

The Washington State Board of Education

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

Title:	Option One and Credit-Based Graduation Waiver Requests	
As Related To:	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
Relevant to Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	SBE staff have reviewed the waiver applications included with the memo and will present them for the Board's consideration and approval. These requests are for Option One waivers and credit-based graduation requirements. Option Two (Economy and Efficiency) waiver requests are presented in a separate memo.	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	Four districts are requesting waivers from the 180 school day basic education requirement. One district is requesting a waiver from the credit-based graduation requirements.	

BASIC EDUCATION PROGRAM WAIVERS: CURRENT WAIVER REQUESTS

BACKGROUND

This memo presents four requests for Option One 180-day waivers and one additional request for a waiver from credit-based graduation requirements.

Option One is the regular 180-day waiver request that has been available to districts since 1995 to enhance the educational program and improve student achievement. Districts may propose the number of days to be waived and the types of activities deemed necessary to enhance the educational program and improve student achievement.

Credit-based graduation requirements were established by the SBE in WAC 180-18-055 (Appendix A). SBE created a way for districts to request alternative graduation requirements in recognition that transition to a performance-based education system would take time, and to encourage local innovation. In the current school year, two districts have this type of waiver: Federal Way for Truman High School, and Highline for Big Picture High School. Highline was recently awarded an additional waiver for Odyssey High School during the February, 2012 special Board meeting to begin in 2012-13. The waiver request contained in this memo is a renewal for Big Picture for school years 2013-14, 2014-15, and 2015-16.

A summary of the requests has been provided in this memo. The full applications are available Appendix B – F.

POLICY CONSIDERATION

SBE staff have reviewed the waiver applications and provided them to the Board for consideration.

SUMMARIES OF WAIVER APPLICATIONS

Eastmont is requesting five waiver days for the next three school years (2012-13, 2013-14, and 2014-15) for parent-teacher conferences. This is a new request. The full application is provided in Appendix B.

Granger is requesting five waiver days for the next three school years, (2012-13, 2013-14, and 2014-15) to provide professional development to improve student achievement and continue the use of professional learning communities. This is a renewal of the district's previous waiver of five days. The full application is provided in Appendix C.

Snohomish is requesting four waiver days for the next three school years (2012-13, 2013-14, and 2014-15) for parent teacher conferences. This is a new request. The full application is provided in Appendix D.

South Bend is requesting three waiver days for the next three school years (2012-13, 2013-14, and 2014-15) to provide training and align curriculum to standards. This is a renewal of the district's previous waiver of three days. The full application is provided in Appendix E.

Highilne is requesting a credit-based graduation requirement waiver for the next three school years (2012-13, 2013-14, and 2014-15) to continue their program of graduating students based on competency rather than credits. This is a renewal of the district's previous waiver for this school. The full application is provided in Appendix F.

Table A provides a summary of the Option One waiver requests.

Table A: Summary of Option One Waiver Applications

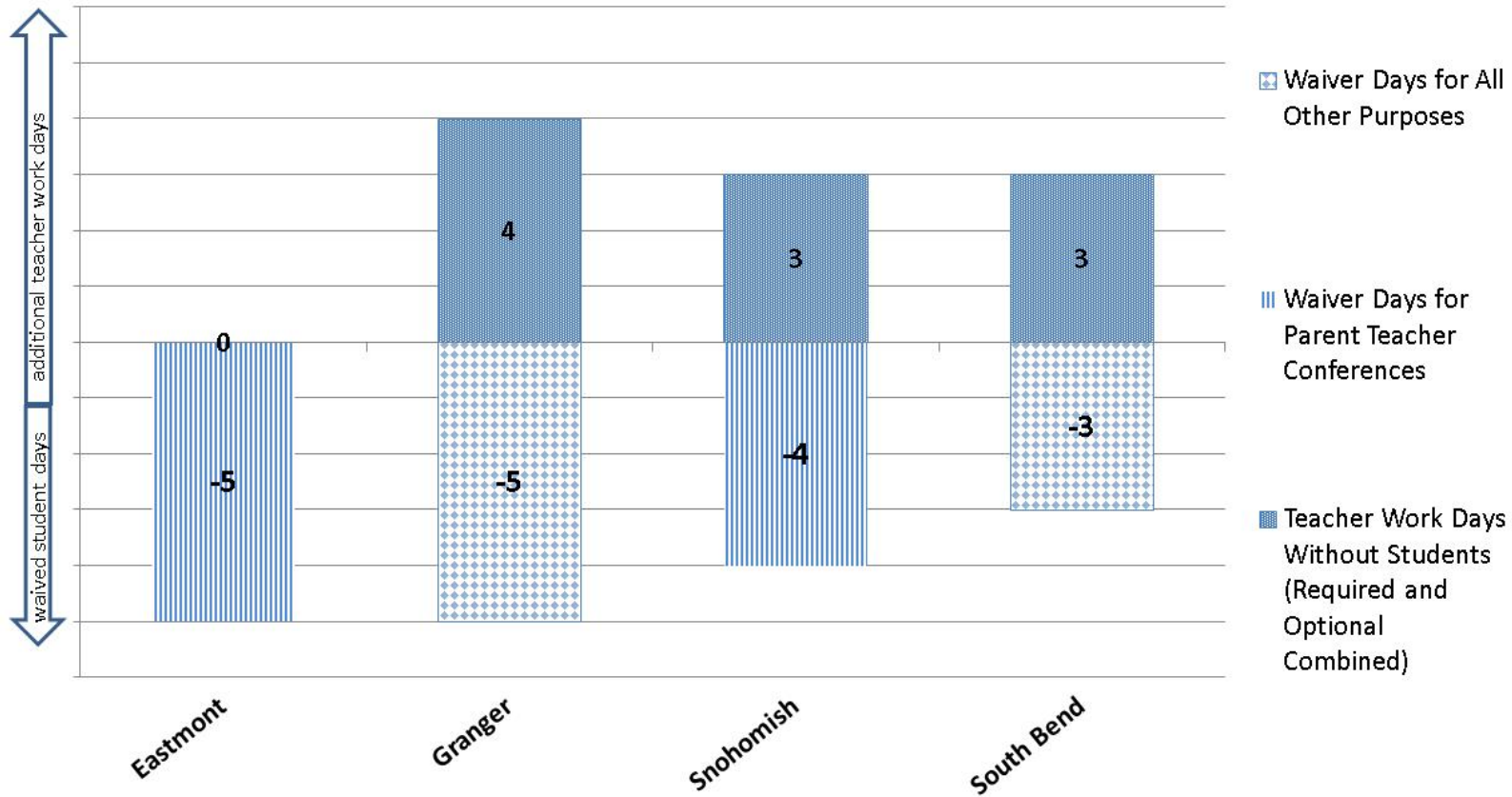
District	School Years	Waiver Days Req.	Student Days	Additional Teacher Days W/O Students	Total Teacher Days	Reduct. in Half-Days	New or Renewal	2011 PLA*	2011 Washington Achievement Awards
Eastmont	2011-14	5	175	0	180	6	N		
Granger	2011-13	5	175	4	184	0	R	Granger Middle School	
Snohomish	2011-14	4	176	3	183	10	N		AIM High – Improvement Snohomish High –Extended Gradation & Improvement
South Bend	2011-14	3	177	3**	183	0	R		

*Persistently-lowest achieving schools: Schools with three consecutive years of data in the lowest five percent in both reading and mathematics or secondary schools with a weighted average of graduation rates less than 60 percent over a three-year period.

**While the application is not clear how many additional days teachers are paid for in this district, clarification requested in email indicated that up to 3 days were available to some teachers on an optional basis.

Table B provides a comparison of districts' additional paid teacher days in relation to their requested waiver days.

Table B: 2012 Option One waiver requests in comparison to additional paid teacher days



EXPECTED ACTION

Consider approval of the districts' applications included in this memorandum.

WAC 180-18-055

Alternative high school graduation requirements.

(1) The shift from a time and credit based system of education to a standards and performance based education system will be a multiyear transition. In order to facilitate the transition and encourage local innovation, the state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements.

(2) A school district, or high school with permission of the district board of directors, or approved private high school, desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for high school students, may apply to the state board of education for a waiver from one or more of the requirements of chapter [180-51](#) WAC.

(3) The state board of education may grant the waiver for a period up to four school years.

(4) The waiver application shall be in the form of a resolution adopted by the district or private school board of directors which includes a request for the waiver and a plan for restructuring the educational program of one or more high schools which consists of at least the following information:

(a) Identification of the requirements of chapter [180-51](#) WAC to be waived;

(b) Specific standards for increased student learning that the district or school expects to achieve;

(c) How the district or school plans to achieve the higher standards, including timelines for implementation;

(d) How the district or school plans to determine if the higher standards are met;

(e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan;

(f) Evidence that students, families, parents, and citizens were involved in developing the plan; and

(g) Identification of the school years subject to the waiver.

(5) The plan for restructuring the educational program of one or more high schools may consist of the school improvement plans required under WAC [180-16-220](#), along with the requirements of subsection (4)(a) through (d) of this section.

(6) The application also shall include documentation that the school is successful as demonstrated by indicators such as, but not limited to, the following:

(a) The school has clear expectations for student learning;

- (b) The graduation rate of the high school for the last three school years;
- (c) Any follow-up employment data for the high school's graduate for the last three years;
- (d) The college admission rate of the school's graduates the last three school years;
- (e) Use of student portfolios to document student learning;
- (f) Student scores on the high school Washington assessments of student learning;
- (g) The level and types of family and parent involvement at the school;
- (h) The school's annual performance report the last three school years; and
- (i) The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school the last three school years.

(7) A waiver of WAC [180-51-060](#) may be granted only if the district or school provides documentation and rationale that any noncredit based graduation requirements that will replace in whole or in part WAC [180-51-060](#), will support the state's performance-based education system being implemented pursuant to RCW [28A.630.885](#), and the noncredit based requirements meet the minimum college core admissions standards as accepted by the higher education coordinating board for students planning to attend a baccalaureate institution.

(8) A waiver granted under this section may be renewed upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational requirements that were implemented as a result of the waiver. The request to the state board shall include information regarding the activities and programs implemented as a result of the waiver, whether higher standards for students are being achieved, assurances that students in advanced placement or other postsecondary options programs, such as but not limited to: College in the high school, running start, and tech-prep, shall not be disadvantaged, and a summary of the comments received at the public meeting or meetings.

(9) The state board of education shall notify the state board for community and technical colleges, the higher education coordinating board and the council of presidents of any waiver granted under this section.

(10) Any waiver requested under this section will be granted with the understanding that the state board of education will affirm that students who graduate under alternative graduation requirements have in fact completed state requirements for high school graduation in a nontraditional program.

(11) Any school or district granted a waiver under this chapter shall report annually to the state board of education, in a form and manner to be determined by the board, on the progress and effects of implementing the waiver.

[Statutory Authority: RCW [28A.150.220](#) and [28A.305.140](#). 04-23-006, § 180-18-055, filed 11/4/04, effective 12/5/04. Statutory Authority: RCW [28A.150.220\(4\)](#), [28A.305.140](#), and [28A.305.130](#) (6). 04-04-093, § 180-18-055, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW [28A.230.090](#), [28A.305.140](#) and [28A.600.010](#). 99-10-094, § 180-18-055, filed 5/4/99, effective 6/4/99.]

Part A: For all new and renewal applications:

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

1. School District Information	
District	Eastmont School District
Superintendent	Dr. Garn Christensen
County	Douglas
Phone	509-884-7169
Mailing Address	460 NE 9 th Street East Wenatchee WA 98802

2. Contact Person Information	
Name	Mr. Bob Busk
Title	Executive Director for Curriculum, Instruction, and Assessment
Phone	509-888-4682
Email	buskb@eastmont206.org

3. Application type:	
New Application or Renewal Application	New Application

4. Is the request is for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	

5. How many days are being requested to be waived and for which school years?	
Number of Days	5 (five)
School Years	2012-2013 2013-2014 2014-2015

6. Will the waiver days result in a school calendar with fewer half-days? Yes	
Number of half days before any reduction	8 (We release 3 hours early on the six parent conference days, the day before Thanksgiving, and the last day of school.)
Reduction	6
Remaining number of half days in calendar	2 (The day before Thanksgiving and the last day of school.)

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

8. What are the purpose and goals of the waiver?	
<p>The purpose of the waiver is to request the use of five full schools days (3 in the fall and 2 in the spring) for the purpose of all-day parent-teacher conferences. Currently the district uses six half days for conferences (4 half days in the fall and 2 in the spring). We request the five full conference days be counted as part of the required 180 day contact time.</p>	

9. What is the student achievement data motivating the purpose and goals of the waiver?	
<p>It is difficult to show a direct correlation to student achievement and attendance at parent-teacher conferences. What we can show is the dramatic decrease in parent attendance at parent-teacher conferences moving to half day conferences. During the 2010-2011 school year, four full days were dedicated to fall conferences and two full days for spring conferences. For the 2011-2012 school year, conferences were reduced to four half days in the fall and two half days in the spring.</p> <p>When we moved to half day conferences, attendance dropped up to 40% depending on the school. Because of the shorter time-frame of half day conferences, the high school and junior high had to move back to arena style conferencing eliminating the personal conferences by appointment. Parental attendance plummeted at these schools with parents reporting more complex childcare issues with the half day schedule.</p> <p>Research speaks clearly of the importance of parent involvement. Decades of research show that when parents are involved students have:</p> <ul style="list-style-type: none"> • Higher grades, test scores, and graduation rates • Better school attendance • Increased motivation and better self-esteem • Lower rates of suspension • Decreased use of drugs and alcohol • Fewer instances of violent behavior 	

Our secondary schools prefer to utilize Student Led Conferences. Attendance at these conferences has been close to 100%, when we used all day conferences. With our half day conference schedule we are not able to schedule all the students for conferences. Adequate time is necessary for students to fully explain their learning, goals, and strategies for growth.

Class-size continues to rise. The majority of our elementary school classrooms have the maximum number of students in each class, and in some cases are in overload. We have had to shorten the length of our conferences to 15 minutes at some schools. This is not nearly enough time, particularly at kindergarten where for many parents it is their first experience with conferences, report cards, standards, etc. and much explaining must be done.

As a district we are currently in Step 2 of AYP. No schools made AYP last year (2010-11). Cascade Elementary and Lee Elementary are in Step 1, Grant Elementary is in Step 2, Eastmont Junior High is in Step 3, Clovis Point Intermediate and Sterling Intermediate are in Step 4, and Eastmont High School is in Step 5. When parents are enabled to become effective partners in their child's education, performance in schools where children are failing improves dramatically.

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

Annual parent, student, and staff perceptual data will be evaluated. MSP/HSPE scores will also be reviewed. We anticipate both indicators would trend positively as a result of returning to all day parent teacher conferences.

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

The District will require each school to document parent attendance at both the fall and the spring parent teacher conferences. Parent, teachers, students, and administrators each year complete a survey through the Center of Education Effectiveness (CEE). While perceptual in nature, we find the survey provides us with a clear picture of how each group feels about the district. Included in the survey are specific questions on parent involvement.

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

An all day conference schedule will allow the amount of time needed to clearly and effectively communicate student progress. The additional time will allow Eastmont Junior High and Eastmont High School to return to scheduled conferences instead of arena-style. Student-led conferences will have adequate time for students to share and for parents to receive important feedback on their child's progress.

13. Describe the innovative nature of the proposed strategies.

While this proposal is not innovative in nature, it is based on sound research. The No Child Left

Behind (NCLB) Act of 2001 views parent involvement as a key intervention for raising student achievement and bringing schools out of improvement status. Effective involvement activities mentioned but not specified in section 116 of NCLB are both Parent-teacher conferences and Student-Led Conferences. When teachers have the time to encourage learning at home, sharing of school academic goals, expectations for behavior and academics, and testing expectations, the effectiveness of the involvement is increased. "When schools work together with families to support learning, children tend to succeed not just in school, but throughout life" (Henderson & Berla, 1995, p.1). "When parents view the school's climate as "inviting", they become good public relations advocates for that school" (Botrie & Wenger, 1992, p.9). "There are three good reasons to involve parents: 1. Parent involvement benefits children. 2. Where parents and teachers work successfully together, teachers report experiencing support and appreciation from parents and a rekindling of their enthusiasm for problem solving. 3. Schools benefit from access to resources that parents bring. (Swap, 1987) In examining the extent of parent involvement, the research showed that the activity that currently involved the most parents was the parent-teacher conference. Parent involvement is critical for student success. More parents attend when they know they have dedicated time to spend with the teachers and when students can participate in leading their own conference.

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

The Eastmont School District will carefully monitor attendance and participation at conferences. Both attendance figures and perceptual data will be collected and evaluated. We would expect to see participation numbers increase, an increase in parent involvement, and hopefully an increase in student engagement and success. If data shows an increase in participation then the district would request continuation of waiver for an additional 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 (do not mail or fax hard copies).

Each School Improvement Plan contains a Parent Involvement component. The No Child Left Behind Act of 2001 spells out parent involvement requirements for schools in need of improvement. Every Title I school designated as in need of improvement is required to submit a two year school improvement plan to their state education agency (OSPI). As part of the school improvement plan, schools must implement at least three components of parent involvement: Notify parents of the school's improvement status, collaborate and communicate with parents (provide opportunities for parents to be involved in developing and approving the school improvement plan and include "effective" parent involvement activities in the plan. Parent/teacher conferences are designated as effective parent involvement activity.

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

100% of our building administrators requested pursuing a waiver to allow more time for parent-teacher conferencing. The request was based on direct teacher feedback and exit interviews with

parents after conferencing. Teachers all felt rushed and felt they did not have the time to adequately connect with parents. Parents felt hurried. Some did not attend because of arena style conferencing at Eastmont Junior High and Eastmont High School. All parties are in favor of the waiver and have requested the district move forward with a request for waiver.

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

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

1. Student instructional days (as requested in application)	175
2. Waiver days (as requested in application)	5
3. Additional teacher work days without students	0
Total	180

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

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

Part B: For Renewal Applications.

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

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.*

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

Part A: For all new and renewal applications:

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

<i>1. School District Information</i>	
District	Granger School District #204
Superintendent	Margarita C. Lopez
County	Yakima
Phone	509-854-1515
Mailing Address	701 E Avenue, Granger, WA 98932

<i>2. Contact Person Information</i>	
Name	Margarita C. Lopez
Title	Superintendent
Phone	509-854-1515
Email	lopezm@gsd.wednet.edu

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

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

<i>5. How many days are being requested to be waived and for which school years?</i>	
Number of Days	Reduce by 5 days each school year
School Years	2012-2013; 2013-2014; and 2014-2015

<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	Currently we have no half-days due to the waiver we currently have in place.
Remaining number of half days in calendar	0

<i>7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?</i>	
Yes or No	YES With current waiver of 175 days we have 1080 instructional hours.

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

The purpose/goals of the waiver are:

- To significantly improve our level of instruction, thus positively impacting the level of student learning.
- Continue to provide more job-embedded professional development that will impact student achievement. We have embarked on the PLC journey and with a large number of new teachers and administrators coming on board in the last two years we need some quality job-embedded professional development.
- Continue to provide professional development for **all** school employees (food service, transportation, maintenance, teachers, administrators, etc.)

As the state has taken away the LID's there has been less time for the Granger school district to provide quality professional development that requires full participation from school personnel. If PD is offered at other times of the year (weekends, before/after school, summer, etc.) not all staff participate, and we have many staff who will not participate during those off hour trainings, who really need the training. Having waiver days makes it easy to provide this training to ALL because it is part of their contract.

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

Student data that we have assessed to motivate us to pursue this waiver are:

- Classroom formative assessments
- CBA's
- Math Benchmark Assessments (2012-2013 school year we will be implementing Reading Benchmark Assessments)
- MSP scores
- HSPE scores
- EOC scores
- WLPT II scores
-

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

We will be using the current measures, benchmarks and standards set by the State of Washington.

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

Disaggregated data from the MSP/HSPE, EOC and benchmark assessments. The goal is to decrease the achievement gap by 5% annually on all state tests. The district will also gather perceptual data from staff to determine the level of collaborative culture in each of the three schools due to the work in professional learning communities.

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

The district is working on fully implementing Professional Learning Communities (PLC's) and Response to Intervention(RTI) strategies.

- The waived days will be used to provide time to work on PLC strategies in grade level/content area bands and to work in vertical teaming. Research outlines effective elements of teachers that work together in a PLC teams are: 1) effective grouping; 2) a focus on improving instruction/teaching each other by working, planning, thinking, reflecting together, observing and reacting to teaching, curriculum and assessment and joint lesson planning and curriculum development; 3)training of teachers in the skills and knowledge to collaborate; 4) deprivatization of classroom; and 5) networking with teachers in other buildings.
- The waived days will also be used to look at data that will determine need for interventions at appropriate levels based on the 3 tiered RTI model.

13. Describe the innovative nature of the proposed strategies.

The current waiver we have in place has allowed us to begin the implementation of innovative pieces. This new waiver will allow us to fully implement what we have begun.

- In the midst of School Improvement Grant (2011-2012) we are working at implementing the Math Benchmark assessments,
- Next school year we will be adding the Reading Benchmark assessments
- We began work with the Classroom Walkthrough program to monitor teaching and learning. We need more time to align the work across the district.
- Deepen the implementation of RTI across all schools.
- We require these days for Professional Development for ALL District staff. All of our other departments (food service, Transportation, Maintenance & Grounds) also utilize these days to provide professional development and/or required training for their employees. This is the first time that they receive training/professional development that is directly related to their work, to improve their skills, during work hours.

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

The District Leadership Team (DLT) meets on a regular basis to develop/revise the District Improvement Plan and the District Professional Development Plan. This team will coordinate all the activities and planned use of the waiver days.

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

The DLT coordinates/plans and develops the District Improvement Plan. This group includes representatives from all schools. This ensures coordination of all improvement plans across the district. The District Improvement Plan reflects work that is happening in the buildings. All plans also contain work that is specific to each school, or that is a district initiative. Our goal is to have few initiatives, so that the work is consistent and long-term.

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

A survey was sent out to all district staff to determine the usefulness of the waiver. 91% of the respondents voted in favor of continuing the waiver for another 3 years. All players were involved in the original request for the waiver. Parent support and community support continues to be positive for the work that is being completed on the 5 days. Input was garnered through a parent/community survey done during Student Led conferences.

Some of the waiver days come before school even begins and doesn't interrupt the school calendar. The other days are placed on a Friday that coincides with a Monday holiday.

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

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

1. Student instructional days (as requested in application)	175
2. Waiver days (as requested in application)	5
3. Additional teacher work days without students	4
Total	184

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

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

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

The 4 days that are part of the contract that are non-student days are:

- 1 day – day before school and half of the day is required for District directed activities to start up the year, the other half is for teacher preparation for the beginning of the school year. This day is a REQUIRED day.
- 3 days (22.5 hours) – are Time, Responsibility, Incentive days. These days are optional

for the employee, and can be partially directed by the district, but generally are days that the teacher has discretion to use as seen fit to complete his/her work. They must turn in a form to the payroll office when those days/hours are completed. If they do not complete these days/hours they do not receive pay for them.

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

Part B: For Renewal Applications.

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

The waiver days have been utilized to provide training on:

- RTI
- Professional Learning Communities
- Common Assessments
- P-12 Vertical Alignment
- Power Standards & Alignment
- Assessments
- Benchmark Assessments
- Classroom Walkthrough training
- Data review, mining, etc.
- Transportation requirements
- Food Service requirements
- Maintenance, etc.

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

We have most of the Professional Learning Community work done, but need to deepen the work around:

- data,
- benchmark assessments,
- classroom walkthrough training,
- RTI and,
- continue work on the Common Core State Standards and Teacher/Principal Evaluation

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

Through Student Led Parent/Teacher conferences, monthly radio programs, local paper, newsletters and the Annual Performance reports.

Part A: For all new and renewal applications:
(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

<i>1. School District Information</i>	
District	Snohomish School District
Superintendent	William Mester
County	Snohomish
Phone	360-563-7280
Mailing Address	1601 Avenue D Snohomish, WA 98290

<i>2. Contact Person Information</i>	
Name	Scott Peacock
Title	Executive Director of Teaching and Learning Services
Phone	360-563-7257
Email	scott.peacock@sno.wednet.edu

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

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

<i>5. How many days are being requested to be waived and for which school years?</i>	
Number of Days	4 days for each of the following years:
School Years	2012-2013, 2013-2014, and 2014-2015

<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	10
Remaining number of half days in calendar	10

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

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

The primary purpose of the waiver is to improve student performance. Student achievement is likely to improve for two reasons. Scheduling parent conferences during two weeks of half-days (in fall and spring at the middle and elementary levels) results in a significant loss of potential student-teacher contact time. Scheduling two full days of conferences during waiver days in the fall and again in the spring increases student-teacher contact time and reduces disruptions in the educational process. The shift from half-day conferences to full days will increase contact time by 19 hours at the middle level and by 19.7 hours at the elementary level.

We also believe that full-day conferences will better serve parents. They will be better able to arrange for childcare in a more limited timeframe and more likely attend the conferences. We know that students whose parents are involved and supportive of their education perform better in our schools and learn more. Increased parent involvement will improve the quality of teacher/parent collaboration in the success of our students.

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

Snohomish School District students perform at or above state averages in nearly every area as measured by MSP, HSPE and EOC assessments. In nearly every area we have been steadily improving. Our goal is to continue to improve student learning relative to past performance. In our school and district improvement efforts we have also been placing an even higher level of emphasis on formative and classroom-based assessments. Our district has been piloting the easyCBM assessment in order to improve benchmarking and move toward year-long progress monitoring. We have also been developing classroom-based formative assessments in all areas, particularly in math, reading, writing and science. To improve the use of all of these tools we have been at the forefront in developing the Data Dashboard, which is designed to provide teachers with day-to-day assessment information that they can use in their collaboration, instructional planning and to focus conversations with parents and students. All of these assessment tools are critical parts of the school improvement plans at each of our buildings.

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

Snohomish School District will use state assessment results, as well as easyCBM results, classroom-based formative assessments and Data Dashboard to determine the extent of increased student achievement. Ongoing teacher and principal collaboration, as well as progress toward school-improvement and district improvement goals will allow district staff and administration to analyze results benchmark the success of our initiatives.

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

State assessment, easyCBM results, and classroom-based formative assessments will provide evidence of progress toward our goals. We will also use school improvement plans as evidence that increased instructional time is being used effectively and to target the specific needs of students. Finally, it is our intention to continue to gather parent feedback on our conferences and on our district calendar over the period of the waiver, so that we are addressing the needs

of our families to the best of our abilities

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

Our goal is to improve student achievement by increasing the amount of teacher-student contact time and to improve parent participation in conferences. These two goals are related. The waiver allows us to plan full-day conferences while reducing the number of half-days in our calendar.

This, in turn, allows us to more fully engage in two fundamental district initiatives: 1. Drawing on more and better formative assessment information, teachers can better articulate to parents how students are doing, where they need to grow, and how the student may be supported in school and at home. At full-day conferences outside the context of half-days parents will be better able to secure child-care to attend conferences. They also might be more likely to bring their student to these conferences, which would also be very powerful. 2. Given our district's sharper focus on the powerful instructional framework with our new teacher evaluation tool (as part of TPEP), students will have more contact with their teachers using powerful teaching strategies. Our new evaluation tool also places a significantly heavier emphasis on using formative data to inform instruction and intervention. Again, the more time we have with students to implement meaningful strategies, the more they will benefit.

13. Describe the innovative nature of the proposed strategies.

Because we have worked so hard in our district to develop powerful assessments and tools to manage and analyze the information, the Data Dashboard being one example, it is vital that we maximize the likelihood that parents will be able to see student learning information that informs instruction. Ensuring a higher level of parent involvement in conferences while maximizing to a higher degree student-teacher contact time, should draw the two primary forces that shape our students' lives and learning.

In Snohomish, we are also part of the Teacher/Principal Evaluation Pilot. This process is moving our staff forward, districtwide, toward greater clarity around powerful instruction. Using Charlotte Danielson's Framework for Teaching, we are focusing on compelling instruction that emphasizes student engagement. It is therefore critical that we increase the amount of instructional time available to work with our students. The waiver days will increase the amount of time our teachers have to make use of the powerful strategies that come with better data and improved instruction.

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

The waiver days will be used the same way for all three years. All days will be used for parent-teacher conferences. However, the increased instructional time gained from the waiver days will allow us to implement research-based best practices as identified in collaborative planning and embedded in our new teacher evaluation process to have a greater impact on students. Teacher effectiveness should continue to increase with each year, resulting in an increase in student learning.

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

As stated previously, this waiver will allow for more time to implement powerful instructional strategies and make use of data in a more purposeful way, both in identifying instructional strategies, differentiating instruction and in providing intervention to struggling learners and enrichment to those who are meeting standards. All of our school improvement plans identify collaborative strategies for collaborative improvement in math, reading and technology, drawing on the Nine Characteristics of High Performing Schools. They are aligned to a high degree, because of the quality collaboration of principals and district level administration in Snohomish. To view individual SIPs, the SBE may go to individual school websites at the following link:

http://www.sno.wednet.edu/index.php/our_schools/

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

We have collaborated with the Snohomish Education Association in the parameters, goals and considerations for proposing this plan. Our administrative team has reviewed and offered input on the proposal. We have shared the proposal so that it may be reviewed by our Board of Directors. We will be continuing to share and gather input on the proposal from individual school staffs and parent groups around the school district. However, this proposal has grown out of feedback generated at community forums held throughout the fall with our superintendent. This proposal is in large part a reflection of the desires of parents and community members. If approved, we will then undertake the process of finalizing details and sharing them with our community through letters, emails, our district website and through building-level communications.

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

Our teachers' CBA provides for a 180-day work year. All of these days are instructional days with students. In addition to those days, teachers are required to work three TRI days. As described earlier, we currently provide 10 half-days for parent conferences (five in fall and five in spring) which we are proposing to eliminate through waiver days. There are an additional 7 half-days for 2011-2012 which are furlough days, implemented to account for state reductions in teacher salary. We also have three half-days on the days prior to Thanksgiving, Christmas and summer vacation (with the day before summer vacation being a full work-day for teachers). Finally, on 30 Fridays during the school year we dismiss our students two hours early to provide time for teacher professional growth and collaboration. Eleven of these days in 2011-2012 are district/building-directed, while 19 are teacher-directed.

The link to our CBA is as follows:

http://www.sno.wednet.edu/index.php/hr_employment/salary_schedules_and_contracts/

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

1. Student instructional days (as requested in application)	176
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2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	3
Total	183

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	X	X	X
2	100	X	X	X
3	100	X	X	X
4				
5				
6				
7				
Check those that apply				

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

The TRI days indicated above are designated as a for teacher planning, assessment scoring, grading and building planning. Two of the three days are required prior to the start of the school year. These are dedicated to a combination of staff meetings, district meetings, data review and planning for the start of the school year. The third day is placed at the end of first semester, allowing for teachers to review assessments, collaborate around planning for second semester and to complete grading, if necessary. None of the days are placed or used in ways that would support the goals of the waiver.

Part A: For all new and renewal applications:

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

<i>1. School District Information</i>	
District	South Bend #118
Superintendent	Michael Morris
County	Pacific
Phone	360-875-6041 #4
Mailing Address	PO Box 816 South Bend WA 98586

<i>2. Contact Person Information</i>	
Name	Michael Morris
Title	Supt.
Phone	360-875-6041 #4
Email	mmorris@southbend.wednet.edu

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

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

<i>5. How many days are being requested to be waived and for which school years?</i>	
Number of Days	3
School Years	3

<i>6. Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	2
Reduction	0
Remaining number of half days in calendar	2

7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?

Yes or No

YES

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

The purpose and goal is to promote more staff collaboration in working to align curriculum with standards as well as providing training opportunities that have been lost due to funding cuts. With budgets as they are, it is impossible to meet the needs of staff and our kids without additional release time.

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

Our scores are not improving in our Hispanic and low income categories. We are in Step 2 of improvement in our 3-5 band in reading. We need more time to collaborate, participate in professional development. As our budgets are being slashed, regulations and punitive demands are increasing which take even more time from our kids as staff and principals have to respond to these state and federal requirements. We did see math improvements and that has been our recent emphasis. However as math scores went up, reading scores went down.

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

We are utilizing MAPS, DIBELS, MSPE and HSPE as benchmarks to show success in our work

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

We will look at the test scores above, though we are not seeing the same correlation between the state tests and our the MAPS tests as we had hoped for. We are not sure if it has to do with the new on line testing format or not. We are also using staff surveys to assist in this, the staff input is very important to our process.

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

We plan to continue to supply necessary professional development based upon our scores, district needs and school improvement plans. Additionally, we have focused on creating more collaboration time, but cannot do it without the extra time. Due to severe budget cuts, we are unable to provide time outside of our collective bargaining contract to staff for collaboration time. This year we were able to provide half day professional development opportunities and then give staff time to work together to help implement ideas and plans into their classrooms. Staff prep time has been provided on a limited basis to provide more collaboration, but it is difficult to do as the needs clearly overwhelm the available time.

13. Describe the innovative nature of the proposed strategies.

The proposed strategies are necessarily innovative, but have been difficult to maintain with the loss of learning improvement days as well as the inability to afford to offer time to staff outside of the regular day and contract due to budget cuts. We are trying to rearrange schedules for more collaboration, but as we do that we often lose meaningful time with kids. Staff collaboration and communication is imperative to improved success, especially as our kids become more and more needy and diversified. While trying to integrate technology into our instruction, we are finding that staff does not have the background it needs to insure academic success and gains from the technology. This is something that we are working hard on and trying to develop strong teacher to teacher training in these areas.

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 will use our test scores to determine our needs as well as our staff needs survey which we do each year. We will attempt to scaffold our work. We are working on developing longer range plans to build on each years work.

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).

This waiver request is at the heart of our school improvement plans. Without this waiver, none of our professional development occurs. We have no time and no money outside of these days to provide training for staff whether it be state mandated or driven by our school improvement plan. I have included scanned copies of our school improvement plans for your viewing.

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

This waiver has been drafted with the help of the administrators, teacher committee, parent booster club, submitted to and reviewed by the school board. We are a small community and I am very conscious that a calendar is not the sole property of the teachers, but is part of our community. Each calendar is developed with sensitivity to parents and the problems that arise from days out of school and day care.

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

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

1. Student instructional days (as requested in application)	177
2. Waiver days (as requested in application)	3

3. Additional teacher work days without students	2
Total	182

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

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

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

One day does not even begin to take care of the needs outside of the classroom to get all of the required work by the state done in regards to HIV/Hep B, confidentiality, safety, etc.... In addition to discussion of planning, scheduling, meeting with para's. I don't think people really understand the burden of regulation and unfunded mandates that are heaped upon us.

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

Part B: For Renewal Applications.

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

Our waiver days this year were used for training in compassionate schools, K-12 literacy and review of test data with time for grade bands to spend time together looking at scores and any gaps that appeared. Previous trainings included K-12 math, science, reading opportunities for staff as well as a day each year in the fall reviewing scores and standards. RTI, DIBELS and MAPS are areas of continued work for us as well.

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

Our math scores have gone up fairly dramatically in some cases, however reading scores went down this year. We have emphasized math quite heavily. This actually shows the importance of the need for extra time because we do not have the time needed to meet all of the needs of our kids. We have added a great deal of technology to the district and while we have been able to provide some training, it has been difficult to do as much training as our staff needs. The staff is much better at analyzing data which has been a cornerstone of our efforts for the past three years.

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

We inform parents of the waiver days and topics through school board meetings, parent nights, newsletters, website and event calendars.

Last Steps:

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

Application for Waiver from
Requirements of Chapter 180-51 WAC High School Graduation Requirements

The following questions are for all renewal and new applications. Please include as much detail as possible.

1. Contact Information

Name	Jeff Petty
Title	Principal
School District	Highline
Phone	206.631.7700 (school office) 206.595.6133 (direct)
Email	jeff.petty@highlineschools.org
Mailing Address	Highline Big Picture Schools 440 South 186 th St. Burien, WA 98148

Application Information

Type of Application (new or renewal)	Renewal
School(s) Impacted by the Waiver	Highline Big Picture High School
School Years Subject to the Waiver (maximum of four years)	2012-13 through 2015-16
Date of Application	January 31, 2012

2. Supporting documentation for new and renewal applications is attached to document the following (check all):

- The school's expectations for student learning.
- The graduation rate for the high school(s) for the last three school years.
- Any available follow-up employment data for the high school's graduates for the last three years. (Combined with college data)
- The system for documenting student learning (e.g., student portfolios, etc.).
- Student scores on the high school HSPE and EOCs for the past three years.
- The school's annual performance report for the last three years.
- The types of family and parent involvement at the school.

The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school in the last three years.

3. [WAC 180-51-050](#) (pending [revisions](#) adopted November 10, 2011) permits districts to award credit based on competency. Please explain why the current credit-based graduation requirements limit the high school's or district's ability to implement a standards and performance-based approach to learning, and require a waiver.

This is a renewal application to support continuation of Highline Big Picture's design principles and implementation strategy as originally endorsed by the SBE in 2008. At the time of the original waiver, HBP was in its third year and one year prior to graduating its first cohort in June 2009. Since then the school has graduated three cohorts and strengthened its implementation of the design principles, with compelling results in terms of graduation rate, college acceptance and persistence, student satisfaction, parent participation and satisfaction, and HSPE and EOC scores.

Districts are permitted to award credits based on competency, but credits remain associated with subject areas (English, math, social studies, etc.). Although performance-based and targeting competencies aligned with state standards, Highline Big Picture's educational approach does not group students or organize time in any way connected to particular subject areas. Furthermore, adult time and adult groupings with students are not connected to subject areas. An essential part of the effectiveness of our design is that, rather than identifying standards to guide the learning and then grouping teachers and students together to pursue those objectives, we support students in individualized project work and then identify what competencies have been developed and demonstrated. Having graduation based on credits named by subject area is inconsistent with and likely to undermine this approach.

Additionally, the array of credits required for graduation implies a prioritization (e.g. more English than social studies, more social studies than science); sequencing; and a ratio of skills and knowledge (e.g. 3:3:2:2.5 for the subjects English, math, science, social studies) that is inconsistent with our beliefs about what motivates and constitutes powerful learning. Our goal is that our students become deeply invested in their own learning by engaging in work they are passionate about. They then exceed standards-based expectations in competencies related to that interest, and this work in turn drives work in other competencies. This will look different for each student. Although students will demonstrate their abilities in all of the competencies prior to graduation, we do not wish to limit their pursuits or suggest that the aforementioned credit ratios have any bearing on what their path ought to look like.

Finally, we believe that our work to graduate students based on competencies not aligned with credits is consistent with WAC 180-51-001 as well as the State's intent to support innovation, particularly those innovations demonstrably beneficial to students and families whose needs are not being well-served by other schools.

4. Identify the requirements of chapter 180-51 WAC to be waived.

Our previously approved proposal waived 180-51-061, and we request the renewal to waive 180-51-061, which is twilighting, and 180-51-066, which replaces it. Our

competencies meet or exceed the additions in 180-51-066, as students are expected to engage our Quantitative Reasoning competencies through their entire high school career.

5. Please explain how state graduation assessment requirements and federal highly qualified teacher requirements will be met.

Our students are currently subject to the same state assessment requirements as other students. HQT requirements are met by hiring Highly Qualified Teachers in various subject areas to ensure that our performance-based expectations in the various competencies meet or surpass in quality what students would experience in a credit-based model.

6. Please provide documentation and rationale that any noncredit based graduation requirements that replace in whole or in part WAC 180-51-066 support the state's performance-based education system (e.g., state standards).

Attached (in a document named "Big Picture Learning Goals" are the competencies approved in our original waiver. Although they do not articulate each specific state standard, they were adapted from standards developed by colleges that encompass the state standards and expectations for admission to college. Since receiving the original waiver we have joined the competencies with BP Learning Goal language to facilitate their use in designing and implementing student projects.

7. What systems will be put in place to help students meet the learning expectations, and how will the district or school determine if those systems are successful?

The primary systems supporting students to meet the learning expectations remain largely the same as when we received the original waiver, though our implementation has improved steadily. These include advisories of 17 students or less, with teachers following their cohort of students through all grades. Individual Learning Plans guide the work of each student, and these are developed by students and advisors in consultation with parents. Internships remain a significant component of our approach, with students establishing internships with professionals in areas of interest and then attending these internships two days each week. Three times each year, students present their work in exhibitions attended and assessed by staff, peers, parents, and often internship mentors. Additional resources added in the last two years include a College and Career Advisor and two full time STEM specialists who work with all grade levels and assist students in developing and carrying out STEM-related projects.

Our most important measure of success is what our students are doing after high school. This data is encouraging, with a high percentage of students from recent cohorts enrolled in college. Highline Big Picture students have been accepted to all of Washington's public baccalaureates except the University of Washington. Other measures of success will continue to be parent and student surveys, exhibition performance, and state assessments such as the HSPE and EOCs.

8. What evidence is available demonstrating that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan?

We enjoy significant distributed leadership among school staff, and support from the

Highline district board of directors is evidenced in part by their approval of our proposal to extend to middle school grades, beginning with a cohort of about 40 seventh graders this school year.

9. What evidence is available demonstrating that students, families, parents, and citizens were involved in developing this plan?

None of the above parties were significantly involved in developing this plan when it originated. There is substantial evidence of these parties' support for our continuing our program as designed and their ongoing involvement in implementing it. This includes our near 90-100% parent participation in student exhibitions and assessment, high indications of parent satisfaction and involvement on surveys, high percentages of students indicating participation in class decisions and school governance (on district-wide survey), and co-participation of well over 100 community partners in the form of internship mentors.

10. Please provide documentation and rationale that any noncredit-based graduation requirements that replace in whole or in part WAC 180-51-066 meet the minimum College Academic Distribution Requirements established by the Higher Education Coordinating Board for students planning to attend a baccalaureate institution.

A representative from the HEC Board participated last year in our most recent forum of admissions directors from Washington's four year public colleges (the first of these was in 2008). The purpose of the most recent gathering was to complete the design of an improved competency-based transcript originally shared with the 2008 forum. Representatives from the HEC Board and each of Washington's public baccalaureates weighed in on the design of the transcript and how to effectively translate between competencies and CADRs. We have developed and maintained relationships with admissions staff of all of these schools, and as noted above our non-credit-based approach is not proving to be an impediment to admissions. The list of colleges accepting HBP graduates has again grown this year as seniors have begun receiving acceptance notices.

For Renewal Applications Only:

8. When was the public meeting held to evaluate the educational requirements that were implemented as a result of the waiver?

This meeting was held Wednesday, January 25th, 2012, as a portion of the Highline School Board's regularly scheduled public meeting.

9. Provide a summary of the comments received at the public meeting or meetings.

Apart from praise and encouragement from the Superintendent and members of the Board, there were no public comments regarding renewal of the waiver.

10. Provide information regarding the systems implemented as a result of the previous waiver.

These remain as proposed in the original waiver and are summarized as follows:

- *The school consists of grade-level “advisories” of 17 students and one generalist teacher (advisor).*
- *Students remain with the same advisor throughout their high school career.*
- *Each student has an Individualized Learning Plan (ILP), which he or she develops in collaboration with the advisor and parent(s).*
- *Students spend three days/week at the school site and two days off-site working in internships with adult mentors who share their interests.*
- *In lieu of a traditional schedule of classes, advisors teach and otherwise facilitate learning one-on-one and in various configurations according to the needs of the advisory group and students’ Individualized Learning Plans.*
- *Students “level-up” from one level to the next by demonstrating, through exhibitions and portfolios, their competence in various competencies aligned with state standards.*

Selected School Data (supplement to attachments)

Graduation Rates and HSPE/EOC scores

	Reading	Writing	Math	Science	On-Time	Extended
2011	73.1%	81.5%	(EOC) 22.2%	25%	65.4 estimated 60.6 actual	81.7 estimated 77.6 actual
2010	72.4	74.2	6.1	9.1	71.2%	83.8%
2009	64.3	87.5	16.7	14.3	57.96	65.6

Notes: Data above provided by Highline School District’s Office of Accountability. Our estimations for graduation rates are higher than these based on remaining in contact with several students from each cohort who moved out of state and have graduated from other schools. Also not reflected are several students who did not receive diplomas but who, with our continued support, are now enrolled in community college working toward AA degrees. We believe recent gains in math/science scores reflect our prioritization of STEM competencies in project work. We are in the second year of a multi-year STEM initiative supported by the Paul G. Allen Family Foundation, the Trillium Foundation, and the Discuren Foundation.

Various Comparative Survey Data

*1 “My child is encouraged to prepare for his/her future and pursue further education after high school.”

- HBP: 100%
- District: 83%

*2 “My school helps me make plans for continuing my education (college, career planning, etc.)”

- HBP: 100%
- District: 86%

*3 “How much has your class work emphasized understanding, talking, and writing about ideas & their meaning?”

- HBP: 98%
- District: 70%

*4 “How much has your class work emphasized applying information to solve real-world problems?”

- HBP : 84%
- District: 52%

*5 “How well has your school taught you to learn effectively on your own?”

- HBP : 83%
- BP schools nationally: 72%

SOURCES: 2008 District-wide Parent Survey; Annual District-wide Student Survey, 2009-10 results; Big Picture Learning Longitudinal Study of graduates, 2011 results.

College/Employment

Not disaggregated specifically by employment. Our College and Career Advisor gathered the following data on first two graduating cohorts. We are currently working on a database to track *all* students who have attended Big Picture, graduating or not.

Class of 2009

- 70% first generation college students
- Based on test scores, attendance, and other factors, most students not expected to graduate from high school when they enrolled at Big Picture in 2005
- 50% students of color
- 75% of students are enrolled in colleges or universities or working in jobs associated with their desired career path (compared to a recent average of 47% for low-income students nationally)

Class of 2010

- 70% first generation college students
- 65% college/university students
- 20% students working in jobs associated with their desired career path
- 60% students of color

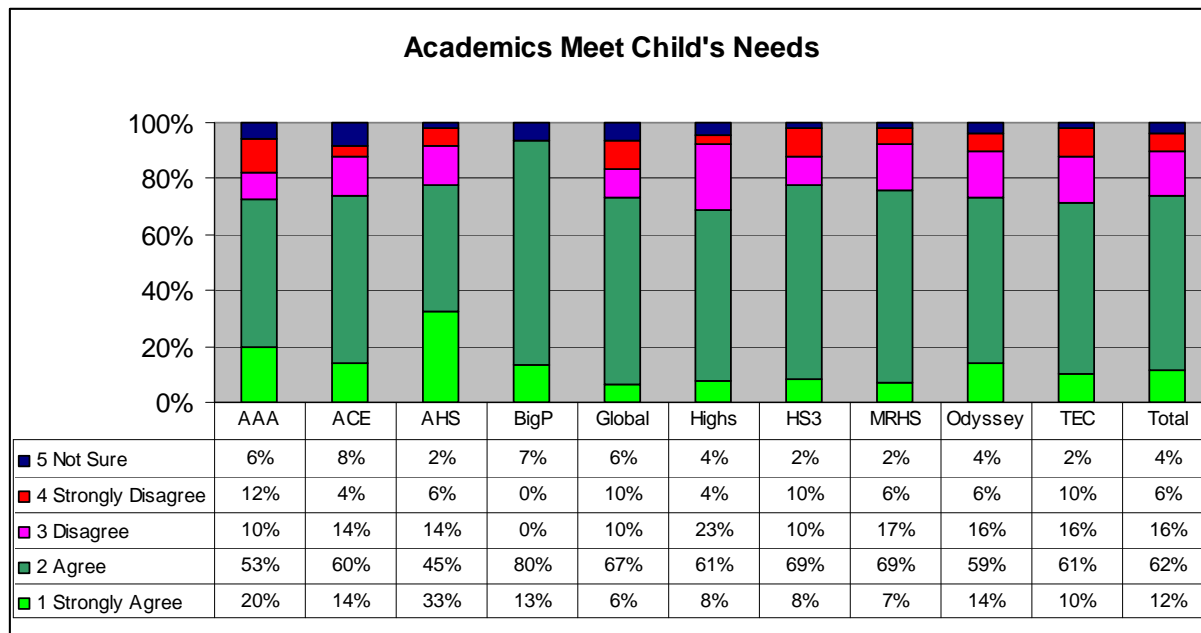
Additional Survey Data

Big Picture has led all district high schools (including Aviation High School, a magnet school) in 2008, 2009, and 2010 on most indicators covered by district-wide student survey, including the following:

- My teachers ask me to connect what I'm learning with the real world.
- The things I learn at school prepare me for post-high school education or training.
- My school helps me make plans for continuing my education (college, career planning, etc.).
- I receive prompt feedback from teachers on assignments or other classwork.
- I feel supported and respected by teachers and staff.
- I feel supported and respected by administrators (principal, assistant principal).
- I feel supported and respected by other students.
- There is at least one adult in my school who cares about me and knows me well.
- My culture and ethnicity are respected at this school.
- I try my best at school.
- My teachers really care about what they are teaching.
- I know what is expected of me academically at school.
- I have a voice in school decisions.
- I have opportunities to be creative in my school assignments.
- I am challenged in my classes.
- Overall, people at school accept me for who I am.
- My teachers give me extra help when I need it.
- My teachers have high expectations of me.
- I am bored in my classes. (lowest percentage)
- How often do you spend time on busy work that is meaningless? (lowest percentage)

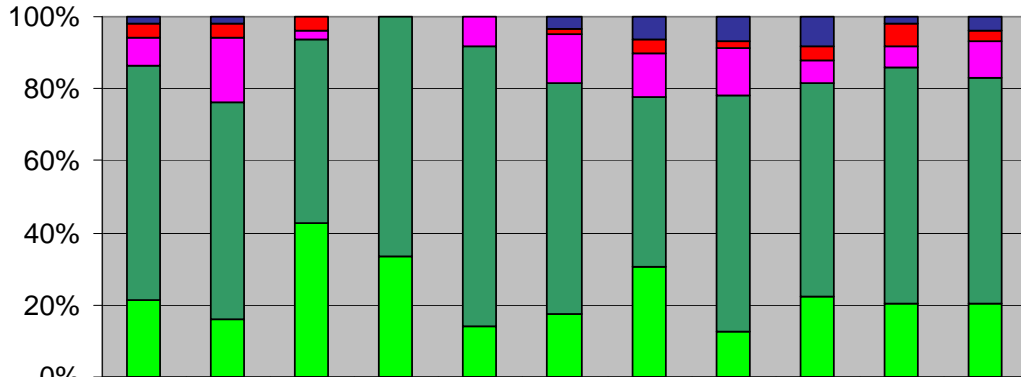
- How often do you consider views of different races, religions, genders, or political beliefs in class discussions or assignments?
- How often do you help set learning goals in your classes?
- How often do you use technology to do class assignments and projects?
- How much has your class work emphasized understanding, talking, and writing about ideas and their meaning?
- How much has your class work emphasized applying information to solve real-world problems?
- If you could select your high school, would you go to the same school again?
- While in high school, have you participated in community-based project as part of a regular class?
- While in high school, have you received credits as part of a work experience or internship outside of school?
- While in high school, have you prepared a personal study plan with a teacher or counselor?

Excerpts from 2008 District-wide Parent Survey



(Continued next page)

Prepared for Future



	AAA	ACE	AHS	BigP	Global	Highs	HS3	MRHS	Odyssey	TEC	Total
5 Not Sure	2%	2%	0%	0%	0%	4%	6%	7%	8%	2%	4%
4 Strongly Disagree	4%	4%	4%	0%	0%	1%	4%	2%	4%	6%	3%
3 Disagree	8%	18%	2%	0%	8%	13%	12%	13%	6%	6%	10%
2 Agree	65%	60%	51%	67%	78%	64%	47%	66%	59%	65%	63%
1 Strongly Agree	22%	16%	43%	33%	14%	18%	31%	12%	22%	20%	20%



Big Picture High School

PERFORMANCE REPORT 2010 - 2011

SCHOOL MISSION STATEMENT

The mission of Highline Big Picture High School is to use internships and rigorous, interest-based projects to immerse students in work they are passionate about in order to develop the skills, habits, and knowledge to succeed in higher education, overcome obstacles to their well-being, and contribute positively to their communities. This mission is implemented one student at a time within a supportive network of staff, students, parents, and community partners.

CONTACT INFORMATION

440 South 186th Street
Burien, WA 98148

Office hours: 8:00 a.m. - 4:00 p.m.
School hours: Varies
Early Release for PCT: 2:30 p.m.
Phone: 206-631-7700
Fax: 206-631-7749

Principal: Jeff Petty
Jeff.Petty@highlineschools.org

Assistant Principal: Loren Demeroutis
Loren.Demeroutis@highlineschools.org

Office Manager: Denie Hoy
Denie.Hoy@highlineschools.org

Grades: 9-12

Enrollment: 116

Facility: Big Picture occupies a portion of the former Glacier High School. Buildings on this campus were constructed in 1959 and 1965. The school will be relocated to the Manhattan site September 2011.

To view Enrollment Statistics, Demographics, and State Test Scores, please visit:

<http://reportcard.ospi.k12.wa.us>
Select: Highline School District
Select: Big Picture School

Free access to the internet is available at all public libraries.

PLANS FOR 2011-12

- Launch Big Picture Middle School with inaugural cohort of 7th graders.
- Develop STEM internship pathways in healthcare, engineering, and research science.
- Intensive focus on Learning through Internship across all grades.
- Renew State Board of Education waiver for competency-based graduation and increase partnerships with four-year colleges.
- Expand capacity of wellness center with VISTA partners, Native Student Alliance.
- Restructure special education support to prioritize rigorous and personally relevant project work.

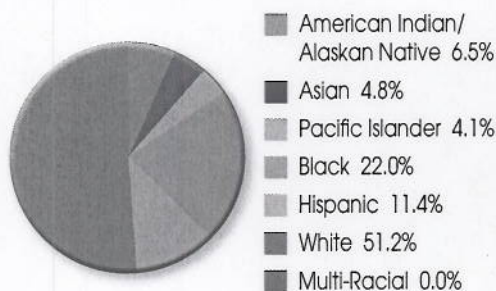
HIGHLIGHTS FROM 2010-11

- Received two-year STEM implementation grant from Paul G. Allen Family Foundation, supplemented by ongoing STEM grants from Trillium and Discuren Foundations.
- 20-point increase in percentage of sophomores passing science HSPE, and significant gains in math end-of-course (EOC) exam passage.
- Continued exceptional results in annual district student survey on climate, academic engagement, and relevance.
- Graduates accepted to multiple four-year colleges and universities.
- Developed competency-based transcript in collaboration with Washington State's four-year public colleges.
- Increased staff capacity of student wellness center, including Native Student Alliance with extensive partnership with Native community organizations.

INVITATION TO PARTICIPATE

At Highline Public Schools, we believe the education of children is a joint responsibility. Good communication and collaboration between our schools and parents, families, and the community are essential to improved student achievement. Families and community members are encouraged to participate in school activities.

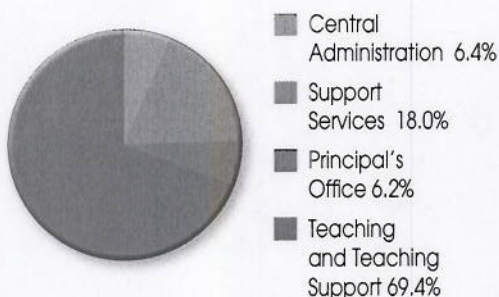
WHO WE ARE AT BIG PICTURE HIGH SCHOOL



Data: October 2010

HOW HIGHLINE DISTRICT DOLLARS ARE INVESTED

PER PUPIL SPENDING FOR 2010-11 WAS \$10,107.92



Source: 2010-11 general fund year-end financial statement

ENROLLMENT CATEGORY BY GRADE

	09	10	11	12	TOTAL
Regular Education	23	19	23	20	85
Special Education	9	8	6	8	31
Total	32	27	29	28	116
English Language Learners*	1	1			2

*Included in counts above

Data: May 2011

Free and reduced lunch 68%