

**BASIC EDUCATION PROGRAM REQUIREMENTS WAIVERS**

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

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

**BACKGROUND**

At this meeting, SBE will be considering the following eight applications for waivers from the 180 school-day calendar requirement of the Basic Education Act for all schools in each district:

District	Number of days	School years	New or renewal	Accountability Information	2009 Academic Achievement Award
<a href="#">Auburn</a>	5	2010-11	Renewal	Made AYP: No Improvement: Step 2 Tier I or II schools: No	Auburn Mountainview High School: Extended Graduation Rate
<a href="#">Battle Ground</a>	3	2010-11, 2011-12	Renewal	Made AYP: No Improvement: No Tier I or II schools: No	CAM Junior Senior: Overall Excellence and Science; Battle Ground High School: Extended Graduation Rate
<a href="#">Columbia (Hunters)</a>	3	2010-11	Renewal	Made AYP: No Improvement: No Tier I or II schools: No	
<a href="#">Nespelem</a>	6	2010-11, 2011-12, 2012-13	Renewal	Made AYP: No Improvement: No Tier I or II schools: No	
<a href="#">Orondo</a>	1	2010-11	New	Made AYP: No Improvement: No Tier I or II schools: No	
<a href="#">Pomeroy</a>	4	2010-11	New	Made AYP: No Improvement: No Tier I or II schools: No	
<a href="#">Tacoma</a>	2	2010-11	Renewal	Made AYP: No Improvement: Step 2 Tier I or II schools: 4 Tier II schools	Skyline Elementary: Overall Excellence
<a href="#">Thorp</a>	2	2010-11	Renewal	Made AYP: Yes Improvement: No Tier I or II schools: No	

## **POLICY CONSIDERATION**

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

Since the Board set new parameters at its March 2010 Board meeting to create a streamlined process, five school districts (Bellingham, Columbia (Walla Walla), Curlew, Davenport, and Mukilteo) have chosen the new option. Staff are currently processing their waiver plans and preparing them for final review.

## **EXPECTED ACTION**

Approval of the applications.

<b>District</b>	<b>Auburn School District #408</b>
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<i>6. Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	Two half days
Reduction	None
Remaining number of half days in calendar	Two half days

<i>8. What are the purpose and goals of the waiver?</i>	
<p>The district, schools, departments, and individual teachers need time within the 180 day school year to restructure and implement school improvement plans in accordance and alignment to the District Strategic Improvement Plan. The District Plan sets the expectation and the accountability to assure that each student, regardless of ethnicity, language, disability, or income level achieves. Strategies incorporated into the district improvement plan represent research-based practices that provide appropriate interventions and extended learning opportunities so each student will achieve or exceed standards, graduate on time, and be successful beyond high school.</p> <p>In August 2008, the Auburn School Board of Directors authorized a District Strategic Improvement Plan be completed. A committee was commissioned and a three-year plan to improve student achievement throughout the district was completed in March 2009. On April 13, 2009 the school board adopted and approved the 2009-2012 Auburn School District Strategic Improvement Plan for implementation September 2009 – August 31, 2012. The plan requires all twenty-two Auburn schools to align their improvement plans, resources, and efforts to the four goals of the District Strategic Improvement Plan.</p> <p><u>Goal One—Student Achievement</u>  With district support, leadership, and guidance each student will achieve proficiency in the Washington Comprehensive Assessment Program (WCAP) and all schools will meet Adequate Yearly Progress (AYP) by meeting or exceeding the Washington State uniform bar in reading and mathematics in grades 3-8 and 10. Related to this goal is the superintendent's - Student Achievement and Accountability Goal One – superintendent implements district strategic improvement plan to establish professional learning communities, become a standards-based district, produce power standards, develop common assessments, monitor student achievement, and provide intervention for continuous improvement for ten percent more students at or above standards in reading and mathematics.</p> <p><u>Goal Two—Dropout Rate and On-time Graduation</u>  Schools will reduce dropout rates and meet additional AYP indicators as determined by a K-8 attendance and on-time high school graduation rates. Related to this goal is the superintendent's – Student Achievement and Accountability Goal Two – superintendent increases high school graduation rates to 95% and increasing high school aggregate credits earned and decreasing failing grades in the 9<sup>th</sup> grade.</p> <p><u>Goal Three—Parents/Guardians and Community Partnerships</u>  The district and schools will continue to develop partnerships to support student academic achievement and success. Related to this goal is the superintendent's Community Relationships and Partnerships Goal One – superintendent engages the community by expanding partnerships, enhancing cultural competency, improving systems of communication, and increasing parent participation in all aspects of student achievement and support.</p> <p><u>Goal Four—Policies and Resource Management</u></p>	

The district will focus on improving student academic achievement and narrowing the achievement gaps in its policy and resource allocation. Related to this goal is the superintendent's Policy and Guidance Goal two – superintendent maintains sound budgetary practices that address eminent fiscal challenges and provides a three to five percent ending fund balance. Effectively align and generate funds to support school district and school improvement plans.

The Auburn School District strategic improvement plan provides for a systemic assessment system to monitor academic progress and produce diagnostic data for teachers to use in the classroom. The district strategic improvement plan calls for deep alignment of instruction to Washington State standards. Aligning classroom instruction to state standards requires more opportunities for teachers to articulate instruction and to collaborate through professional learning communities. This should result in increased personalization for student learners, refined curricula and effective instructional strategies, greater differentiation for individual learners and increased use of diagnostic assessment that guides instruction. Statistically, only 30% of students in the 5<sup>th</sup> grade will remain in the Auburn School District when they reach the 12<sup>th</sup> grade. This substantial mobility factor requires that the district restructure a system that effectively addresses the challenges of mobility in conjunction with high standards. The district strategic improvement plan stresses the importance of parent and community involvement. The need for restructured delivery models to effectively communicate with ELL families is significant. Waiver days are also needed to increase parent and community partnerships for students who come from families of poverty. Over 53% of the district's elementary student body qualify for free and reduced lunch. The Auburn School District strategic plan for closing the achievement gap includes a focus on math and science; improvement in literacy; classroom based assessments (CBA/CBPA) in social studies, health, P.E. and the arts; development of instructional models that address student mobility; and the use of technology for differentiated instruction and assessment of student achievement. Waiver days will be utilized in these targeted areas for restructuring. The implementation of school math and literacy improvement plans is paramount. The Auburn School District targets the alignment and delivery of mathematics between the 7<sup>th</sup> and 10<sup>th</sup> grade as critical for addressing the achievement of students to the high standards of mathematics. Math and reading intervention models are being developed that will address the challenges of mobility and low-income demographics. A different system of delivering math instruction is warranted to address our students with mathematical learning needs. The scope and sequence of the traditional mathematics model for college eligibility needs to be supported by a system of mathematical learning that aligns more intensely with the new state mathematics standards and addresses the episodic learning needs of a transitory, low-income demographic. Currently, time is needed to implement the goals and strategies of individual school improvement plans into every classroom culture. The Auburn School District has successfully piloted OSPI literacy intervention models in elementary and mid-level schools. These models focused on literacy to result in significant gains, and close achievement gaps. Waiver days are needed for the development of math intervention models across grade levels, particularly at the district's secondary level. The development of delivery models to address the learning needs of our diverse and low-income population is significant in the district's strategic improvement plan. Teachers need time to develop classroom systems that utilize effective assessment and provide individual student information to guide diagnostic instruction aligned to individual student performance and standards. Cultural competency and ELL accommodations are central elements for the implementation of differentiated instruction at the classroom level. The use of technology for the purpose of improving instruction, assessment of student achievement, and parent communication is important in the individualization of student learning and partnerships with parents. Teachers need time to hone their skills in the utilization of technology in its application for both instruction and assessment of student learning. Additionally, technology has great potential for the development of individualized learning plans for student performance and frequent communication with parents on student

progress toward achievement standards.

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

First and foremost the Auburn School District is a district in improvement status. The District Strategic Improvement Plan Committee conducted an extensive study of both student performance data and school perceptual data. For the school years, 2005-2006; 2006-2007; and 2007-2008 the committee reviewed state assessment results, discipline records, student and staff demographics, on-time graduation rates, extended graduation rates, and the drop-out rates for the Auburn School District. Additionally, school perceptual survey data aligned to the Nine Characteristics of High Performing Schools was collected from thousands of district staff, students, parents, and community members. The Center for Educational Effectiveness in Redmond, Washington conducted and tabulated the perceptual survey results for the district and each of our twenty-two schools. The extensive survey results were correlated to the Nine Characteristics of High Performing Schools. Data from student assessments and the school and district perceptual surveys was triangulated to develop a clear picture of the overall performance of the district. Although the perceptual survey results portrayed our schools favorably, the improvement plan committee was concerned with overall student academic performance levels, the achievement gaps, and the schools currently in school improvement status. Therefore, the District Strategic Improvement Plan was developed to focus our district and schools to become a high-achieving culture where each student meets or exceed standards of learning.

Links to the results of the staff, parent, and student surveys, conducted and tabulated by the Center for Educational Effectiveness for the Auburn School District, can be accessed from our district website at: <http://www.auburn.wednet.edu/Academics/EducEffectPercSurvey.html>

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

The 2009-2012 District Strategic Plan requires (beginning with the 2009-2010 school year) district-wide progress monitoring of our students in early literacy skills, reading, and mathematics. As of the 2009-2010 school year, the DIBELS assessment is required for all students in grades K-5 and the MAP assessments in reading and mathematics are required for all grade 3, 5, 6, 7, 8 and 9 students. The 2009-2010 school year is our district's benchmarking year for these assessments. Previous to the 2009-2010 school year, these assessments were not used with fidelity at the identified grade levels. They are now a district requirement.

DIBELS - The *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) is a set of procedures and measures for assessing the acquisition of early literacy skills from K-6 grade. DIBELS is designed as one-minute long fluency (the ability to read text accurately and quickly) measures used to regularly monitor the development of early literacy and early reading skills. The DIBELS measures were designed to assess the big Ideas of early literacy: Phonological Awareness, Alphabetic Principle and Phonics, Accuracy and Fluency with Connected Text, Vocabulary and Oral Language, **and** Comprehension. Combined, the measures form an assessment system of early literacy development that allows teachers to readily and reliably determine student progress.

MAP - The Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) assessments are computerized adaptive assessments that provide accurate and useful information about student achievement and growth. The assessments are aligned to Washington State's content standards and can be used as an indicator of preparedness for the state assessments. The assessments are grade independent, allowing educators to monitor a student's academic growth. Auburn School District educators use MAP growth and achievement results to develop targeted instructional strategies and to plan school improvement initiatives. Each fall, winter, and spring, all students in grades 3, 5, 6, 7, 8, and 9 are assessed using MAP in the content areas of mathematics and reading. MAP reports score as norm-referenced, achievement and growth, providing perspective on an individual student's learning.

The data from our DIBELS and MAP assessment results is organized as meaningful information and reported in dashboard format. The dashboards are organized as individual school and district-wide dashboards. The dashboards are disaggregated by grade level and student demographics. To assure district and school level accountability to these required assessments, the district-wide results of the DIBELS and MAP assessments are presented and interpreted for the school board (following the fall, winter, and spring assessment windows) during regular scheduled school board meetings. The district-wide results are posted to our district website to inform parents and community members. Individual school and student level results are presented to the principals during their principal cadre meetings. Teachers have access to their student assessment results via the DIBELS and NWEA websites,

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

The expectation of the school board and district is that each student will achieve proficiency in the Washington Comprehensive Assessment Program (WCAP) and all schools will meet adequate yearly progress by meeting or exceeding the Washington State uniform bar in reading and mathematics in grades 3 through 8 and 10. In order to accomplish this goal, both formative and summative assessment data will be vital to monitor student progress and indicate attainment of learning goals throughout the school year. A variety of local assessment tools are needed to appropriately gauge learning and provide assurance that gains have been realized. Common formative assessments for all content areas are being developed by the schools to



monitor student learning progress. The district strategic plan provides support for schools to develop the assessment tools for monitoring and adjusting classroom instruction and to assess student attainment of identified standards. Beginning with the 2009-10 school year, the Auburn School Board has requested updates reporting student academic achievement district-wide. DIBELS is being used to indicate progress in reading fluency for K-5 students. Progress in mathematics and reading at grades 6-8 will be monitored using Northwest Evaluation Association's Measurement of Academic Progress (MAP) assessments. Our ninth grade students will be monitored regarding their success in earning three high school credits toward graduation.

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

The 2009-2012 Auburn School District Strategic Improvement Plan provides the framework through which the district will support our schools in ensuring the academic success of each student. The district plan signaled the start of a collaborative process that links the vision and goals set forth by the district with the school improvement plans developed by each of our twenty-two schools.

The process emphasizes continuous improvement that engages all stakeholders in the quest to improve learning for all students. The district defines the "what," or destination, and the schools determine the "how," or the best approach to get there. This is a shared commitment to accountability based on collaborative structures to improve learning for each student. The framework of the district plan supports student achievement through the formation of professional learning communities. A professional learning community supports a culture of collaboration, mutual trust, openness to improve, disciplined inquiry and nurturing leadership. The district plan includes strategies to support teams within buildings; relationships between and among schools; and a culture between schools, the school district, parents/guardians and community, which is characterized by trust and mutual respect.

The district plan sets the expectation that each student—regardless of ethnicity, language, and disability or income level—can achieve high standards. Strategies incorporated into our district improvement plan represent research-based practices that provide appropriate interventions and extended learning opportunities so students will achieve or exceed standards, graduate on time and are successful beyond high school.

**District Mission**

In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners.

**District Vision**

The vision of the Auburn School District is to develop in students the skills and attitudes that will maximize their potential for lifelong learning and ethically responsible decision-making.

**District Beliefs**

The district improvement plan establishes belief statements that declare the commitment of Auburn stakeholders to improve learning for each student and to narrow the achievement gaps within the district. The beliefs developed by the improvement committee parallel the principles embedded in the Nine Characteristics of High Performing Schools.

The improvement plan contains four goals each with objectives, strategies, evidence of outcomes and established timelines. The four goals and accompanying objectives are:

### GOAL 1: Student Achievement

With district support, leadership, and guidance each student will achieve proficiency in the Washington Comprehensive Assessment Program (WCAP) and all schools will meet Adequate Yearly Progress (AYP) by meeting or exceeding the Washington State uniform bar in reading and mathematics in grades 3 through 8 and 10.

#### Objective 1.a: Professional Learning Communities

Schools use Professional Learning Communities within grade levels and between grade levels to increase student achievement using common assessments, interventions, and extended learning.

#### Objective 1.b: School Improvement Plans

School improvement plans address the needs of each student and narrow the achievement gaps for at-risk students and underperforming subgroups.

#### Objective 1.c: K-12 Standards-Based Focus

Schools implement standards-based teaching and learning.

### GOAL 2: Dropout Rate and On-Time Graduation

Schools will reduce dropout rates and meet additional AYP indicators as determined by K-8 attendance and high school on-time graduation rates.

#### Objective 2.a: Reduce Dropout Rates

Schools implement prevention, intervention and retention strategies to reduce student dropouts.

#### Objective 2.b: On-Time High School Graduation

High schools increase on-time graduation.

### GOAL 3: Parents/Guardians and Community Partnerships

The district and schools will continue to develop partnerships to support student academic achievement and success.

#### Objective 3.a: Public Relations

District employees contribute to a respectful and welcoming environment.

#### Objective 3.b: Communication to Parents/Guardians

The district and schools communicate academic expectations, student progress and support for student learning to maximize parent/guardian involvement in student academics.

#### Objective 3.c: Partnerships

The district and schools develop new and strengthen existing partnerships to promote student achievement.

### GOAL 4: Policies and Resource Management

The district will focus on improving student academic achievement and narrowing the achievement gaps in its policy decisions and resource allocation.

#### Objective 4.a: Fiscal Stability and Resource Allocation

The district provides fiscal stewardship and alignment of resources to support student achievement.

#### Objective 4.b: Policies and Procedures

The district's policies and procedures support student achievement.



Objective 4.c: Safe Schools

Student achievement is fostered through safe learning and work environments.

Objective 4.d: Technology

The district and schools promote student achievement through expanded use of technology.

The Auburn School District 2009-2012 Strategic Improvement Plan with the strategies and evidences of outcomes defined for district, school and/or staff level can be accessed from our district website at <http://www.auburn.wednet.edu/Superintendent/200912StratPlanSummary.pdf>

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

Each strategy incorporated into our district improvement plan represents research-based practices that provide appropriate interventions and extended learning opportunities so students will achieve or exceed standards, graduate on time and are successful beyond high school.

Beginning with the 2009-2010 school year, the school board, superintendent, central office administrators and departments, principals, and individual school improvement goals, objectives and strategies have been aligned with the district strategic improvement plan. The goals and objectives of the school board are posted to the district website at:

<http://www.auburn.wednet.edu/SchoolBoard/SchlBrdimages/Board%2009-10%20Stated%20Dist%20Obj.pdf>

Regular monitoring and reporting of progress on the strategies outlined in the district strategic plan are on-going. Dashboards have been developed and are presented to the school board, district and school administrators, and posted on our district website to inform parents and community members at:

<http://www.auburn.wednet.edu/Academics/AcademicsImages/StratPlan/District%20Strategic%20Plan%20Implementation%20Updates%202-12-10.pdf>

To increase capacity and district support for the cultural shift to sustain continual improvement in student learning and achievement, the Auburn School District, in partnership with the Center for Strengthening the Teaching Profession (CSTP), are developing a teacher leadership academy. The academy centers on an intensive institute for teacher leaders to deeply learn skills detailed on the CSTP Teacher Leadership Skills Framework and to provide on-going collaborative networking and support as teacher leaders implement plans for change in their settings.

The three goals of the teacher leadership academy include: 1) equipping teacher leaders with knowledge and skills needed to implement change initiatives in their settings that will build teacher capacity to impact student learning; 2) build leadership capacity across the district in order to increase involvement of teacher leaders in initiatives beyond their own classrooms; and 3) better connect a network of teacher leaders to each other and to needed resources.

The first cohort of 50 teacher leaders is scheduled to begin August 2010 and continue on throughout the 2010-2011 school year. Three hundred or more teachers will participate in the leadership academy over the next several years.

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

As established on April 13, 2009 by the Auburn School District Board of Directors, our district focus and emphasis will be the goals and objectives described in the 2009-2012 Auburn School District Strategic Improvement Plan. All activities and initiatives engaged at both the district level

and school level will align to this plan.

*15. Describe how the waiver directly supports the district and/or school improvement plans. Include links or information about how the State Board of Education may review the district and school improvement plans.*

In order to accomplish the goals outlined within our strategic plan and individual school improvement plans, time within the 180-day school year to restructure and implement is essential. Our district, schools, departments, and individual staff require time within the 180-day school year for collaboration centered on student learning and achievement. We hold ourselves accountable for the academic success of each student K-12, and in their meeting or exceeding the standards of learning as measured by the State assessment system.

The Auburn School District Strategic Plan is the blueprint for our district's continuous improvement and academic success for all students K-12. It is the framework for our planning, resource allocation, staff development and decision making. The school board and school district define the "tights" while allowing for the "loose" essential to individual schools, departments and instructional staff needed to implement the best practices and available resources to address the learning needs of all students. This is a shared accountability based on collaborative structures to improve learning for each student.

The district improvement plan includes strategies characterized by trust and mutual respect to support teams within buildings; relationships between and among schools; and a culture between schools, the school district, parents/guardians, and the community. The district improvement plan sets the expectation that each student, regardless of ethnicity, language, disability, or income level, can achieve high standards. Strategies incorporated into the improvement plan represent research-based practices that provide appropriate interventions and extended learning opportunities so students will stay engaged in school, achieve or exceed standards, graduate on time, and are successful beyond high school.

As defined in the district strategic plan, beginning with the 2009-2010 school year, ten Auburn elementary, middle, and high schools are completely revising their school improvement plans. The revision work began in September 2009 and continues throughout the remaining months of the school year. One hundred administrators, teachers, parents, and community members representing these ten schools are working with central office staff, OSPI school improvement facilitators, and nationally recognized educational consultants to revise their school improvement plan. Prior to the end of this school year, the revised school improvement plans will be presented to the school board for approval and adoption. The remaining twelve Auburn Schools are aligning their current improvement plans with the district plan and are presenting to the school board or are participating in school improvement site visitations. Six of the twelve schools will participate in a complete revision of their school improvement plan during the 2010-2011 school year. The remaining six schools will completely revise their school improvement plans during the 2011-2012 school year.

This is important work and requires time within the 180-day school year to implement. Our district, schools, school departments, and individual staff need waiver time within the 180-day school year to carry out collaboration centered on student achievement and to restructure and implement school improvement efforts.

Hard copies of the individual school plans are available upon request. Following school board approval and adoption, all twenty-two school improvement plans will be posted to the district website.

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

In August 2008, the Auburn School District Board of Directors commissioned a committee to develop a three-year District Strategic Improvement Plan to address the learning needs of all students and to close learning gaps. Membership of the District Strategic Improvement Plan Committee represented a diverse group of stakeholders, including an OSPI district improvement facilitator, education consultants, parents, community members, students, teachers, and administrators. To include student voice and feedback, elementary and secondary student focus groups were also included throughout this process. At a minimum, the committee met twice each month from September 2008 through March 2009. Throughout their work, stakeholders at all levels were regularly informed of the processes, outcomes, and necessity of providing time within the 180-day school year for successful implementations. The improvement committee presented its final work and recommendations to the school board during their March 2009 and April 2009 school board meetings. The District Strategic Improvement Plan and committee recommendations were adopted for implementation by the Auburn School District Board of Directors on April 13, 2009. The 2009-2012 District Strategic Improvement Plan was designed and approved by the school board as a three-year plan.

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

Our district negotiated agreement for September 1, 2009 through August 31, 2011 provides for the following:

#### District Designated Time

District designated time totals 38.5 hours per diem; 3.5 hours for district/building meetings; 7.0 hours for elementary report card/conference preparation; 7.0 hours for secondary grading day; 21 hours for building determined days; 7.0 hours for individual determined day (occurs immediately after labor day. Individual Responsibility Hours are prorated based upon an employee's FTE status.

#### Individual Responsibility Contract

Each employee will receive an Individual Responsibility Contract. Employees who are on Steps 0-6 of the State Allocation Model (SAM) have a total of 93 Individual Responsibility hours for the 2009-10 school year. Employees who are on Steps 7 and above on the State Allocation Model have a total of 115.5 Individual Responsibility hours for the 2009-10 school year. Individual Responsibility Hours are prorated based upon an employee's FTE status.

Responsibility Contract activities can be documented from August 1 through June 30. These individual responsibilities are outlined below:

1. Attendance at meetings (i.e., faculty meetings, open house, grade-level/department meetings)
2. Individual professional development (i.e. Impact of School Improvement Plans, ESEA, new adoption curricula, education reform, best practice standards)
3. Student assessments
4. Classroom, lesson, and job preparation
5. Parent contacts

#### Commitment Stipend

Each employee will have the opportunity for a commitment stipend. Each employee will be given a commitment stipend according to their placement on the State Allocation Model (SAM) In the 2003-2006 Negotiated Agreement, employees who were on Steps 0-6 of the SAM received a commitment stipend of \$100. Employees who were on Steps 7-16 of the SAM

received a commitment stipend of 3 per diem days. By the conclusion of the 2006-2009 negotiated agreement, each employee received seven (7) additional days of per diem pay added to the Commitment Stipend. In addition to the above and starting in 2009-10, a longevity commitment stipend of \$1,200 will be added to every staff member beyond year 16 on the SAM in columns 1-9.

#### Early Release Days

The Auburn School District has two early release days during the school year. The day before Thanksgiving vacation and the last day of the school year.

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

The activities of 2009-2010 waiver days focus on the implementation of the school improvement plan to address these essential questions: 1) What is it we want our students to learn? 2) How will we know if each student has learned it? 3) How will we respond when some students do not learn it? 4) How will we extend and enrich the learning for students who have demonstrated proficiency? During the 2009-2010 school year, waiver day trainings are scheduled to occur September 25; October 23; March 8; May 10; and June 14.

The following describe school improvement waiver day activities:

- Aligning instruction to the district identified Power Standards  
(In the Auburn School District, the Power Standards are the most essential learning outcomes based on the Washington State Standards. The Power Standards are our district's guaranteed and viable curriculum at each grade level and have been established for mathematics, reading, language arts, science and writing. Power Standards for the other content areas including Career and Technical Education are under development. The Power Standards are what we guarantee our students will learn from classroom to classroom and grade level to grade level).
- Implemented *Algebraic Thinking* coaching along with professional collaboration and continue mathematics support at the middle school level.
- Provided training in *Key Elements to Algebra Success* program, and professional collaboration between middle school and high school Algebra I teachers.
- Provided training at grade 3-5 district developed weekly mathematics problem solver lessons, activities and assessments aligned with the State Performance Expectations for Mathematics.
- Developing classroom based common formative assessments in reading, mathematics, Algebra I, Geometry, Algebra II, and science aligned to Power Standards.
- Restructuring extended learning programs for better alignment with math, reading, writing, and science standards.
- Focus on student learning plans in math, with emphasis on content essentials, pedagogy, and student personalization. (Math targets were focused on achievement gap learner, including low income, Hispanic and Native American student groups).
- Differentiating learning for low-income demographics aligned with state standards and best practices.
- Incorporating GLAD strategies for ELL students within our classrooms to improve learning and performance on the WLPT, MSP, and HSPE.
- Restructuring schools to provide tier-one, tier-two, and tier-three intervention models for the 2009-2010 school year.
- Analyzing student performance data obtained from DIBELS, MAP and classroom developed common assessments for instructional decisions, intervention, extended learning, and regrouping Walk to Math and Walk to Read groups.
- OSPI school improvement grants were used at two secondary schools and one elementary school for school improvement professional development activities and initiatives.

- Implementation of student led conferences at the high school level.
- Developed programs and services for parents of students in the graduating class of 2010 about graduation standards.
- Provided additional training for administrators on standards based teaching and learning, professional learning communities, and interpreting assessment data and information.
- Preparation for 2010-2011 implementation of OSPI Striving Readers program at two Auburn School District Middle Schools.
- Alignments with State mathematics and science standards at elementary and secondary.
- Preparation for third year implementation of OSPI CBAs and CBPAs in social studies, health and fitness, and the arts.
- Integration of technology into the classroom (electronic data bases, web accessible library collections, document cameras, LCD projectors, wireless laptop carts, and organizing classroom websites) for student learning and increased communication with parents, students and community.

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

The waiver days provide time within the 180 day school year to systemically and strategically restructure our schools to address students who are beyond standard, Tier 1 and Tier 2 learners and to develop intensive strategies necessary for our Tier 3 learners to become successful.

District leadership has provided teachers with training on "Understanding by Design", Differentiated Instruction, Standards Based Teaching and Learning, using assessment data for instructional decisions, Professional Collaboration, and revising school improvement plans. This model continues to provide the framework for individual schools to improve academic performance for all students. Currently under development for implementation in August 2010 and throughout the 2010-2011 school year is the Teacher Leadership Academy.

The Auburn School District high school dropout rate for all students increased from 3.6% in the 2006-2007 school year to 4.3% in the 2007-2008 school year. On-time graduation for all students decreased from 85.2% in the 2006-2007 school year to 82.4% in the 2007-2008 school year. Although these are small percentages they are concerning to the Auburn School District. To address this, beginning with the 2009-2010 school year baseline data is being collected to monitor middle and high school student progress toward graduation. Dashboards that disaggregate our demographics will be developed to monitor credits earned toward graduation at first semester and at second semester by our ninth grade students; successful completion of Algebra I; completion of honors courses; completion of advanced placement courses; and completion of advanced career and technical education courses. The information will focus intervention efforts and extended learning opportunities to decrease dropout rates and increase graduation rates. Dashboards will be developed and presented to our school board for their monitoring and posted to our district website to inform parents and the community of our district progress.

The baseline data we are collecting during the 2009-2010 school year for DIBELS and MAP indicates we are making good progress toward closing the learning and achievement gaps for our at risk populations and enriching learning for students at or beyond standards. DIBELS results from Winter 2010 reveal that students in K-5 are making reading gains and closing learning gaps. From Fall to Winter 2010 all grade levels have shown improvements in reading fluency. Auburn School District English Language Learners (ELL) across all grade levels have also demonstrated significant gains in early literacy skills.

Links to the District 2009-2010 Fall and Winter DIBELS Dashboards are posted on the Auburn



School District website at: <http://www.auburn.wednet.edu/Academics/DIBELS.html>. Links to the District 2009-2011 Fall and Winter MAP Dashboards are posted on the Auburn School District website at: <http://www.auburn.wednet.edu/Academics/MAP.html>

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

Annually, the school district publishes a school-year calendar for parents listing and describing the waiver days granted to the Auburn School District by the State Board of Education. Hard copies of the 2009-2010 school year calendar are distributed to parents and the calendar is posted electronically to the school district website. Additionally, the district website contains announcements regarding upcoming State Board of Education waiver days. Parent communication and information regarding the waiver days is provided in school newsletters, emails from the school to parents, shared during the parent and teacher conferences and student led conferences, posted to individual school websites and their outdoor reader boards. Waiver days are also topics during PTA meetings. Furthermore, each school prepares a follow-up report describing the activities and outcomes for each waiver day. These are available to parents upon request. Schools and district personnel present professional development and waiver day activities to the school board members keeping them apprised with the focus, integration, implementation, and impact of this time.

*School Report Card Information from OSPI*

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

May 2009 Student Count	14,896	
Free or Reduced-Price Meals (May 2009)	6,605	44.3%

	2007-08	2006-07	2005-06
Annual Dropout Rate	4.3%	3.6%	2.6%
On-Time Graduation Rate	82.4%	85.2%	82.5%
Extended Graduation Rate	87.2%	89.6%	90.7%

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	76.2%	52.3%	60.7%	
7th Grade	54.9%	51.4%	67.8%	
10th Grade	77.9%	39.0%	84.2%	22.8%

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	72.8%	53.1%	55.5%	
7th Grade	57.1%	49.3%	71.1%	
10th Grade	78.2%	45.1%	82.9%	34.1%

**2006-07 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	74.7%	55.5%	59.7%	
7th Grade	65.1%	52.3%	71.2%	
10th Grade	79.5%	45.8%	85.3%	29.3%



<b>District</b>	<b>Battle Ground School District</b>
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<i>6. Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	20
Reduction	0 (during the first year of our waiver, we eliminated 6 half days; approval of this subsequent request will maintain this reduction)
Remaining number of half days in calendar	14, mostly for parent-teacher conferences

<i>8. What are the purpose and goals of the waiver?</i>	
<p>The purpose and goals of the waiver are to provide on-going training on the use of standards based instruction, assessment and grading, which we believe will increase student achievement in mathematics, reading and science as well as in all other disciplines. We believe that through this on-going, embedded staff development we will be able to increase our students' achievement on state assessments in reading, mathematics, and science for all grades tested, reduce the achievement gap for student subgroups (specifically our students in special education and who come from low income households) and improve our on-time and extended high school graduation rates. The reason we are pursuing a waiver over multiple years is because research demonstrates that significant changes, such as the ones we are working to make in our educational system take multiple years to show results. We intend to persist in pursuing these goals over multiple years in order to maximize our ability to make successful, meaningful and long lasting changes. We believe that making these changes in instruction through standards based practices in all of our curricular disciplines and especially in mathematical pedagogy will reap our desired goals over time.</p>	

<i>9. What is the student achievement data motivating the purpose and goals of the waiver?</i>				
<p>We reviewed our student achievement data as measured by the WASL and our progress toward our Annual Yearly Progress (AYP) goals. We are concerned that we are not making sufficient progress toward meeting our AYP goals (see our results as compared with our AYP targets). We believe that improving our pedagogy and focusing our efforts on standards based instruction will help us to achieve these targets.</p>				
	Reading	Math	Reading Goal (AYP)	Math goal (AYP)
Primary Grades (3-5):	73%	58%	88%	83%
Middle Grades (6-8):	68%	54%	83%	80%
Grade 10:	84%	51%	87%	81%

<i>10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.</i>	
<p>We anticipate that our efforts toward focusing on standards in each curricular area will result in an increase in achievement equal to five percent over the course of the next two years of the waiver. We also anticipate that we will see a significant increase in the use of instructional practices that evoke higher order thinking, analysis, and reflection in mathematics as a result of our on-going training with the Teachers' Development Group. This will be reported by principals through observation and discussed by teachers and principals in professional learning community settings, collaborative planning sessions, and through pre- and post- observation conferences with principals and teachers.</p>	

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

We will assess the attainment of our goals through analysis of a variety of data. These sources will include examination of WASL results, end of unit assessments, and common formative assessments. Informal, anecdotal evaluation of the impact of this professional development will be done by principals through the analysis of in-class teaching practices and through analysis done collaboratively within the context of professional learning communities. We will also assess our success through our ongoing evaluation process conducted upon completion of all of our in-service and training activities. Examination of this information and the feedback we gather from it will help us

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

Content will include research based best practices in the area of standards based instruction and assessment in all curricular areas with a special emphasis on mathematics. Resources will include the Assessment Training Institute in Portland, Oregon, materials from Dr. Thomas Guskey, University of Kentucky, materials from the Association Supervision and Curriculum Development (ASCD), and training from the Teachers' Development Group, West Linn, Oregon. Content and processes employed will provide modeling that assures participants first hand experiences with standards-based instructional practices and effective mathematics instruction. For example, in mathematics, participants will learn to use questioning techniques designed to elicit deep thinking in students and encourage reflection in their work.

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

The standards based instruction movement is key to our students' success, not only in school, but in their future lives. "There is mounting evidence that effective instruction must mesh with three other aspects of learning: the standards and resulting curriculum outlining what student should learn; the assessments students will use to demonstrate their knowledge and skills; and the needs, interests and learning styles of the students themselves." National Education Goals Panel Weekly Report (November 30, 2000 -- Vol. 2 -- No. 81). Therefore, we believe it is our obligation to prepare our students using a standards based approach. In addition, we believe that the mathematics studio model, which our training with the Teachers' Development Group espouses, can be used as a context for transforming the culture of mathematics professional learning and teaching in our district by incorporating mathematical dialogue and reflective practice to deepen our students' knowledge and understanding.

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

We believe that the key to student success is to have well trained, highly skilled teachers in every classroom. Our aim in applying for this waiver is to provide ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching. Our waiver for the 2009-2010 school year gave us the opportunity to train a team of teachers in the Best Practices in Teaching Mathematics. Training was provided by the Teachers' Development Group of West Linn, Oregon. If we receive approval for waiver days on subsequent years, we will continue our work by expanding our training in Best Practices for our teachers and our administrative team in a studio (demonstration) classroom format using consultants and math coaches. This year, we introduced our entire K-12 staff to the philosophy and practices used in a standards-based educational system. In order to continue our work on developing and using a standards-based instruction, assessment and grading, we will conduct further training on the use of standards based instruction, assessment and grading. We will further compliment this training with in-service aimed at increasing our teachers' knowledge in the use of formative assessments, rubrics, and standards.

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

Each of the school improvement plans in the Battle Ground School District has a goal aimed at increasing our students' achievement in mathematics. Rather than each school working individually to identify ways to improve our staff's mathematical content knowledge and pedagogy, these waiver days will provide consistent instruction and support in the implementation of new knowledge and skills that are consistent across our entire district. We believe this will improve the quality of mathematics instruction for each and every child. Copies of our school improvement plans can be accessed at [www.bgsd.k12.wa.us](http://www.bgsd.k12.wa.us).

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

A committee was convened to review our goals for the waiver days. Our committee consisted of administrators, teachers, classified employees, parents, and community members. This team reviews the goals of the district in the area of mathematics and standard based instruction, assessment and grading. It was noted that these goals are reflected in our schools' School Improvement Plans, and therefore were shared district-wide. The committee reviewed the proposal for waiver days and provided feedback. Feedback has also been gathered from the community through public forums with the superintendent.

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

Our collective bargaining agreements include two learning improvement days; however, during the 2009-2010 school year, we were only able to conduct one of them due to lack of funding. Legislative action this spring eliminated funding for future LID days. There is no language in our collective bargaining agreement that allows for professional development days based on individual teacher choice. Our draft calendar for 2010-1011 has 166 full instructional days, and 14 half days most of which are dedicated to parent-teacher conferences. We have no other non-instructional time in our calendar or collective bargaining agreements.

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

Our waiver days were used for two purposes as outlined in our previous application. First, our entire K-12 staff received training in the philosophy and use of standards based instruction, assessment, and grading practices. We further supported this training throughout the course of the school year in our professional learning communities, through curriculum committee work, and in the process of revising our report cards to parents. In addition to this work, our second waiver day was focused on follow-up activities to our initial training. We were also actively engaged in developing focused curricula and common assessments, and improving instructional practices which will lead to increased achievement for all of our students, especially in the area of mathematics. Collaborative planning, teacher training, data analysis, research, curricular alignment, and reflection are required in order for these goals to be achieved. To this end, our teachers were trained in relevant, high quality staff development aimed at the acquisition of improved instructional skills, content knowledge, and pedagogy. Our final waiver day, as well as our last LID day, was focused on this mathematics training for teacher of mathematics while our other teachers continued to work on standards based instruction.

19. How well were the purpose and goals for the previous waiver met? Using at meeting each of the expected benchmarks and results of the previous waiver.

Our first goal was to introduce our staff to the philosophy and application of standards based instruction, assessment and grading practices. Our entire K-12 staff was introduced to this concept through in-service provided by Dr. Thomas Guskey, University of Kentucky and internationally recognized expert in this field. We then followed up and expanded our staff's knowledge through continued in-service and application of this knowledge during our waiver days throughout the course of the school year. Our second goal was to improve our instructional practices so that we might increase achievement for all of our students, especially in the area of mathematics. To this end, a team from every school was extensively trained in research based best practices in the area of mathematics by the Teachers' Development Group of West Linn, Oregon. This team provided in-service to our other teachers of mathematics on our LID and waiver days. In doing so, every math teacher in our district was provided with high quality, relevant professional development. With our work this past year, we have laid a significant foundation for continuing to build our knowledge and application of educationally sound, research based practices in the areas of standards based instruction and grading and mathematics. Our teachers across the district now have a common base of knowledge from which to work as we collaborate together to create a strong and viable curriculum for every student in every school.

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

Parents and community were kept informed through our district's website and through communication from our schools.

*School Report Card Information from OSPI*

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

May 2009 Student Count	13,169		
Free or Reduced-Price Meals (May 2009)	4,371	33.2%	

	2007-08	2006-07	2005-06
Annual Dropout Rate	5.7%	5.5%	3.8%
On-Time Graduation Rate	78.5%	78.1%	75.3%
Extended Graduation Rate	86.5%	86.9%	83.0%

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	73.4%	44.9%	56.8%	
7th Grade	63.0%	55.9%	72.4%	
10th Grade	84.2%	50.8%	91.7%	31.3%

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	70.6%	52.9%	62.6%	
7th Grade	66.1%	52.6%	78.5%	
10th Grade	85.2%	53.8%	90.7%	34.6%

*School Report Card Information from OSPI*

<b>2006-07 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science
4th Grade	74.8%	57.1%	61.0%	
7th Grade	69.7%	57.2%	75.2%	
10th Grade	79.1%	50.7%	86.1%	29.9%

**District** | **Columbia School District #206**

*6. Will the waiver days result in a school calendar with fewer half-days?*  
No

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

The three waived school days will be used for professional development activities and reviewing student achievement data for planning response to intervention strategies. Columbia School District is a member of the Panorama Rural Education Partnership (PREP) a consortium of nine small rural school districts for the purpose of combining efforts and resources to improve student improvement in all nine school districts. Teachers and administrators meet together from all nine schools during two of the waived school days. Resources are pooled to bring in high quality professional development opportunities for each staff member. Teachers meet together in professional learning communities to share best practice teaching methods that have proven to increase student achievement. The goal of these activities is to continue to increase student scores on state and local assessments. For the past three years of conducting these trainings, our school has been recognized as a recipient of the Title I School Improvement Award, School of Distinction Award, and most recently a National Blue Ribbon School. We are proud of these awards, but there is much work to be done. Strategies for this coming year include professional development offered by Kim Sutton on K-6 engagement of students in the classroom, Response-To-Intervention strategies for K-6 reading achievement, and Advancement Via Independent Determination (AVID) for grades 7-12. The collaborative efforts of using these two waived days to meet with other schools implementing these same strategies have been very beneficial. The third waived school day is spent in-district carefully reviewing student achievement data, developing response strategies where improvement is needed and bringing staff together to celebrate successes and generating resolve to help students improve in low areas. Our district cannot afford to fund these three important staff development days needed to stay focused on improving student achievement.

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

State assessment data at each grade level is our major focus of improvement. We continue to add local assessment capability to help identify areas of weakness to allow intervention strategies to help each student. Math continues to be our biggest challenge. Our middle school math scores are below standards and continue to be a major focus for improvement. Our ESD professional staff members bring professional development opportunities to our consortium on the waived training days targeted at improving math scores. Our reading achievement data continues to improve thanks to very deliberate instruction in grades K-3 as a result of our Reading First grant and AmeriCorps volunteers. The waiver will allow us to share our response-to-intervention methods of success with the other eight school districts and share ideas of how to continue the effort without the grant funding.



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

Our standards in math will be measured by state assessments and meeting adequate yearly progress. Our standards in reading will be measured by local DIBELS assessments of each student to determine reading skills at grade level and by state assessments for meeting adequate yearly progress. We will use state benchmarks for adequate yearly progress to determine the success of our student achievement results. We will begin the year by examining specific assessment data for each student and developing individual strategies for improvement where needed. We will track reading growth using DIBELS and math assessments on power standards developed through our ESD consortium called the Northeast Washington Math Alliance. ESD math professionals will participate in the PREP professional development days made possible through this waiver request. We anticipate continued growth in reading by at least five percent at each grade level as a benchmark for progress. Our district will continue to meet Adequate Yearly Progress in reading and writing. We will track progress in math using assessment software purchased this past year called EDUSS. We anticipate a five percent increase in math achievement in grades K-6. In grades 7-8, we will use AVID strategies to motivate students to apply themselves. Our benchmark for progress in those grades will be measured by the number of students who improve state assessment marks from a score of 1 to a score of two. We expect an increase of 25% as a benchmark for success. In grades 9-12 we will measure success by the number of students who meet state assessment standards. Our benchmark for success is an improvement of ten percent assessed areas.

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

The school report card for determining adequate yearly progress and student scores at each grade level will provide evidence whether goals were attained. Local assessments will also be used to monitor student learning throughout the year. DIBELS information will be tracked three times per year for grades K-6. Math assessments for K-6 students will be captured with the EDUSS software. At the end of the year the District Leadership Team will gather local assessment data and state scores to brief the school board of the progress in each area. Reading, writing and math goals will be evaluated to determine if they were achieved.

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

Professional development activities directed at improving student achievement will be the content of the activities made possible by the waiver. The nine school districts and ESD personnel will bring in professional presenters such as; Kim Sutton, AVID presenters, RTI experts and others. Teachers will share ideas in a professional learning community environment to improve their teaching skills. Principals will learn to use assessment data to drive instructional strategies. Teachers will learn to evaluate assessment data of their students and develop intentional strategies to target areas requiring improvement.

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

Professional Learning Communities are an innovative strategy to break down barriers for teachers to depend on each other in a non-threatening environment to seek improvement in their teaching skills. Teachers and administrators from nine consortium schools build support groups that help improve the skills of everyone. AVID develops students to take charge of their own learning success by teaching them and coaching them along the way. AVID students are taught organization techniques, study habits, research tools, and many other ways to make them better students in all subjects. Kim Sutton teaches K-6 teachers excellent math instructional techniques in the classroom to engage students for success.



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

We are only requesting a one year waiver to continue the activities that have been proven effective over the past three years. We intend to process a request for waiver in subsequent years under the new pilot application process after the rubrics have been published. Activities in subsequent years will be determined in cooperation with the PREP school districts and ESD to continue to pool resources for the benefit of all. AVID strategies for 7-12 will continue as part of a consortium grant obtained to develop advanced placement course offerings and increase the number of students who succeed in post-secondary school.

*15. Describe how the waiver directly supports the district and/or school improvement plans. Include links or information about how the State Board of Education may review the district and school improvement plans.*

The District and School Improvement Plan is a unified document that stresses the importance of maintaining adequate yearly progress in reading, math and writing. For each of these student achievement goals, there is an embedded need for professional development activities that will help teachers and administrators. Each of these goals also has a component for reviewing student assessment data to determine needs and for developing strategies designed to improve scores. The waiver makes possible our involvement with the PREP school districts in a collaborative effort to bring the best available professional development opportunities to Eastern Washington for the benefit of all our students.

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

This request for waiver was first developed by the District Leadership Team comprised of district administrators, teachers, and parent representation. As part of the annual renewal process of the School Improvement Plan, the community and School Board discussed the importance of having the waiver to allow professional development days for staff. The School Board then approved a resolution requesting the three day waiver.

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

Our collective bargaining agreement provides 180 contract days, plus any state funded learning improvement days. Since the last remaining state funded school improvement day was not funded by the state, any days beyond the 180 days would have to be funded by the district. We are unable to fund days beyond the 180 contract days. Our teachers meet frequently before school and after school in small groups to develop strategies that improve student success. They do this for no additional pay.

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

The three waiver days were used exactly as planned and reported. Two days were used for professional development days with the other consortium school district staff and one day was used as a district in-service day to review student assessments and develop strategies to improve low areas.

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

The purpose and goals of continued improvement of student scores in reading, math and writing were met. Our school was awarded the National Blue Ribbon School Award in 2009 for meeting adequate yearly progress in a high poverty school. Adequate yearly progress was met for

reading and writing. Our K-3 students are reading at grade level and have earned us recognition by OSPI staff. Grades 6-8 math did not show improvement and will be a major focus for the coming year. Our school was just awarded a Title I School Improvement award with a monetary award of \$12,825. We plan to use this award in the classroom by purchasing computer workstations in grades K-6 that will allow the EDUSS software to run on them. The EDUSS software will allow us to provide directed remediation in math to help students achieve higher math scores. AVID strategies will provide directed assistance for the students in grades 7-12 to provide them with motivation, organization, and methods to improve in math and other subjects. We are proud that the efforts made possible by this waiver over the past three years have been recognized through the various awards from Department of Education and OSPI. But, we are most proud that they have made a difference in the lives of our students.

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

Articles written in the district newsletter were used to discuss student achievement and the importance of the waiver to allow time for staff training. School Board meetings were also used to discuss these issues. Parents and community members regularly attend school board meetings and are encouraged to participate in the discussions of student progress attained through the professional development made possible by this waiver.

*School Report Card Information from OSPI*

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

May 2009 Student Count	207	
Free or Reduced-Price Meals (May 2009)	156	75.4%

	2007-08	2006-07	2005-06
Annual Dropout Rate	1.6%	1.5%	1.4%
On-Time Graduation Rate	93.8%	94.4%	94.4%
Extended Graduation Rate	93.8%	94.4%	95.2%

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	58.8%	41.2%	47.1%	
7th Grade	25.0%	18.8%	31.3%	
10th Grade	86.7%	40.0%	100.0%	46.7%

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	35.7%	28.6%	35.7%	
7th Grade	66.7%	61.9%	47.6%	
10th Grade	85.7%	66.7%	100.0%	40.0%

**2006-07 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	60.0%	35.0%	45.0%	
7th Grade	61.1%	44.4%	61.1%	
10th Grade	84.6%	53.8%	92.3%	23.1%

<b>District</b>	<b>Nespelem School District #14</b>
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<i>6. Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	Twelve
Reduction	Ten
Remaining number of half days in calendar	Two

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

We are committed to increasing the achievement of all of the students in our District. Our new superintendent is providing the consistent and transformational leadership necessary to maintain and sustain this focus. He has asked staff to form Professional Learning Communities that will stress building relationships with parents and students to increase student motivation to achieve. Teachers will focus on the use of specific interventions from our curriculums to create differentiated instructional groups based on data derived from multiple assessments. Teachers are learning to identify the intentions of their lessons, to measure the success of their teaching, and know where to go next in the curriculum. We are increasing our use of technology as a student motivator. This requires our staff to understand how to carefully analyze and use data, to create and monitor differentiated groupings within their classrooms, to effectively utilize new technology and motivate their students to higher achievement. To accomplish these tasks our Superintendent has carefully thought out the needs of our staff and students, and has come up with a professional development plan which incorporates the use of data experts from NWEA and NCESD, curriculum experts from Math Connects, NCESD and the Success For All reading program, and technology experts from NCESD to comprise a sequential, methodical, and comprehensive program for improvement. We have already scheduled two of our proposed waiver days with our NWEA data, curriculum and intervention specialist, assisting us at the beginning of the year in planning for the individual needs of students. We will follow up with additional consultation and training after each MAP testing window with further data analysis and alterations and modifications suggested by student growth. Teachers will be provided the assistance they need to create relevant lessons and to create rubrics to assess the efficacy of their efforts.

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

We recognize the need for change based on the results of WASL/MSP and NWEA MAP data. A total of 49% of students met standard in Reading and 19% met standard in Math on the 2008-09 State tests. Using the DIBELS assessment, 51% of students' grades 1-3 met benchmark. Growth on the fall to spring MAP tests was negligible in the primary grades and negative in the intermediate, and only a small percentage of students in each class were at standard according to RIT data.

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

The MAP assessment is aligned to our current Washington State benchmarks. Reading, Math, Science and Language Usage RIT scores are broken down into the strands identified in our State GLE's. We will use student scores on the different strands to target specific academic weaknesses, strategically targeting instruction in differentiated classroom groups, before and after school tutoring, and in pull-out interventions. Success will be measured by increasing to 60% the students meeting standard on the MSP in reading and math, and increasing RIT scores to nationally-normed levels on the MAP,

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

On proposed waiver days, the teaching staff will carefully monitor growth based on the MAP (administered three times per year), the MSP, and classroom-based assessments, to measure student scores and adjust interventions as appropriate.

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

**Strategy 1:** The use of assessment data to target interventions for struggling students.

Content: Identification of students scoring below standard on specific strands in reading and math, science and language usage.

Processes: Differentiated grouping based on identified needs of students. Movement of students through curriculum levels with intentional teaching and careful assessment of meaningful learning. Additional intervention, in the form of before and after school programs for those students requiring additional assistance.

**Strategy 2:** Intentional, differentiated teaching methods

Content: Teacher awareness of student knowledge, development of intentional lessons and corresponding rubrics to measure student mastery, and differentiated learning models.

Processes: Use of Descartes, the NWEA learning continuum, OSPI resources, curriculum guides, supplemental materials, and experts in curriculum to create lesson plans and rubrics.

**Strategy 3:** Development of an actively engaged, success-oriented, staff with high expectations for all students.

Content: Support for shared leadership and decision-making, development of a collective vision for the school, a sharing of ideas and wisdom, and cooperation and support among colleagues.

Processes: Professional Learning Communities

**Strategy 4:** Technology as a supplemental and motivational tool

Content: Teachers need to view technology as adding diversity to the classroom, allowing students to learn by doing,

Process: Teachers will be exposed to a variety of techniques to integrate technology in the classroom through specific training by technology experts.

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

Our new superintendent brings with him a history as a successful leader using proven methods to raise student achievement. He has instituted a new math curriculum (Math Connects), begun a new data collection regimen (MAP three times per year), strategic and targeted instruction based on assessment results, has planned sequential, relevant, and specific professional development, organized Professional Learning Communities, and instituting a Positive Discipline Program. Our students and staff have never experienced this type of organized, intentional approach to improving student achievement. We had never had a school-wide math assessment with monitoring of growth throughout the year, and our professional development has never been so focused and strategic. Budget and program decisions are now made based on achievement data and technology expenditures have increased to meet the needs of 21<sup>st</sup> century teaching.

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

We know that the second-order changes implemented by our Superintendent and staff will not result in immediately dramatic improvement in student achievement. On proposed waiver days, we will continue to emphasize the acquisition of a thorough knowledge of our students' academic progress through analysis of data in conjunction with expert help, and will plan (with guidance from NWEA Descartes (a learning continuum aligned to Washington State standards) model, OSPI, Math Connects consultants, and NCESD specialists) relevant, experiential

lessons targeted to student learning levels.

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

We are not currently in school improvement, however all of the goals, objectives and activities outlined in this application can also be found in our School wide Plan which is available at [www.nsdwagles.org](http://www.nsdwagles.org). The strongest connections between the waiver plan and the School wide Plan include:

- Operating as a true Professional Learning Community
- Using assessment data to inform instructional change
- Developing interventions for individual students
- Utilizing district-approved and targeted professional development based on proven practices

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

The waiver plan was discussed during monthly meetings with the Parent Advisory Committee prior to the board meetings. The meetings included parents, administrative staff and board of directors' officers. The waiver plan was also provided to staff and discussed and revised during weekly staff meetings throughout the school year. We are supported in our request for this waiver by all stake holders because we are all in agreement that student achievement is our number one priority. Annual needs assessments support this position. The methods we are proposing to achieve our goal are supported by the most current educational research, and have proved successful in other schools. We all recognize that the efforts required to achieve this success require considerable time and effort beyond the school day and the assistance of experts to help with analysis of data, creation of differentiated learning models, development of rubrics measure effective teaching, and the latest technology to motivate and engage students. For these reasons, our community fully endorses this effort.

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

The Collective Bargaining Unit has three half-days to prepare report cards, 50 minutes to plan and organize each day, two early-release days on Thanksgiving and Christmas and one day of staff orientation and preparation before school begins.

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

We used two waiver days to receive training in the use of our new math curriculum (Math Connects), with emphasis on a thorough understanding of the relationship between the Washington standards and benchmarks inherent and the activities in the curriculum. We analyzed the assessments and interventions available in the program to determine their usefulness. Those faculty not involved in the math curriculum worked on analysis of reading and science data to target student needs. We used two waiver days to get extensive all-staff training from NWEA experts on data analysis and interventions using MAP reports. Two other waiver days were devoted to statistics experts from the NCESD to analyze MAP and WASL data to target interventions for individual students. Another half day was used for the analysis of reading assessment data to pinpoint necessary interventions based on student scores. Because we had a change in administration and in strategic planning, direction and educational philosophy, our planned waiver days strictly adhered to our application request.



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

Nespelem School is located on the Colville Indian Reservation, has an almost 80% free and reduced lunch rate, is 99% Native American, and almost without exception, our students have scored well below grade level from K-8 for many years. Due to our relationship with NWEA, we have started to view our student progress in terms of growth in RIT scores between the fall and spring of the school year. The testing process was new to both the staff and the students so we were cautioned not to draw too many conclusions from our first year. Additionally, we had to schedule MAP testing and MSP testing on consecutive weeks in May which probably affected scores, especially for the older students. In Math, our 3<sup>rd</sup> graders made average growth of ten RIT points (average expected growth nationally was ten). Fourth grade students averaged an increase of 11 (national average eight). Fifth graders averaged growth of one RIT point, 6<sup>th</sup> graders made no appreciable growth, and 7<sup>th</sup> and 8<sup>th</sup> grade students showed a decline of minus three. In Reading, 3<sup>rd</sup> graders increased by seven RIT points (national increase of seven), 4<sup>th</sup> graders increased by one point, and 5<sup>th</sup> graders by seven RIT points (four points nationally). Sixth, 7<sup>th</sup> and 8<sup>th</sup> grade students remained unchanged. We were encouraged by the growth of some individual students, and within strands in Math and Reading; one student's RIT score in Reading increased by 30 points, 3<sup>rd</sup> graders did well above average in Algebraic thinking, 4<sup>th</sup> graders did the same in geometric thinking. 7<sup>th</sup> grade students were above grade level in Probability, 8<sup>th</sup> graders in Algebraic and Geometric thinking. This type of data analysis provides the staff with

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

We have frequent contact with families in this small community. They are often in the building and involved in the Parent Education Committee. We explain our process and procedure for improving academic success through activities on Waiver Days in letters home, at parent/teacher/student conferences, and on our school website.

*School Report Card Information from OSPI*

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

May 2009 Student Count	175	
Free or Reduced-Price Meals (May 2009)	137	78.3%

	2007-08	2006-07	2005-06
Annual Dropout Rate	N/A	N/A	N/A
On-Time Graduation Rate	N/A	N/A	N/A
Extended Graduation Rate	N/A	N/A	N/A

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	60.0%	13.3%	33.3%	
8th Grade	41.7%	25.0%		16.7%
10th Grade	N/A	N/A	N/A	N/A

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	50.0%	18.8%	56.3%	



*School Report Card Information from OSPI*

8th Grade	40.0%	6.7%		0.0%
10th Grade	N/A	N/A	N/A	N/A

**2006-07 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	65.0%	14.3%	50.0%	
8th Grade	43.8%	25.0%		6.7%
10th Grade	N/A	N/A	N/A	N/A

**District** | **Orondo School District**

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

Number of half-days before any reduction	10
Reduction	1
Remaining number of half days in calendar	9

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

To provide staff time to analyze student achievement data, monitor progress toward school improvement goals and modify and adjust services to support increased achievement for all our students. We review summative state assessment data annually. Each grade level targets specific concepts and vocabulary related to the state standards, reinforcing these in lessons and classroom assessments. Students track their progress toward these academic goals using the NWEA MAP assessment as a benchmark three times per year. Students know their previous MAP score and the point gain they are targeting before each assessment period. Our staff will use the professional development day we are requesting to analyze trends in student performance and determine areas of strength and weakness from the perspective of our school, our grade level groups, sub groups within each grade (ethnic, socioeconomic status, English language learner etc.) and individual students. Orondo School serves a student population that is more than 70% Hispanic, with more than 75% of our students qualifying for free and reduced price lunch. Our School Improvement Team has targeted the development of data driven goals to increase the achievement of all our students as a school wide priority. In the last three years we have developed data management systems that measure this achievement on a daily/weekly basis in classrooms. We have initiated school wide formative assessment cycles to track progress three times per year. These efforts are helping us to target annual student growth on the state assessment. We have found that we need time to analyze the assessment information we have to focus on “timely results” and to set “next step” goals at the midpoint in the school year. These efforts will assist us in meeting our annual growth targets as described in question #9, below.

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

Our school did not make AYP in 2009-2010 in the grade band 3-5 in both reading and math. Our NWEA MAPs testing indicates that we are performing below national averages in both reading and math. In the 2009-2010 school year we narrowed that gap in reading by 25% however the gap widened in math by 19%.

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

We will increase by 5% those students meeting state standards on the MSP in both reading and math in grades 3-7. We will narrow the gap between Orondo NWEA MAP scores and national norms in both reading and math by 20%.

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

NWEA MAP scores will be monitored three times per year in the 2010 school year. MSP scores will be reviewed in fall 2010 and fall 2011.

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

All teachers in our school meet weekly in grade level teams. These teams review student progress and coordinate student needs with interventions aligned to our learning targets. In addition, each of our teachers is assigned to a curriculum team that oversees reading, math, writing and assessment in our building. These teams meet eight times per year. The available time for this work is limited. While weekly meetings allow us to stay on top of pertinent needs, they do not allow time to synthesize the breadth of relevant information and to augment the range of options available to intervene when students struggle. The collaborative work in our school is tied to an ongoing review of our student's achievement data in these professional learning communities. We will use the midyear planning day made possible by this waiver to review student progress to date, review the success of our interventions, modify and adjust these services and set targets for individual attainment by the end of the year.

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

During the 2009-2010 school year our school increased the leadership role of the School Improvement Planning Team (SIP). Prior to this the team had met intermittently. We determined that we needed to meet weekly in order to focus on clear achievement targets and to build a comprehensive support system for the instructional support teams in the building. In these weekly meetings the SIP team guided the work of curriculum teams who identified "non-negotiable" learning targets for reading, math and writing. Each teacher grade level team was represented on the SIP team, and these representatives ensured that the priorities of the school wide learning targets were included in weekly teacher's meetings as well. With more frequent collaboration, we found that productive discussion had to be anchored in the analysis of student achievement data. Although we had taken steps to implement many professional learning community concepts prior to this time, the regular collaboration around student data moved us toward a greater common understanding of quality instruction and the need for systematic interventions when students did not reach the achievement we were seeking. As the year moved forward, it became clear that we needed a well articulated system of interventions that would tailor instructional support to the specific learning needs of the students. With the formative and summative assessment data we are collecting and with the ongoing collaborative structures that we have put in place in the last year we have a better understanding of the next steps needed to improve achievement. We have found that careful analysis of our students' data is required to build effective interventions. Aligning our core program (Tier I) with short term targeted support (Tier II) and intensive / longer term programs that overcome significant learning challenges (Tier III) depends on a thoughtful and reflective review of student achievement data and program review. As a part of our efforts to build this system of RTI (Response to Intervention) we believe it will essential to meet midyear as a full staff. We will use this time to review our successes and challenges and to target specific student needs and goals for the remainder of the school year.

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

At this time we are requesting a one year waiver.

15. Describe how the waiver directly supports the district and/or school improvement plans. Include links or information about how the State Board of Education may review the district and school improvement plans.

Our School Improvement Plan calls for the Professional Learning Community Activities of our grade level teams and curriculum teams to set annual improvement goals in reading and mathematics. These teams are charged with oversight of the school's progress toward meeting these goals. For the 2009-2010 school year our goal called a 5% increase in the number of students meeting state standards in reading and math. We have also targeted a 20% reduction in the difference between our school's scores on the NWEA MAP Test and national norms on that test. The activities of our Professional Learning Community to be conducted on the waiver day support these goals by providing time to monitor mid-year progress and the opportunity to use student data to evaluate the effectiveness of services to achieve these goals. These goals and activities support our school's vision statement which is copied below

*Our school is an interdependent community that places high priority on learning and student success. We use this priority as a guide when making decisions about time and resources. All staff members contribute their expertise and vision to the collaborative commitment to learning and student success. Administration, staff and community stakeholders maintain fidelity to this focus in decision making.*

*All of our students receive instruction that challenges them to greater achievement, focused on specific learning targets. Students know what these goals are and readily express their goals and progress toward them. Students, staff and parents work together to support these learning targets. Students meet these targets and push beyond them.*

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

The superintendent and the school improvement team prepared a school calendar in keeping with our school wide plan. The team determined that strategic midyear planning would support the learning goals of the plan. The recommended calendar was provided to staff and parents for review. Finally, the school board reviewed the recommendations of these groups and approved the recommendations.

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

Orondo Teachers are contracted for 184 days. One of these days is available for individual teacher choice to prepare classrooms at the beginning of the school year. Two days are district planned at the beginning of the year for mandatory training and to collaborate on student placement, services and schedules. One professional development day is reserved for the last working day of the year, when staff complete report cards and inventory and store their classrooms. The school calendar includes ten half days, two of these are reserved for early dismissal before Thanksgiving and on the last day of school. Three half day release day are reserved for records preparation. Five half days are reserved for professional development planned by the district and for staff collaboration to address the school improvement goals. One hundred seventy days are scheduled as days of full instruction.

**School Report Card Information from OSPI**

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

May 2009 Student Count	226	
Free or Reduced-Price Meals (May 2009)	226	100.0%

2007-08	2006-	2005-
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*School Report Card Information from OSPI*

		07	06
Annual Dropout Rate	N/A	N/A	N/A
On-Time Graduation Rate	N/A	N/A	N/A
Extended Graduation Rate	N/A	N/A	N/A

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	46.4%	25.0%	46.4%	
7th Grade	62.5%	37.5%	87.5%	
10th Grade	N/A	N/A	N/A	N/A

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	47.4%	36.8%	42.1%	
7th Grade	55.0%	25.0%	60.0%	
10th Grade	N/A	N/A	N/A	N/A

**2006-07 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	59.4%	37.5%	25.0%	
7th Grade	N/A	N/A	N/A	N/A
10th Grade	N/A	N/A	N/A	N/A

**District** Pomeroy School District #110

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

Number of half-days before any reduction	13
Reduction	2
Remaining number of half days in calendar	11

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

Pomeroy School District No. 110 (PSD) embarked on the concept of applying for requesting a 180-Day Waiver during the 2007/08 School Year. Since then, the school board, administration, and faculty found waiver days to be an excellent use of time for professional development. During the 2008/09 School Year, para-professionals were included in professional development, to help with their individual development and network with faculty. The application is considered new because PSD completely starts fresh with a new plan each year, allowing state assessment results to drive the plan's activities. Also, a few years ago, the State Board of Education approved a one-year plan, so PSD is aware of this process and has tried to update its plan each year. This request is being made again for the 2010/11 school year with the following purposes in mind:

- Identify strategies to help all students become successful
- Define effective classroom teaching and learning
- Organize the school environment to increase the number of students who attain standards, measured by the state assessments, in reading, writing, and mathematics

PSD is requesting (as provided for in WAC 180-18-040) a waiver of the minimum 180-day school year requirement of WAC 180-16-215. The District is requesting that four school days be waived from the required 180 school days for the 2009-10 school year for grades one through twelve.

Within the purpose outlined above, the Board of Directors supports professional development through waiver days so that student achievement can be improved through all three levels throughout the district, as described below:

Goals at the district level are as follows:

- 1) Develop an effective teaching model
- 2) Collaborate to align curriculum, instruction, and assessment in various subjects as well as develop Classroom Based Assessments (CBA's)

Goals at the building level are as follows:

Pomeroy Elementary School

- Goal 1 Evaluate various aspects of curriculum, instruction, and assessment in relation to current practice
- Goal 2 Implement Response to Intervention (RTI) as a method of identifying students who may be at-risk academically

Pomeroy Jr./Sr. High School

- Goal 1 Align all curricula with state standards
- Goal 2 Modify Student-Led Presentations for all students 7-12 to use portfolios or e-folios as a presentation tool to help students with individual presentations, adapting current senior exit interviews into Navigation 101
- Goal 3 Complete a yearlong study of missed class time due to meetings, assemblies, and transfers for the 2010-11 school year, to determine changes for the 2011-12 school year
- Goal 4 Monitor academic progress of all students especially those with D's or F's, developing a monitoring system that rewards those students who are passing classes and completing homework assignments and provides additional support for those who are not

Goals at the individual/small group staff level are as follows:

- 1) Provide for individual staff and small group staff members to work on self-improvement through a goal setting process, see the attached form
- 2) Provide time for individual staff and small group staff members to complete goals

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

State assessment results drive the purpose and motivation of our professional development plan. The data included in the supplemental materials show three-year trends taken from the Washington State Report Card website. These trends indicate assessment scores above and below the state average. Each group taking the state assessment is compared against a different group each year. With this data a clear target is to be near the state average as it moves up and down each year.

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

Being near the state average is not a good enough goal or benchmark. In Pomeroy, the graduation rate for the last ten years is 92.9%. PSD knows that to maintain this rate, all students must pass the state assessment. With this application, PSD proposes to look at the following longitudinal data and set a goal of 10% improvement in scores from the previous state assessment. To compensate for unforeseen factors, poor test takers, etc., PSD will also consider being within + five percent of the state average as meeting its goal. For each class, typical trends show improvement until junior-high, then a decrease, with high school ending strong. The goal is for all students to reach standard by passing the state assessment by 10<sup>th</sup> grade. PSD's graduation rate is evidence that students continue preparation for their state assessment in order to pass it in the 11<sup>th</sup> or 12<sup>th</sup> grade. These passing rates are not reported on the Washington State Report Card website and therefore not public knowledge. The supplemental materials include statewide assessment data for math and reading.



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

Evidence is collected in the fall of each year when state assessment results are reported publicly. PSD submits its plan for waiver days about three months before results are known. As soon as they are known, the professional development plan is finalized. The administration (Superintendent/Elementary Principal and Junior-Senior High Principal) looks at the plan to determine whether it is on target. If not, a LIT (Learning Improvement Team) meeting is called to discuss specific updates. All teachers receive results of all students in each grade level. This provides immediate feedback on how their students did from the year before. The process allows them to ask the teacher from the previous year strategies that work either for an individual or group of students. Prior to this application, there was less emphasis placed on test scores. Through the current application, a greater emphasis was placed on test scores in driving this application. PSD can then report on how well it met its goals through subsequent applications or the plan for the year after the results were posted.

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

Professional development is the strategy used to meet the goals of the waiver. The purpose was laid out in Question #8. When goals are outlined at the district level, building level, and individual/small group level, it becomes very clear that PSD is focused on wise utilization of this time. This time provides all three levels of the system the flexibility to concentrate on what needs to be accomplished. Ultimately, with time as a factor, this plan is written on scores about a year old and adjusted in the fall when recent assessment scores are reported. This is why the plan is written in general terms as process and strategies are given as an overview and made specific at the beginning of the school year. Mathematics curriculum was purchased this year in grades 5-9. Professional development time will be used to have teachers in both buildings get together to discuss implementation. The adopted curriculum was one of the state recommended math series.

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

The application is innovative to the extent that it provides ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching (WAC 180-18-050 (3)(i)(ix)). This is evidenced by the results of the feedback from staff on the professional development plan. In recent years, the elementary school and junior-senior high school developed School Improvement Plans (SIP's) to focus faculty effort on education reform during professional development time. Individual staff goal setting continued as a part of professional development activities. (See the attached form.) There will be three levels of activities taking place as described in Question #8. Feedback was obtained on each SIP this spring. A survey was taken using the "parent/community" survey from the Nine Characteristics of Highly Effective Schools. Faculty used the data to update and develop the building's SIP for the upcoming year. For individual goals, the feedback criteria will be used each professional development day to determine whether professional development activities hit the following target:

1. It fosters a deepening sense of subject-matter knowledge and greater understanding of learning and student needs.
2. It deals specifically with the critical activities of teaching and learning, such as lesson planning, student evaluation, improving classroom practices, or developing curriculum.
3. It uses specific cases of practice to build better understanding through questions, analysis, reflection, and substantial professional discussion.
4. It values and cultivates a culture of collegiality, including the sharing of knowledge and experience among educators.
5. It is sustained, intensive, and continuously woven into the everyday fabric of teaching,



through modeling, coaching, and collaboration.

Overall feedback on the 2009/10 School Year professional development plan was collected. The supplemental materials include the raw data of the feedback.

#### Individual/Small Group Goals

The purpose of these goals is to foster improvement at an individually directed level. About 40% of the goals were finished. Many of the remaining goals were recognized to be ongoing or in need of more time to complete.

The results of feedback indicate this year's professional development has started to change instructional practice. District goals are on the road to becoming sustained, as well as building goals. Individual/small group goal time was worthwhile to the three purposes of professional development, outlined in Question #8. These results clearly show professional development at PSD is vital to student achievement. The LIT determined the district level goals were not sustained and needed to continue. This was decided at a LIT meeting where overall feedback was discussed. Previous goals are listed below with their status.

Status of goals at the district level are as follows:

- 1) Develop an effective teaching model, started during the 2007/08 school year (in progress)
- 2) Collaborate to align curriculum, instruction, and assessment in various subjects as well as develop Classroom Based Assessments (CBA's) (in progress)

During the last professional development day of the 2009/10 School Year, each building faculty and staff reviewed the status of its SIP goals. Status of those goals are listed below:

#### Pomeroy Elementary School

- |        |  |
|--------|--|
| Goal 1 | Evaluate various aspects of curriculum, instruction, and assessment in relation to current practice (in progress)          |
| Goal 2 | Implement Response to Intervention (RTI) as a method of identifying students who may be at-risk academically (in progress) |

#### Pomeroy Jr./Sr. High School

- |        |  |
|--------|--|
| Goal 1 | Implement a curriculum adoption cycle. Align all curriculum with state standards especially Math with the new PE (Performance Expectations) standards (in progress)  |
| Goal 2 | Modify Student-Led Presentations for all students 7-12 to use portfolios as a presentational tool to help students with presentations. Adapt current senior exit interviews into the Navigation 101 process and utilize community members exclusively in the judging process (in progress) |
| Goal 3 | Develop a new student discipline system that improves consistency among teachers. Discipline system would focus on minor infractions and be the first step in a progressive discipline system (completed)  |
| Goal 4 | Complete a yearlong study of missed class time due to meetings, assemblies, and transfers for the 2009-10 school year. The study would be used to determine changes for the 2010-11 school year (in progress)  |

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

PSD is applying for a one-year waiver, for the 2010-11 School Year.

*15. Describe how the waiver directly supports the district and/or school improvement plans. Include links or information about how the State Board of Education may review the district and school improvement plans.*

PSD is seeking time to work on real initiatives to help implement school reform. PSD and the Garfield County Education Association (GCEA) recognize that rural school districts are often

strapped for resources to pay staff for additional days of professional development above and beyond the LID's (Learning Improvement Days) funded by the state of Washington. The 180-Day Waiver provides much needed time for staff to collaborate on the implementation of goals that will help student learning. Best practice suggests that the best way to improve learning is to improve teaching. That can be accomplished through designing a comprehensive and tiered professional development plan.

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

In a school district as small as Pomeroy, the communication network is informal. The community relies on its professionals to use their expertise to help students prepare for the world beyond high school. That trust is shared through circles of friends that school employees may have. Informal parental feedback to teachers, school administration, and members of the school board indicate that these types of days help in planning for daycare and other family-related issues. The calendar negotiations between PSD and GCEA led to requesting the 180-Waiver be continued. Both recognize that full days for professional development allows for a coordinated and focused program. In addition, at a recent board meeting, the board took comments from the community before passing Resolution #212.

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

PSD negotiates the school calendar with the Garfield County Education Association (GCEA). The current negotiated agreement pays certificated teaching staff for 180 school days plus the number of state funded LID's (Learning Improvement Days). PSD and GCEA have collaborated on this application for a waiver from the 180 day school year requirement since the 2007-08 School Year. With this application, the breakdown of days is listed below:

Full Instructional Days	=	169
1:00 PM Early Release Days	=	One (day prior to Thanksgiving Day)
11:30 AM Early Release Days	=	Nine (elementary school = four grade prep days, three professional development days/secondary school = five grade prep days, 2 professional development days/ two days are for time served for additional work on student conference days)
10:00 Early Release Days	=	One (last day)

Two days are for student conferences with teachers and parents. All students have a scheduled conference in the fall for elementary and all students have a student-led presentation in the spring at the junior-senior high school. PSD and GCEA are satisfied with this work plan as evidenced by our continued application.

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

All activities met with the purpose of the waiver:

- identify strategies to help all students become successful
- define effective classroom teaching and learning
- organize the school environment to increase the number of students who attain standards, measured by the WASL, in reading, writing, and mathematics

Development of an effective teaching model needs to continue. The RTI implementation process came to a point of building focus, rather than district focus. After each professional development day, the LIT (Learning Improvement Team) met to assess the day and plan for the next day. The 2009/10 School Year 180-Waiver application is redesigned to provide flexibility to expand on the completion of one goal and start a new goal as described in Question #8. It

focuses on two topics at the district level and encourages school and individual staff improvement efforts.

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

A questionnaire was sent to the faculty to judge effectiveness of professional development. It asked teachers to rate professional development efforts on the five principals of professional development, found in Question #13. Feedback indicated that the professional development model needed to continue to allow the district to finish off one of the initiatives started two years ago, as well as each building to get SIP goals completed. Those results are outlined in Question #13. Preliminary state assessment data indicated that mathematics is a concern at all grade levels. However, the reason PSD is making a request is to continue the work previously started. Raising student test scores has been on part of the reason for professional development. These scores are now becoming more of a focus and means for targeting work that needs to be accomplished. Data collected in Question #11 will be a basis for prioritizing professional development activities.

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

The Parent Newsletter, a monthly newsletter, informed parents of the work that was being done several times throughout the school year. Informal communication also occurred. This was when community members engaged school district staff with conversation about the waiver days.

*School Report Card Information from OSPI*

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

May 2009 Student Count	337	
Free or Reduced-Price Meals (May 2009)	151	44.8%

	2007-08	2006-07	2005-06
Annual Dropout Rate	0.8%	3.1%	0%
On-Time Graduation Rate	97.4%	87.3%	100.0%
Extended Graduation Rate	97.4%	87.3%	105.4%

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	83.3%	37.5%	54.2%	
7th Grade	59.3%	29.6%	88.9%	
10th Grade	78.3%	29.2%	100.0%	37.5%

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	63.6%	50.0%	68.2%	
7th Grade	48.0%	12.0%	72.0%	
10th Grade	80.0%	48.3%	89.7%	27.6%

**2006-07 WASL Results**

School Report Card Information from OSPI					
Grade Level	Reading	Math	Writing	Science	
4th Grade	65.2%	56.5%	60.9%		
7th Grade	74.1%	48.1%	88.9%		
10th Grade	80.0%	59.4%	86.7%	37.5%	

<b>District</b>	<b>Tacoma School District</b>
New Application or Renewal Application	Renewal application – We are requesting fewer waiver days than the previous year

<b>6. Will the waiver days result in a school calendar with fewer half-days?</b>	
Number of half-days before any reduction	3 (Early Release)
Reduction	None
Remaining number of half days in calendar	3 (Early Release)

<b>8. What are the purpose and goals of the waiver?</b>
<p>The purposes and goals of this Waiver are to use the extra time requested to provide teacher professional development focused on standards based instruction in all content areas. We have been working with the University of Washington’s five Dimensions of Teaching and Learning Tool to clearly define and implement the components of quality teaching and learning. We will use the two requested Waiver Days for these purposes. Ultimately by increasing our teachers’ instructional capacity during Waiver Day professional development, student achievement will increase. The Tacoma School District uses a web-based application to access current and historical assessment data. During the first waiver day this database will include the most recent state assessment results and all historic test records for students enrolled in the Tacoma School District. Teachers will be expected to review assessment data for students enrolled in their class to help develop an understanding of the skill sets of the students they will be teaching in the upcoming year. This will establish a foundation for the district initiative of professional development for standards-based instruction in all content areas. Our school principals will incorporate the work of the University of Washington’s 5 Dimensions of Teaching and Learning Tool which was part of their professional development in this past year. Using these components as guiding principles they will outline the expectations of quality teaching and learning as put forth by the 5D model. The rubric identifies five Dimensions and 13 Sub-Dimensions of Teaching and Learning. The 5D framework for professional development are drawn from research on what constitutes good teaching. The Research base for 5D includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Wiggins and McTighe: Understanding by Design</li> <li>• Newman, King &amp; Carmichael: Authentic Intellectual Engagement</li> <li>• Resnick &amp; Zurawsky: Accountable Talk</li> <li>• Danielson &amp; Bizar: Enhancing Professional Practice</li> <li>• Marzano, Pickering &amp; Pollick: Classroom Instruction That Works</li> <li>• Stiggins: Assessment for Learning</li> <li>• Bransford, Brown &amp; Cocking: Developing Expertise</li> </ul> <p>The two requested Waiver Days will provide a large group instructional development, smaller learning groups and professional learning communities as a model to implement the standards-based instructional goals for the Waiver Day.</p>

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

(See Attachment A) Data shows that the majority of the schools are not meeting the ten percent Growth Status Goal of the district. Because of the results, the professional development we plan for our two requested waiver days will be focused on standards-based instruction in all content areas. The district will continue to monitor the ten percent Growth Status goal during the 2010-2011 school year. Our WASL scores over the past several years have gradually increased; however, we are still below the general goal of 10% increase in students meeting standard from last year to this year. We would like to think this is in some part due to the professional development and collaboration that has been able to happen on the waiver days. In Reading grade 3 (64.8-67.8), 6 (58-63.3), 8 (55.3-62.3) and 10 (69.6-73.4) have shown progress, while grades 4 (70.4-66.8) and 7 (61.4-48.4) have shown slight declines. In Math, we have seen a mix of slight increases and decreases. In Writing, all grades have shown increases. Grade 4 (53.9-55.7), 7 (58.2-60.4) and 10 (70-81.3) have seen steady gains. In Science, grade 5 (23.3-32.3), 8 (28.3-36.8) and 10 (23.9-25.7) have also shown increases. There have been larger increases and decreases at individual schools, but our focus has been a district-wide support of curriculum and practices to increase student achievement. We also have specific goals around increasing student attendance, decreasing the dropout rate and increasing our graduation rate overall as well as between different subgroups.

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

Each school will be provided a Data Dashboard which will be the structure for collecting regular data such as: failure rates in Algebra, 3<sup>rd</sup> Grade Reading Proficiency, and other measures that serve as benchmarks of attainment of our overall ten percent growth status goal. Our assessment and data research department provides an electronic data system to optimize ease of use for all data used by students, parents and district staff.

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

We expect our achievement results to increase based on increased teacher quality. For example, we will analyze Algebra pass rates and state assessment results to monitor our progress. Data Dashboard results will be analyzed at the district level every six weeks and principal meetings will be focused on this analysis. Principals and their leadership teams will create plans to address learning needs of students identified through the Data Dashboard structure.

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

- **Teacher Development Group (Mathematics)**  
This program is based in Oregon and was founded by a group of Math teachers. The focus of their program is to change mathematical practice through side by side coaching with math teachers. They focus on establishing mathematical norms and analyzing student learning through student discourse and daily formative assessments.
- **Inquiry by Design (Literacy)**  
This program provides training and curriculum for Language Arts teachers. Teachers use a rigorous curriculum and strategies that promote individualized instruction for each student.
- **Center for Educational Leadership (University of Washington – Seattle, Washington)**  
Teachers, principals and district level administrators are working with coaches from the University of Washington in analyzing effective teaching practice through the 5 Dimensions of Teaching and Learning. The University of Washington has developed teaching strategies



in the area of: Purpose, Student Engagement, Curriculum and Pedagogy, Assessment for Student Learning and Classroom and Culture. These five Dimensions have been the subject of all Staff Professional Development in the District and is the basis for aligning teaching strategies around Standards Based Instruction.

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

Our Board of Education approved the adoption of Houghton Mifflin's *Mathematics Expressions* program for grades K-5 based on the recommendation from 100 teachers and principals and 150 parents and community members. This program was selected as one of two top programs at the state level because of the strong alignment between its content and Washington State Standards. The professional development organized for these two waiver days will be focused on grade level and school-wide conversations and planning to support cohesive and comprehensive curriculum delivery.

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

This request is for one year only. Our Waiver Days during the 2010-2011 school year will build on the knowledge teachers gained from previous professional development sessions focused on standards based instruction. Staff and teachers in the Tacoma Public Schools are working to align our instructional programs to state standards. In the fall of 2009 we conducted an environmental scan of all classrooms and this qualitative classroom practices data reveals that further focus on learning targets, assessment of student learning and intervention for students who need further support is necessary.

*15. Describe how the waiver directly supports the district and/or school improvement plans. Include links or information about how the State Board of Education may review the district and school improvement plans.*

Each school's improvement plan is aligned with our newly drafted district improvement plan that is focused on three goals, namely, increased student achievement and reduced achievement gaps; increased college-ready, college-access, and college success rates; and, accessing family and community resources to educate all students. The professional development offered during waiver days will be focused on the attainment of the goals in each school's improvement plan.

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

The Teachers' Education Association and Principals' Association were involved in the development of the request for this waiver. Tacoma is decreasing the number of days from three to two and only asking for a one-year waiver. This will provide us with the ability to evaluate the effectiveness of the waiver day professional development time.

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

- Number of Optional Professional Development Days – two (District); two (School); three (Personal)
- Number of Full Instruction Days – 178
- Number of Early Release Days - 3

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

The three Waiver Days for the 2009-2010 school year were used as planned and reported in our prior request. We used the days to provide content specific professional development on



student attainment of state and district standards.

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

Scores on the state level assessment increased in many schools at various grade levels during the 2008 – 2009 school year as documented in the attachments. In addition to these results, the extra time for professional development facilitated the strengthening of teacher and principal leadership capacity and the time to develop an understanding of the need for change. We judge the success of our waiver day seminars based on quantitative and qualitative data.

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

All of our assessment data is available through the district website. (The website is updated daily/weekly). We also give frequent updates at public school board meetings regarding our progress on student achievement as well as the latest professional development opportunities we have available for staff. We can always improve and will continue to post information and give updates to the public at school board meetings as well as other public events.

*School Report Card Information from OSPI*

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

May 2009 Student Count	29,714	
Free or Reduced-Price Meals (May 2009)	17,464	58.8%

	2007-08	2006-07	2005-06
Annual Dropout Rate	6.8%	8.1%	7.5%
On-Time Graduation Rate	71.8%	68.4%	67.6%
Extended Graduation Rate	77.6%	74.4%	74.8%

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	66.8%	39.2%	55.7%	
7th Grade	48.4%	37.7%	60.4%	
10th Grade	73.4%	30.9%	81.3%	25.7%

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	66.5%	47.1%	58.5%	
7th Grade	58.3%	40.9%	64.9%	
10th Grade	72.4%	32.2%	81.6%	26.8%

**2006-07 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	70.4%	45.7%	53.9%	
7th Grade	61.4%	43.3%	58.2%	
10th Grade	69.6%	36.1%	70.0%	23.9%

<b>District</b>	<b>Thorp School District #400</b>
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<i>6. Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	None
Reduction	0
Remaining number of half days in calendar	0

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

The purpose of the waiver days will be to: 1) Allow instructional staff to collaborate on the processing and study of the “Common Core Standards” which have been tentatively adopted by OSPI as part of the State’s Race to the Top Application. This is an important step for our staff as we need to understand and address any differences from our work with the state standards; 2) To allow staff to review elementary and high school math materials for possible piloting and adoption. The process to complete this task will involve several meetings with all elementary staff members, our high school math teacher and me. The following dates and times will be used to review the selected math materials prior to deciding which materials to pilot: September 8, October 8 (If waiver is granted), November 12, and December 10. The materials we are reviewing for the elementary level include: a) Everyday Math, b) Math Connects, c) Bridges, d) Math Expressions, and e) Investigations. Once the staff has reviewed the materials and selected two series to pilot, the pilot will take place during the remainder of the school year, giving each of the selected curriculum materials equal time. Following the pilot the committee will make a recommendation to the board as to which set of materials best meets the needs of Thorp students. Parents will be part of the materials review. At this time we have not selected the high school materials that will be reviewed. The process will be the same. Collaboration time designed to provide staff with an opportunity to review the “Common Core Standards” and to align instruction with state standards will be accomplished during the remainder of the two waiver days and one early release Friday each month. The entire instructional staff will be broken into elementary and secondary teams by subject. The end of the process will involve two separate vertical teams to discuss how and what is being done at one grade level affects the next. This will allow us to ensure that we have addressed any gaps in instruction or curriculum. All of this work is related to increasing student achievement from K through 12th grade. Developing an instructional framework with consistent and research based practices which target established standards will allow students to perform at their best on state and local assessments, and more importantly to be prepared for the next step in their education or careers after their formal schooling is complete.

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

Data sources used to support this request include: 1) WASL data; 2) MAP testing data; 3) Student course taking and completion data; 4) Student attendance data; 5) Parent –teacher conference attendance data; 6) Read Well data from LAP/Title I. In our small district we are able to track every student and personalize the support we provide to each student to maximize their opportunity for success.

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

2010 HSPE and MSP data; 2) MAP Testing data from both 2010 and 2011; 3) Read Well Data; 4) Student grade reports for classes; 5) Report of students on track for graduation, grades 9-12. We will also be reviewing formative assessments as part of formalizing an evaluation plan for our school district. Expected results include: 1) Maintaining the 90+ percent success of our students in reading and writing on the HSPE; (2) Increases of five percent on the HSPE Math and Science; 3) Increases in student achievement in all grades/subjects on the MAP test of 1+ years of growth. Our students take this test three

times per year, at all grade levels from 3-11; 4) Increases of percent in reading, writing, and math on the MSP for grades 3-8.

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

We are and will gather longitudinal data to examine student performance on various assessments to determine if the work on curriculum adoption and alignment of instructional practices to established standards has been effective. We are working as a district to training staff so they can effectively digest available data and use their analysis to inform our instructional program and practices. Sources of data will include state testing data from the HSPE and MSP. MAP testing data, local grades, and assessment data from Read Well for elementary students. We are also working with our ESD to identify and select appropriate formative assessments that will yield data to assist instructional staff in making instructional changes to meet identified student needs. Part of the two waiver days and some of our early release Fridays will be used by staff to collaboratively analyze this data to determine our progress to improving students performance on state and local tests.

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

We are currently engaged in the Accreditation and SIP processes. These processes involve all staff, the school board and administration as well as parents. We are seeking accreditation through the "Northwest Association of Accredited School" or (NAAS). We are blending the SIP and school accreditation processes so that we do not have to duplicate the work and our accreditation and SIP processes align with one another. We are following board policies for review of instructional materials and submission to the school board for adoption of selected materials. We will work with CWU and ESD 105 to develop a process for examining the research and developing an instructional framework for adoption by the district over the next two to three years. This framework will be in keeping with the intent of 6696 that a district is to have researched, developed, and implemented an instructional framework that ensures all students can achieve established learning standards.

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

There is no particular innovation involved in this process. We will use resources from both ESD 105 and Central Washington University to help facilitate our in-depth look at available curriculum materials and identification and alignment of our district instructional practices with currently established standards. Resources available from the ESD and CWU include: 1) Content area and instructional expertise/coaching; 2) Curriculum alignment and materials expertise support; 3) State and Common Core Standards expertise and support; 4) Personnel-substitute support from Phi Delta Kappa at t CWU; (5 Facilitators for committee work from both CWU and the ESD. The requested waiver days will be used to replace lost Learning Improvement Days (LID). The work of curriculum adoption and alignment requires intensive, concentrated staff time, which has been lost due to cuts in state funding.

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

Our requested waiver days will be used to continue our work in curriculum adoption, alignment and mapping. This work will help us begin the process of indentifying a district system of instructional practice.

*15. Describe how the waiver directly supports the district and/or school improvement plans. Include links or information about how the State Board of Education may review the district and school improvement plans.*

The State Board may request a copy of the District's (SIP) plan by contacting Jim Hainer at hainerj@thorp.wednet.edu or by phone at (509) 964-2107.

The waiver directly supports three goals of the district's SIP.

1. It helps us address issues regarding improving student performance on state math tests by ensuring appropriate materials are adopted and that these materials align with established state and now the "Common Core Standards". Our goal for student achievement in this area is to improve student math scores by five percent per year.
2. It helps us address the reading goal of improving student scores on the state test in the K-8 grades. Student performance on the reading and writing at the high school levels are in the high 90% range. Our goal in the reading area is to improve performance in this area by five percent per year in the K-8 grades until they are in the 90% range.
3. These waiver days will support our district's development of a common instructional framework. This supports our district's goal of ensuring that we use instructional practices and materials that are researched based and support student achievement at all grade levels in core subject areas.

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

The school board was involved in the decision to request this waiver during the regular board meeting. Staff members have been involved in this process during staff meetings and during our accreditation/SIP staff work session. I attend the district's PTSA meetings and have informed parents of our intentions and solicited their support for this waiver. PTSA members are aware of the lost staff development days and fully support staff development time dedicated to improving their students' learning experience and preparation. The staff clearly sees the need for the waiver days and return of LID days to continue the work of improving instruction, aligning instruction to meet established standards, and ensuring that the best possible materials and experiences are available to their students. The waiver resolution is evidence of the school boards support of the waiver. We see these two waiver days as critical to our ability to meet all the requirements that the federal and state governments, OSPI and the State Board expect of us, and more importantly that will allow our students to learn, grow and be prepared to take their place in society as productive citizens.

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

Our district pays for one additional professional development days at the very beginning of the school year. This day allows us to cover training in areas required by regulations such as harassment policies, universal precautions, etc. We also have early release Fridays. Students are released at 1:30 p.m. Staff members are engaged in ongoing accreditation/SIP work, curriculum work, and safety training work on these early release days. There are no other non-instructional days planned in our calendar.

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

The previous request stated that the Thorp School District expects to use the waiver days for:  
1) Train in and implement new middle school math adoption allowing us to more fully align our curriculum with the new state math standards; 2) Fully implement advisories and student lead conferences; 3) Provide K-12 instructional staff opportunity to vertically align core subject

curriculum with state standards; 4) Fully implement RTI in the Thorp School District; 5) Complete the accreditation process. The waiver days from the previous year were used as planned with the exceptions that we have not fully implemented RTI and have not completed the accreditation process. These projects are continuing into the following school year. These waiver days will allow for concentrated staff collaboration and will be combined with the remaining state LID day and the district's early release Friday's. These waiver days are even more critical with the state's reduction of funded LID days. With the exception of full implementation of RTI, these stated goals have been or will be completed by the end of the school year.

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

Using MAP, Read Well data, as well as information collected from parents at conferences it is evident that our work to improve students' achievement is having success. We will look at the HSPE and MSP data when it comes in. Evidence of our success with the waiver days from the 2009-2010 school year are still coming in as we have not yet received our MSP data, HSPE information shows that 10<sup>th</sup> graders passed writing with 100% and reading with 91%. Additionally we had two juniors pass the math HSPE the second time. Our HSPE math scores improved from 36% to 42%. We have not yet received science scores for HSPE. We have a lot of work to do in math and science. MAP scores show that most students showed at least 1 year of growth and that many struggling students showed in some cases 1.5 to 3 years of growth in reading and math.

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

We have kept our community informed as to the progress through our parent-teacher conferences throughout the school year. We will make our final report to our community after we receive the results of the HSPE and MSP testing for the 2009-2010 school year. The waiver plan has been discussed in staff meetings, at the board meetings, and during PTSA meetings.

*School Report Card Information from OSPI*

<b>School District Information from OSPI Report Card Web Page</b>				
May 2009 Student Count	168			
Free or Reduced-Price Meals (May 2009)	64	38.1%		
	2007-08	2006-07	2005-06	
Annual Dropout Rate	3.8%	13.6%	4.5%	
On-Time Graduation Rate	65.6%	54.9%	83.3%	
Extended Graduation Rate	65.6%	54.9%	83.3%	
<b>2008-09 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science
4th Grade	81.8%	36.4%	63.6%	
7th Grade	60.0%	40.0%	80.0%	
10th Grade	100.0%		100.0%	
<b>2007-08 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science

*School Report Card Information from OSPI*

				nce
4th Grade	69.2%	61.5%	30.8%	
7th Grade	61.1%	44.4%	72.2%	
10th Grade				

**2006-07 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	75.0%	56.3%	31.3%	
7th Grade	61.9%	47.6%	61.9%	
10th Grade	75.0%	50.0%	83.3%	33.3%

**For comparison purposes, the Report Card for Washington State is provided below:**

2008-09 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	73.6%	52.3%	60.4%	
7th Grade	59.3%	51.8%	69.8%	
10th Grade	81.2%	45.4%	86.7%	38.8%

Annual Dropout Rate (2007-08)	18,246	5.6%
On-Time Graduation Rate (2007-08)	58,005	72.0%
Extended Graduation Rate (2007-08)	62,042	77.0%