to our Community <https://www.tacomashools.org/strategic-plan/Pages/default.aspx>. In our review of our benchmarks we find that we are making progress toward our goals. Specifically, we have met our Graduation Goal of 85% by 2020. This success has occurred within each of our racial sub groups with the exception of Hispanic, Native American and Pacific Islander. However, each of these subgroups has increased graduation rate each year over the last three years. Other benchmarks within our Strategic Plan show that we are making some growth in our SBA scores although we have not met our goals and still strive to do so our scores reflect the state's in that regard. Over the last three years, our schools have become increasingly adept at looking at and analyzing data to support the individual needs of each student. Using our new Literacy Framework, Intervention Framework and our continued application of our Instructional Framework, our teachers will use the additional time with data to insure that students are receiving specialized education to meet their individual needs. It is our desire to continue our work with our schools in this area and utilize the Waiver Days to analyze data and improve student academic achievement, such as discipline data, and rigorous coursework.

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.

We will retain the same process for the next three years. We have found that our teachers are getting better at analyzing data and that this process is well-known to them and has shown success. We have seen the beginning signs of real classroom instructional change all based on data driven decisions.

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 goals as identified in our previous request outline the following: "...the goals of this waiver are to establish continuous and consistent time for educators to learn about data, examine data, develop collaborative action plans and create individual lesson plans that will increase student achievement ..." We have identified the same goals for the next three years to continue to work on developing the capacity to make data driven decisions and implement strategies that will positively impact student academic achievement. We have seen some success with this effort and believe that continued efforts in this area will get us more success.

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.

We report quarterly on our benchmarks to our School Board and to our Community. They see the data of how we are moving our students. We present the data and we analyze it and state what our next steps are to improve it. Our data is on our website and is available to our community on a daily basis. Our Teacher's union is aware and supportive of this work and the teachers in our buildings embrace the work and use it to improve student learning. Our Principals support this plan and see the value of the additional time to improve our educational efforts to support each individual student. Everyone in our District is involved in some way with this effort. It is a collective effort that is supported by each department in our District.

C. 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. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

Tacoma Public Schools 2018-19 School Year Student Calendar

3rd Labor Day Holiday

4th, 5th Teacher Workshop Days (no school)

6th First Student Day

10th Kindergarten Start Date

17 days

SEPTEMBER 18						
S	M	T	W	Th	F	S
						1
2	H	N	N	SS	7	8
9	KS	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
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OCTOBER 18						
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14	15	16	*17	E	E	20
21	22	23	24	25	26	27
28	29	30	31			

12th District Data Day (no school)

17th Elementary Conferences
*Early Release grades K-5

18th, 19th All grades conferences
Early Release grades K-12

26th Kindergarten Data Day
*No school for Kindergarten students only

22 days

12th Veterans' Day Holiday (observed)

21st, 22nd, 23rd Thanksgiving Break

18 days

NOVEMBER 18						
S	M	T	W	Th	F	S
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4	5	6	7	8	9	10
11	H	13	14	15	16	17
18	19	20	H	H	H	24
25	26	27	28	29	30	

DECEMBER 18						
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16	17	18	19	20	21	22
23	H	H	N	N	N	29
30	H					

3rd Elementary Trimester Break
*No school for elementary students only

4th Second Elementary trimester Begins

Dec 24 – Jan 4 Winter Break/
No school

14 days – elementary students
15 days – secondary students

1st New Year's Day

7th School resumes

21st Martin Luther King Jr. Day

31st Secondary Semester Break
*No school for middle and high school students

18 days – elementary students
17 days – secondary students

JANUARY 19						
S	M	T	W	Th	F	S
		H	N	N	N	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	H	22	23	24	25	26
27	28	29	30	*31		

FEBRUARY 19						
S	M	T	W	Th	F	S
					N	2
3	4	5	6	7	8	9
10	11	12	13	14	S	16
17	H	19	20	21	22	23
24	25	26	27	28		

1st District Data Day (no school)

4th Second semester begins

15th Snow make-up day

18th Presidents' Day Holiday

17 days

7th, 8th All Grades Conferences
Early Release for all students

19th Third Elementary trimester begins

21 days

MARCH 19						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	E	E	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL 19						
S	M	T	W	Th	F	S
	N	N	N	N	N	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	D	23	24	25	26	27
28	29	30				

1st – 5th Spring Break

22nd District Data Day (no school)

16 days

24th Snow make-up day

27th Memorial Day Holiday

21 days

MAY 19						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	S	25
26	H	28	29	30	31	

JUNE 19						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	E	S	S	21	22
23	24	25	26	27	28	29
30						

18th Last Day of School/
Early Release

19th, 20th Snow make-up days,
if needed

12 days

Assuming 4 Waiver/Data Days **D** = District Data Day (no school) **H** = Holiday (no school) **N** = Non-School Day **SS** = School Starts
KS = Kindergarten Start Date **E** = Early Release **S** = Snow Make-Up Day

Tacoma Public Schools 2019-20 School Year Student Calendar Updated 1/22/2018

2nd Labor Day Holiday
3rd, 4th Teacher Workshop Days (no school)
5th First Student Day
10th Kindergarten Start Date
18 days

SEPTEMBER 19						
S	M	T	W	Th	F	S
1	H	N	N	SS	6	7
8	KS	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 19						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	D	12
13	14	15	*16	E	E	19
20	21	22	23	24	25	26
27	28	29	30	31		

11th District Data Day (no school)
16th Elementary Conferences
*Early Release grades K-5
17th, 18th All Grades Conferences
Early Release grades K-12
25th Kindergarten Data Day
*No school for Kindergarten students only
22 days

11th Veterans' Day Holiday
27th, 28th, 29th Thanksgiving Break
17 days

NOVEMBER 19						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	H	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	H	H	H	30

DECEMBER 19						
S	M	T	W	Th	F	S
1	*2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	N	H	H	N	N	28
29	N	H				

2nd Elementary Trimester Break
*No school for elementary students only
3rd Second Elementary trimester begins
Dec 23 – Jan 3 Winter Break/
No school
14 days – elementary students
15 days – secondary students

1st New Year's Day
6th School resumes
20th Martin Luther King Jr. Day
30th Secondary Semester Break
*No school for middle and high school students
31st District Data Day (no school)
18 days – elementary students
17 days – secondary students

JANUARY 20						
S	M	T	W	Th	F	S
			H	N	N	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	H	21	22	23	24	25
26	27	28	29	*30	D	

FEBRUARY 20						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	S	15
16	H	18	19	20	21	22
23	24	25	26	27	28	29

3rd Second semester begins
14th Snow make-up day
17th Presidents' Day Holiday
18 days

12th, 13th All Grades Conferences
Early Release for all Students
16th Third Elementary trimester begins
22 days

MARCH 20						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	E	E	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 20						
S	M	T	W	Th	F	S
			1	2	3	4
5	N	N	N	N	N	11
12	13	14	15	16	17	18
19	D	21	22	23	24	25
26	27	28	29	30		

6th – 10th Spring Break
20th District Data Day (no school)
16 days

22nd Snow make-up day
25th Memorial Day Holiday
19 days

MAY 20						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	S	23
24	H	26	27	28	29	30
31						

JUNE 20						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	E	S	S	19	20
21	22	23	24	25	26	27
28	29	30				

16th Last Day of School/
Early Release
17th, 18th Snow make-up days,
if needed
12 days

Assuming 4 Waiver/Data Days D = District Data Day (no school) H = Holiday (no school) N = Non-School Day SS = School Starts
KS = Kindergarten Start Date E = Early Release S = Snow Make-Up Day



THE WASHINGTON STATE BOARD OF EDUCATION

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APPLICATION Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014

Instructions

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. This law further provides:

“In the application, a school district must describe why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The state board of education shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application.”

The SBE has adopted rules to implement this provision as WAC 180-51-068(11). The rules provide that the SBE must post an application form on its public web site for use by school districts. The rules further provide:

- The application must be accompanied by a resolution adopted by the district’s board of directors requesting the waiver. The resolution must, at a minimum:
 1. State the entering freshman class or classes for whom the waiver is requested;
 2. Be signed by the chair or president of the board of directors and the superintendent.
- A district implementing a waiver granted by the SBE under this law will continue to be subject to the prior high school graduation requirements as specified in WAC 180-51-067 during the school year or years for which the waiver has been granted.
- A district granted a waiver under this law that elects to implement the career and college ready graduation requirements in WAC 180-51-068 during the period for which the waiver is granted shall provide notification of that decision to the SBE.

Please send the application and school board resolution electronically to:

Parker Teed
Policy Analyst
360-725-6047
parker.teed@k12.wa.us

For questions, please contact:

Parker Teed
Policy Analyst
360-725-6047
parker.teed@k12.wa.us

Linda Drake
Research Director
360-725-6028
linda.drake@k12.wa.us



CHENEY SCHOOL DISTRICT
12414 S. Andrus Rd.
Cheney, Washington 99004

RESOLUTION NO. 18-17-18

**RESOLUTION REQUESTING WAIVER FROM THE STATE BOARD
OF EDUCATION TO DELAY IMPLEMENTATION OF THE 24-CREDIT
GRADUATION REQUIREMENT UNTIL THE CLASS OF 2021**

WHEREAS, it is the desire and intent of the Cheney School District Board of Directors to graduate students well-prepared for success in post-secondary education, work and life; and

WHEREAS, the legislature passed E2SSB 6552 which raises the number of credits required for graduation to 24 specified credits for the Class of 2019; and

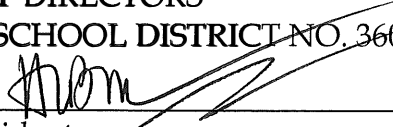
WHEREAS, the legislature also provided in E2SSB 6552 the opportunity for school districts to request a waiver and delay implementation of the 24-credit requirement until 2020 or 2021; and

WHEREAS, the Cheney School District Board of Directors has discussed this issue and has carefully considered the necessary time and resources required to implement the new requirement in a reasonable manner;

NOW, THEREFORE, BE IT RESOLVED that the Cheney School District Board of Directors, in accordance with provisions of RCW 28A.230.090 (1)(d)(ii) hereby requests a waiver of the 24-credit requirement for the classes of 2019 and 2020, and will implement the 24-credit requirement beginning with the Class of 2021.

APPROVED AND ADOPTED by the Board of Directors at a meeting held on this 14th day of February, 2018.

BOARD OF DIRECTORS
CHENEY SCHOOL DISTRICT NO. 360



Board President



Board Member



Board Member

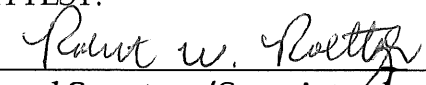


Board Member



Board Member

ATTEST:



Board Secretary/Superintendent

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Cheney School District

2. Contact information

Name and title: Carol Lewis, Director of Data and Assessment

Telephone: 509-559-4503

E-mail address: calewis@cheneysd.org

3. Date of application: February 15, 2018

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

Cheney School District requests a waiver of the 24 credit graduation requirement for the classes of 2019 and 2020. Our request is based on the complexity of the challenges before us as we plan to prepare students to successfully meet the demands of this requirement. We need additional time to develop a strong plan that will include input and support from our students, parents, staff, and community. Amid a great deal of change both in administrative personnel and facilities, we believe having two additional years to transition before full implementation of the 24 credit requirement will be to the advantage of our students. We are keenly aware that supporting students to be ready for college, career, and life is a complex task, and over the next two years we will take time to evaluate several key areas such as scheduling, credit equivalencies, credit retrieval, use of access/advisory time, high school and beyond planning, and facilities use. With any change, we recognize communication is imperative, and we will develop and execute a comprehensive and thoughtful communication plan that will reach our stakeholders in a timely manner.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

The greatest impediment Cheney School District faces is the time it will take to create and implement an effective plan that will be advantageous for our students. While district leaders had initially established that we would have an effective plan in place to fully implement the 24 credit requirement with the class of 2019, a great deal of change occurred within our district administrative staff, and the leaders who visualized the original plans are no longer working in our district. Over the last two years we have replaced our superintendent, director of teaching and learning, director of finance, and assistant director of student support as well as added new positions including a director of data and assessment and a director of state and federal programs. At the same time, our comprehensive high school and our alternative high school have experienced

changes in leadership and counseling staff. In addition, our enrollment growth has accelerated, exceeding our expectations and straining the capacity of our facilities to meet the programming demands of the 24 credit diploma. With the addition of time, our new team believes we will be able to plan the level of support necessary for the class of 2021 to meet the 24 credit requirement. We are not confident we will be able to adequately support the classes of 2019 and 2020 given our current reality.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

- a. Scheduling: our current six period day does not provide enough flexibility to support struggling students in the ways necessary to help them toward on-time graduation. We will research scheduling options that have the potential to better meet the needs of all our students as we move toward achieving career and college ready graduation requirements. We will consult with other school districts that have moved away from traditional six period schedules as we explore options such as additional class periods and block schedules.
- b. Credit Equivalencies: we are currently in the process of hiring a CTE director for our school district. Once hired, this director will be able to give necessary attention to course equivalencies in such a way that students will be able to make sound decisions about course-taking and personalized pathways credits that will help them toward graduation and their identified educational and career goals.
- c. Credit Retrieval: we have recently adopted board policy that allows for students to receive credit when they demonstrate competency in a subject area through assessment. Over the next two years, we will work to develop procedures that support students in their learning so they can adequately demonstrate proficiency in instances where they may have become credit-deficient in core subject areas. We will also develop procedure that allows students to demonstrate proficiency in elective areas based on their unique talents and circumstances.
- d. Use of Access/Advisory Time: we will research effective uses of newly-established access time at Cheney High School. We will first focus on finding ways to utilize this time to pre-emptively work with students who are demonstrating lack of proficiency related to prioritized learning standards with the goal of assisting them in passing their courses during their first attempt. We will research and implement strategies for using this time to assist with credit retrieval efforts when students have not been successful in earning credit for their courses.
- e. High School and Beyond Planning: we will work to strengthen our students' use of the high school and beyond plan as an authentic tool that will help them toward satisfying all graduation requirements on time and in such a way that they will have many options and opportunities that meet their unique needs and plans following high school. We will work closely with our middle school and high school teaching

and counseling professionals to build a strong, positive, and collaborative culture related to high school and beyond planning.

- f. Facilities Use: voters recently approved a bond measure that includes a substantial renovation of Cheney High School. Over the next two years we anticipate space limitations related to construction, and trying to expand course offerings and options for students under this constraint is not realistic. As part of the renovation, classrooms will be added and we will consider the career and college readiness graduation requirements as we determine use of the new rooms to provide more flexible and diverse scheduling options for students.
- g. Communication: we recognize the importance of timely, effective communication with stakeholders. We especially understand the need to clearly communicate the reasoning behind changes to graduation requirements for the classes of 2019 and 2020 as these students entered our high schools under different requirements. As we research and plan in relation to the items detailed above, communication with our students, staff, parents, school board, and community will be carefully considered and carried out with the goal of building consensus around the moral imperative of ensuring we provide all our students with the tools and resources they need to successfully graduate from high school equipped to take on the challenges of career, college, and life.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.



THE WASHINGTON STATE BOARD OF EDUCATION

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STATEWIDE INDICATORS OF EDUCATIONAL SYSTEM HEALTH

Policy Considerations

With assistance from partner agencies, the Washington State Board of Education (SBE) is charged with establishing goals and reporting on the goal attainment for the statewide indicators of educational system health under [RCW 28A.150.550](#). Section (5)(a) allows for the recommendation of revised performance goals and (5)(c) specifies that the performance goals for each indicator must be compared with national data in order to identify whether Washington student achievement results are within the top ten percent nationally or are comparable to results in peer states with similar characteristics as Washington. The next biennial report to the Education Committees of the Legislature is due on December 1, 2018.

Summary

During discussions at the September and November 2016 SBE meetings, members voiced a desire to align the performance goals of the statewide indicators to the Every Student Succeeds Act (ESSA) long-term goals. At this time and during discussions at prior meetings, members also suggested that the peer states utilized in the reporting be updated periodically to reflect the changing characteristics of Washington. In response to member discussions, the following changes are proposed for the next report to the Education Committees of the Legislature.

- Revise performance goals in a manner that aligns each with the ESSA goal-setting methodology.
- Update the list of peer states to better match the characteristics and structure of Washington's economy.

Revised Performance Goals

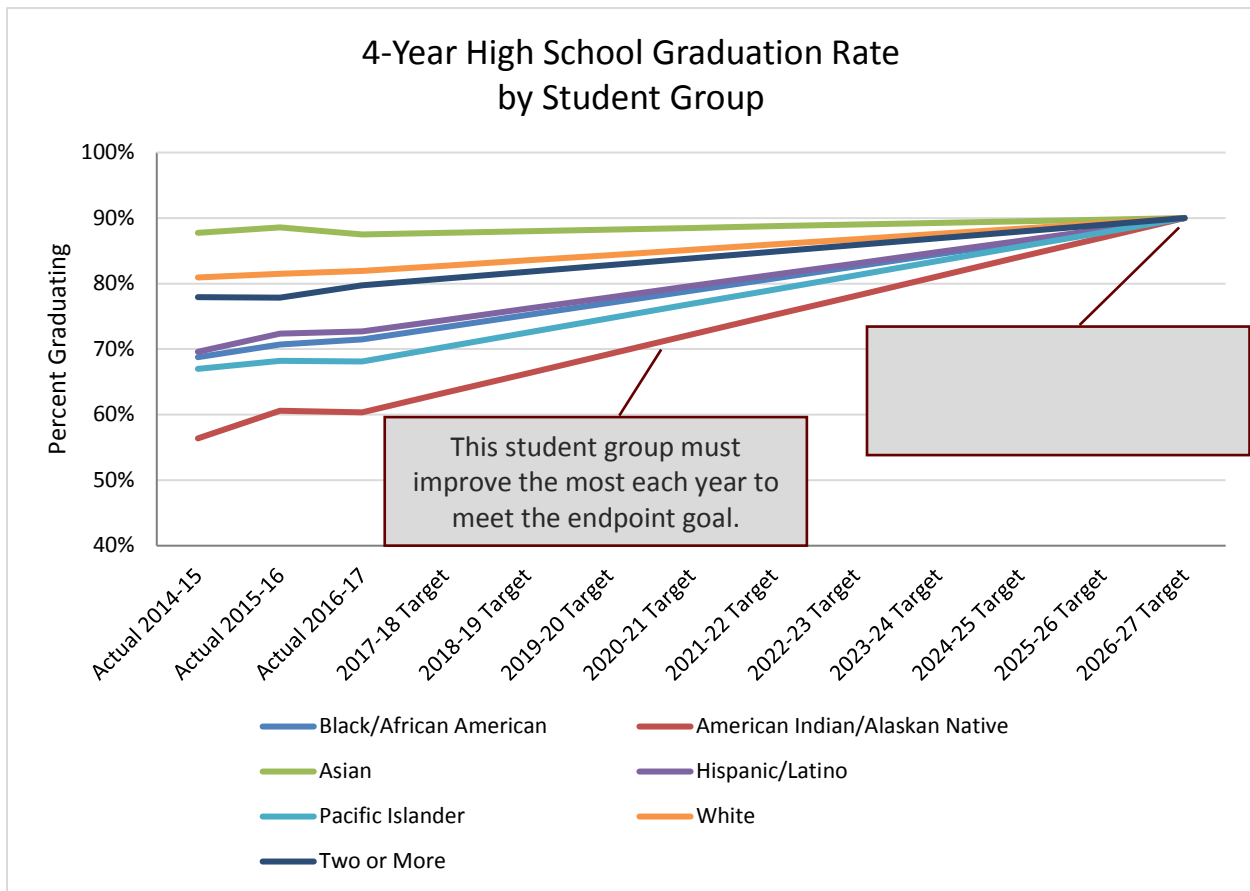
In order to more closely align the state and federal accountability framework, it is proposed that long-term goals be reset in the manner done so for the [Washington ESSA Consolidated State Plan](#). The Washington ESSA state plan states that the long-term goals for each subgroup at a school will be based on the following.

- Baseline values will be established using the 2016-17 data
- The annual targets will be set based on a 90 percent endpoint goal, and
- The targets and goals will be based on a period of ten years.

The long-term goals for the 4-Year High School Graduation Rate are presented in Figure 1 for illustrative purposes. As required under the ESSA, the same endpoint goals must be set for all student groups, regardless of the group's current performance. This means that the student groups that are currently lower performing must make greater improvement each year to meet the goal of 90 percent. For the 4-

Year High School Graduation indicator, the Asian student group needs to improve by approximately 0.3 percent per year, while the Native American student group must improve by approximately 3.0 percentage points each year to meet the endpoint goal.

Figure 1: shows the trajectory required of student groups to meet the 90 percent endpoint goal for the 4-Year High School Graduation Rate after 10 years.



Updated List of Peer States

The list of peer states is derived from the 2017 State [New Economy Index](#) produced every few years by the Information Technology and Innovation Foundation. The New Economy Index is designed to measure the degree to which states' economic structure matches the ideal structure of the innovation driven New (Global) Economy. The 2017 Index used 25 indicators divided into five broad categories (Knowledge Jobs, Globalization, Economic Dynamism, Digital Economy, and Innovation Capacity) to capture what is important about the new global economy.

A list of the states proposed for the peer state comparisons and the states' current ranking on the New Economy Index is presented in Figure 2. Massachusetts has been the highest performing state on all the New Economy Indices since 1999. Washington has been in the top five performing states for all of the years since 1999.

Figure 2: shows the list of proposed peer states to be used in the 2018 comparisons.

New Economy Rating (2017)	Peer States (Proposed)	Peer States (2016 Report)
1	Massachusetts	Massachusetts
2	California	California
3	Washington	Washington
4	Virginia	Virginia
5	Delaware*	Maryland
6	Maryland	Colorado
7	Colorado	New Jersey
8	New Jersey	Connecticut
9	Utah*	Minnesota**
10	Connecticut	North Carolina**
*Note: indicates a state new to the peer state list. **Note: indicates a state removed from the proposed peer state list.		

Action

The Board is not expected to take an action on this agenda item.

Websites and Links Referenced in the Memo

Link to RCW 28A.150.550, the authorizing legislation.

<https://app.leg.wa.gov/rcw/default.aspx?cite=28A.150.550>

Link to the Washington ESSA Consolidated State Plan.

<http://www.k12.wa.us/Communications/PressReleases2018/DOE-ApprovesPlan.aspx>

Link to the 2017 New Economy Index and Report.

<https://itif.org/publications/2017/11/06/2017-state-new-economy-index>

Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding this memo.