

SCHOOL PROGRAMS AND STUDENT ACHIEVEMENT

3. 2016-17 State Board Waiver Application and Resolution No. 1225

Heidi Harris, assistant superintendent of student learning, will present board Resolution No. 1225 Waiver from Minimum 180-day School Year Requirement and application plan for a waiver from the minimum 180-day school year requirement.

Recommendation:

That the board approve Resolution No. 1225-Waiver from Minimum 180-Day School Year Requirement and application for submittal to the State Board of Education.

RESOLUTION NO. 1225
WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT

WHEREAS, the Auburn School District Board of Directors “Board” recognizes the importance of educational reform in Washington as set forth with the adoption of the Common Core State Standards, the Next Generation Science Standards, and the reform bill passed by the Washington State Legislature in 2010 that outlines significant changes in the teacher evaluation system;

WHEREAS, the Board has as two of its goals, “Student Achievement” and “Community Engagement,” to

- Create conditions for district wide student and staff success.
- Hold school and district accountable for meeting student learning expectations.
- Engage the local community and represent the values and expectations they hold for their schools.

WHEREAS, the Board of Directors of the Auburn School District have extended the 2013-2016 District Strategic Improvement Plan for one additional year to address student academic achievement through targeted professional development, culturally responsive instruction, collaborative engagement with families, and data accountability; and

NOW, THEREFORE, BE IT RESOLVED,

1. There is a need for a waiver from the State Board of Education from the provisions of the minimum one hundred eighty day student school year requirement of RCW 28A.150.220(3) to allow for three (3) staff professional development days in the 2016-17, 2017-18, and 2018-19 school years;
2. The District will make available to students at least a district-wide average 1,029.25 hours of instructional offerings in each year as set forth in RCW 28A.150.220 and WAC 180-16-200; and
3. That the superintendent is authorized to immediately prepare and submit a renewal waiver request to the State Board of Education as set forth in WAC 180-18-050 on behalf of the District.

Adopted by the Board of Directors of Auburn School District No. 408, King County, Washington at the meeting thereof held this 22nd day of August, 2016.

AUBURN SCHOOL DISTRICT NO. 408

Secretary, Board of Directors



THE WASHINGTON STATE BOARD OF EDUCATION

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

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

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

Instructions:

Form and Schedule

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

Application Contents:

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

1. A proposed school calendar for each of the years for which the waiver is requested.
2. A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).
3. A resolution adopted and signed by the district board of directors requesting the waiver.

The resolution must identify:

- The basic education program requirement for which the waiver is requested.
- The school year(s) for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- Information on how the waiver will support improving student achievement.
- A statement attesting that if the waiver is granted, the district will meet the minimum instructional hour offerings for basic education in grades one through twelve per RCW 28A.150.220(2)(a).

Applications for new waivers required completion of Sections A and C of the application form.

Applications for renewal of current waivers require completion of Sections A, B, and C.

Submission Process:

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

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

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

Part A: For all new and renewal applications:

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

School District Information	
District	Auburn School District #408
Superintendent	Dr. Alan Spicciati
County	King
Phone	253-931-4900
Mailing Address	James P. Fugate Administration Center Auburn School District #408 915 Fourth Street NE Auburn, WA 98002
Contact Person Information	
Name	Heidi Harris
Title	Assistant Superintendent Student Learning
Phone	253-931-4950
Email	hharris@auburn.wednet.edu
Application type:	
New Application or Renewal Application	Renewal Application
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	One (3) Days
School Years	2016-2017 School Year
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	Two half days
Remaining number of half days in calendar	Two half days
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220 (2) for each of the school years for which the waiver is requested?	
Yes or No	Yes

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

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

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

The Auburn School District is requesting a waiver to provide additional time to support our teachers and administrators in strengthening data driven instructional practices aligned to CCSS and NGSS, focusing on culturally responsive instructional practices by subgroup and increasing collaborative engagement with families. These additional days will also provide opportunity for teachers, administrators and families to be a part of developing the new 2017-2020 District Strategic Plan.

The goals are aligned with our 2013-2016 District Strategic Improvement Plan and the 2016-2017 School Board Stated District Goals. Our new Superintendent, Dr. Alan Spicciati, along with the School Board, Cabinet, principal leadership, and other stakeholders determined to extend the timeline of our current strategic plan for one additional year. Although many aspects of the Strategic Plan had been accomplished, several areas need additional time and support to accomplish. Because the Auburn School District Strategic Improvement Plan is the blueprint for our district's continuous improvement and the foundation for transformation and cultural change necessary to address the academic success for all students, the extension of our plan is essential before taking on a new three year plan.

Goal One—Student Achievement (2013-2016 DSIP)

All staff in the Auburn School District provide support, leadership and guidance to ensure each student meets or exceeds state and district standards, graduates on time and is prepared for career and college.

- **(2016-2017 Board Stated District Goals- Standard III)** Create conditions district wide for student and staff success.
- **(2016-2017 Board Stated District Goals- Standard IV)** Hold school district accountable for meeting student learning expectations.

Goal Two—Community Engagement (2013-2016 DSIP)

All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

- **(2016-2017 Board Stated District Goals- Standard V)** Engage the local community and represent the values and expectations they hold for their schools.

[Click Here](#) – DSIP – 2013-2016 District Strategic Improvement Plan

[Click Here](#) - 2016-2017 Board Stated District Goals

[Click here](#) –Dashboard – 2013-2016 District Strategic Improvement Plan Progress Reports

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

The waiver plan provides the additional time for professional development and data analysis that is goal-oriented in the areas outlined in the District Strategic Plan and Board Stated

District Goals (above) and are articulated in detail in school improvement plans to strengthen instructional practices and increase collaborative engagement with families.

Every School Improvement Plan is required to be aligned to the District Strategic Plan and Board Stated District Goals. All waiver day activities must directly connect to one of 3 goal areas in the specific School Improvement Plan and to the District Improvement Plan. Every school plan must have three goal areas; Goal 1 includes SMART goals specific to building identified gaps in the area of English Language Arts; Goal 2 includes SMART goals specific to building identified gaps in the area of Mathematics and the Goal 3 includes SMART goals specific to building identified gaps in a nonacademic area (such as parent engagement or building climate). The waiver day activities will allow teachers and administrators to participate in goal oriented professional development and data analysis activities.

[Click Here](#) – SIP – School Improvement Plans

[Click Here](#) – DSIP – 2013-2016 District Strategic Improvement Plan

[Click here](#) –Dashboard – 2013-2016 District Strategic Improvement Plan Progress Reports

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

The goals of the waiver for Auburn School District are to strengthen instructional practices aligned to CCSS and NGSS, focusing on culturally responsive instructional practices, and increasing collaborative engagement with families. The District Strategic Plan includes measurable indicators of progress towards obtaining the district goals. Progress on benchmark data is monitored three times a year in large-scale data meetings at the building level and reported to the board in the District Strategic Improvement Plan Progress Reports.

Goal 1 of the District Strategic Plan includes the measurable indicator of decreasing number of “At-Risk” learners at all grade levels. Dashboards include district formative assessments, student academic achievement at semester end, enrollment in accelerated courses and performance on state assessments. Dashboards for district formative assessments and student academic achievement can be found at <http://www.auburn.wednet.edu/Domain/49> (data found here). Course corrections are made in the professional development plans which align to school and district improvement plans. See Part B.

Additionally, progress toward school goals are monitored and measured during School Improvement and Professional Learning Community presentations to the School Board. At each regularly scheduled board meeting one school brings their team to the meeting, presents their work and provides a progress update. Presentations contain goals, data, strategies, and professional development related to the plan. School Board Directors have a dialog with the teams about their successes and challenges as well as next steps.

[Click Here](#) School Board Presentation Schedule

[Click Here](#) School Improvement Plan Board Presentation Example

[Click Here](#) Professional Learning Community Board Presentation Example

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

Based on the trends in data dashboards the district will offer goal-oriented professional development for teachers and/or teacher teams which are varied by need to strengthen their

instructional skills. Professional Development Activities by grade span level are listed below.

District Facilitated

Level	Professional Development Activities	Measurement/Evidence
PK-2	Print Awareness, Phonemic Awareness, Phonics, Fluency, Written and Oral Language	See DIBELS Dashboards for evidence of improvement in this goal area
3-5	Multi syllabic Decoding, Vocabulary, Math Fact Fluency, Problem Solving	See MAP Reading and Math Dashboards
	CCSS and NGSS Curriculum Alignment	See SBA/MSP Dashboards
6-8	Summary, Research, Problem Solving, CCSS and NGSS Curriculum Alignment, Formative/Summative Assessment Design, Student Engagement Strategies (See MAP, SBA/MSP Dashboards)	See MAP, SBA/MSP Dashboards
9-12	Summary, Research, Problem Solving, CCSS and NGSS Curriculum Alignment, Formative/Summative Assessment Design, Student Engagement Strategies	See Credit Attainment, SBA/HSPE/EOC Dashboards

Additionally, buildings will utilize waiver days to work by grade span or content areas to complete data analysis (DIBELS, MAP, Common Formative Assessments, ICAs or IABs) and/or professional development related to the topics above. After each waiver day schools will complete a post waiver day report detailing the activities they conduct to meet their School Improvement goals and improve teacher practice.

The district level and building level activities work in tandem to create a tiered support system which strengthens teacher practice at the classroom level and results in student achievement. The district focuses on professional development to support the foundational skills for teachers by grade span. The building focuses on meeting the diverse needs of student groups based on data and works to provide more specific professional development for their staff.

[Click Here](#) – School Board – Stated Goals for the District

[Click Here](#) – DSIP – 2013-2016 District Strategic Improvement Plan

[Click here](#) – Dashboard – 2013-2016 District Strategic Improvement Plan Progress Reports

[Click Here](#) - Waiver Day reporting form

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

The School Board Goals, District Strategic Improvement Plan, and School Improvement Plan requires on-going progress monitoring of our students in early literacy skills, reading and mathematics. Using the PLC process in weekly meetings, information from benchmark data is made actionable at the classroom level by using local formative assessments and answering PLC questions 1-4.

Q1 – What do we want our students to know and be able to do?

Q2 – How will we know when they have learned it?

Q3 – What will we do when our students don't learn it?

Q4 – What will we do to accelerate students who already know it?

Both the large scale data analysis and the more frequent PLC work are essential for the system to be responsive to student need and set the direction for professional development at the district and building level. The details of the systems work both in data and professional development take place on Waiver Days.

The expectation of the school board and district is that each student will meet or exceed state and district standards and graduate on time prepared for college, career and life beyond high school. In order to accomplish this goal, both formative and summative assessment data is required to monitor student progress and indicate attainment of learning goals throughout the school year. A variety of local assessment tools are needed to appropriately gauge learning and provide assurance to the school board that gains have been realized.

Grade Levels Measured	Data Type	Source	Specific Measures and Summative Targets	What question will this data help answer?	When? How often? Who Collects?	Who reviews & reflects on the data to inform next steps?
K-5	Formative	DIBELS	Phonics And Fluency	Results are disaggregated by subgroup to determine which students need more time and support and which students are ready for enrichment	September – June Progress Monitoring Teachers	Teachers/ Principals/ Parent/ Students
K-5	Summative	DIBELS	Phonics And Fluency		Nov – Feb – June Benchmark Teachers	Teachers/ Principals/ Parent/ Students
3-8 and 10	Formative	NWEA MAP	ELA and Math		Fall – Winter – Spring Teacher	Students/ Teacher
2-10	Formative	Various Locally Created Assessments	ELA and Math		Every 4-6 Weeks	Students/ Teacher/ Principal
3-8 And 11	Formative	ICA/IAB	ELA and Math		Fall – Winter Teacher	Students/ Teacher
3-8 And 11	Summative	SBA	ELA and Math		Annually Teacher	Students/ Parents/ Teacher

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

This is a one-year waiver request. Through an on-going cycle of data monitoring and progress review we will continue to target district level professional development connected to large group skills and support building level work at the detail level. The district level work addresses the needs of new teachers as they enter our system and teachers who change grade levels to become versed in the foundational skills and practices for each grade span. The building level support ensures that teachers tailor instruction to accomplish achievement goals for each student they serve.

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

Multiple stakeholder groups provided input on the waiver purposes and goals through their involvement at various meetings.

- Superintendent's Cabinet (Superintendent, Associate Superintendent School Programs and Principal Leadership, Assistant Superintendent Human Resources, Assistant Superintendent Instructional Technology, Assistant Superintendent Business Services)
- Student Learning and Family Engagement Student Services (Assistant Superintendent, Executive Director, Assistant Director, Categorical Programs, Special Education, Elementary and Secondary Education Coordinators)
- Inservice Advisory Committee (joint union and district committee comprised of teacher leaders from each building and principals)
- Building Level School Improvement Teams (Principal, teachers, parents/community members)
- School Improvement and Professional Learning Community Presentations to the School Board (Building Principals, Teachers, and Parents)

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

The negotiated agreement for September 1, 2015 through August 31, 2018 provides the following:

CBA Category	Number of Days	Purpose	Who Directs
Professional Development Days	2.36	1.5 Days Professional Development	District Directed
		.86 Day Professional Development	Principal Directed
Full Instruction Days	168.4 171.6	K-5 Full days of Instruction 6-12 Full days of Instruction	N/A
Late Start Days	25 24	K-5 PLC 1 hr. late 6-12 PLC 1 hr. late	District Directed
Early Release Days	2	1 on the day before Thanksgiving 1 on the last day of school	N/A
Parent Teacher Conferences	1.5	EL/MS Conferences (3 half-days) (HS are outside the school day)	N/A
Other Non-Instruction Days	2	1 Classroom set up before school starts	Teacher Directed
		1 report card preparation day (end of semester)	District Directed

Individual Responsibility Contract –

Each employee receives an Individual Responsibility Contract. Employees who are on Steps 0-6 of the State Allocation Model (SAM) have a total of 164.5 Individual Responsibility hours.

Individual Responsibility hours are prorated based upon an employee's FTE status.
Individual Responsibility Contract activities can be documented August 1 through July 31.

The individual responsibilities are outlined below:

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

[Click here](#) CBA – 2015-2018 Collective Bargaining Agreement

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

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	4.36* 8.36**
Total	184.36

*2.36 Professional Development Days for all teachers (principal and district directed) plus 2 non-instructional days for classroom set up (teacher directed) and report card preparation day (district directed).

**In addition to what is listed above in * for all teachers, our new teachers receive 4 extra days of training (2 New Educator Orientation and 2 CEL5D).

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
2.5*	100%	X		
1*	100%	X		X
.86*	100%		X	
4**	New teachers	X		
Check those that apply				

All new teachers are required to attend the 2 day New Educator Orientation.
Teachers who are new to the CEL5D Framework are required to attend the 2 day training.

*2.36 Professional Development Days for all teachers (principal and district directed) plus 2 non-instructional days for classroom set up (teacher directed) and report card preparation day (district directed).

**In addition to what is listed above in * for all teachers, our new teachers receive 4 extra days of training (2 New Educator Orientation and 2 CEL5D).

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

Auburn School District teachers have wisely utilized time over and above the contracted teaching days for over a decade. The activities and work now done on the waiver days was originally part of the state funded Learning Improvement Days (LID). As the state transitioned away from LID, Auburn utilized the waiver to create this additional time to do the focused professional development, benchmark data review days, and systems work essential for our student success.

The three requested waiver days for the next three years are necessary to strengthen instructional practice by:

- Continuing transition and implementation of Common Core State Standards and Next Generation Science Standards,
- Alignment of curriculum and materials to state and district assessments and data review on new state assessments including Smarter Balanced Assessments (SBA),
- Instructional technology trainings to implement high yield strategies,
- Personalize learning to address remediation and acceleration.

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

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

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

During the 2015-2016 school year, the three district requested and State Board approved waiver day trainings were scheduled for October 9, 2015, March 7, 2016, and May 9, 2016.

The primary use of the waiver days was in two categories: district-wide professional development around curriculum alignment and instructional strategies and building-level professional development focused on School Improvement Plan implementation (data review, strengthening instruction, curriculum/assessment alignment and design). The following describe the district strategic plan aligned waiver day activities conducted at the district and building level for Goal One and Goal Two:

Goal One—Student Achievement

All staff in the Auburn School District provides support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time, and is prepared for career and college. Waiver Day activities took place at the district-level and school level. Information on the activities is collected after each waiver day and submitted to the Assistant Superintendent of Student Learning.

District Level Activities

- K-5 science curriculum training
- K-5 writing curriculum training
- K-12 SIP planning and implementation support
- Three K-12 seminars on Google Classroom / Drive/ Docs and assessments with Forms and Flubaroo
- K-12 Technology integration in alignment with 1:1 rollout technician training
- 8-12 PSAT/SAT Proctor training
- K-12 TPEP/CEL 5D training (principals and new teachers)
- K-12 Review of student safety, transgender policies and anti-bullying programs and procedures (committee training and policy development for later adoption)
- 6-8 Math teacher training to revise/rewrite/create CCSS aligned formative assessments for Algebra, Geometry and Advanced Algebra

School Level Activities

- Planned curriculum to meet the needs of diverse learners and provide for a variety of learning and instructional strategies
- Developed weekly pre and posttests in ELA, Mathematics, and Science and progress monitoring plan
- Implemented reading skills and comprehension of technical reading in CTE through projects, background and rubrics for student projects placed on Google Drive and Google Classroom
- Explored and practiced technology tools to help increasing effective teaching practices
- The grade level and content area teams planned and prepared teaching curriculum for district ELA and Math Performance Task. They practiced how to access the SBA website in order to practice on-line testing with classes
- Reviewed student achievement data from formative and summative assessments
- PE specialists worked on curriculum assessments, prep for CBA test, grading completion and fitness gram
- Updated pacing schedules in ELA and Math

Goal Two—Community Engagement

All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

School Level Activities

- Communicated with parents / guardians regarding upcoming projects
- Identified underachieving students and contacted parents
- Made phone calls to arrange meetings to develop IEPs
- Review parent input surveys and plan meaningful Family Community Connection opportunities
- Small groups reviewed CEE data, both comparative and longitudinal, from Staff, Parents, and Student.
- Prepared materials to improve teacher-parent communication regarding student learning

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

In accordance with the 2013-2016 district strategic improvement plan, implementation of PLCs, strengthening systems of assessment, standards alignment for improved instruction and customized learning through acceleration and interventions resulted in continuing improvement in academic achievement. The waiver days provided 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 Tier 3 learners to become successful. As a result of the waiver day work, several of our schools had SBA results that improved as a result of their focused professional development and data review.

DIBELS

- In Kindergarten the ALL subgroup increased On Target performance from 73% on target in winter to 83% on target in spring.
- In First grade the ALL subgroup decreased At-Risk performance from 23% at risk in winter to 18% at risk in spring.
- Third grade performance declined from fall to spring with 65% on target in fall to 59% on target in spring.
- Fourth and Fifth grade performance had no significant change from fall to spring in at risk and on target performance.
- A significant difference of on target performance exists between Pacific Islander students and Asian/White students. Pacific Islander students' performance across grades K-5 was nearly 21% below the performance of Asian and White students.
- Achievement gaps persist between American Indian, Black, Hispanic, Multi-Racial students and the performance of Asian and White students.

MAPS-had overall mixed results

- Elementary reading had little to no gains from Fall to Spring.
- Grade 7 reading showed a 2% increase in at-risk students and a 2% decrease in on-target students.
- Grade 3 math showed a reduction of at-risk students from 24% to 19% and an increase of on-target from 53% to 59%.
- Grade 5 math showed an increase of on-target students from 55% to 62%.

- Grade 6 and 7 math showed moderate improvement from fall to spring
- However, Grade 8 math showed a 5% decrease in on-target students.
- Achievement gaps were substantial between American Indian and Pacific Islander students as compared to other subgroups in both reading and in mathematics across most grade levels.

For Middle School Honors/Acceleration-there was continued access to courses by diverse populations and an overall increase in enrollments

- Enrollments increased from 1,536 enrollments in 2008-2009 to 2,515 enrollments in 2015-2016.
- Diversity has improved in enrollments going from 71% white to 60% white; but students of color are still under represented in middle school accelerated programs.

9th Grade Credit Attainment- we saw very little change from last year.

- Although ASD has seen a significant reduction in students at-risk of not graduating on time since 2009-2010 with 16% at risk to 11% at risk in 2015-2016, really little progress has been made over the last 3 years.
- Achievement gaps were substantial between American Indian and Pacific Islander students as well as gaps persisting with Black, Hispanic and Multiracial students as compared to white and Asian.

High School Honors -we continued to see increased access to courses by diverse populations

- Diversity has improved in enrollments going from 79% white in 2008-2009 to 59% white in 2015-2016; but students of color are still under represented in high school honors programs.

Advanced CTE

- This fall we reset the courses that qualified as Adv. CTE- Dropping Aerospace Assembly 1, Business Marketing Foundations/DECA and MOS1; we added Work Based Learning classes to this dashboard. If all the courses from prior years were included in this dashboard, our total enrollments would have increased to 3,706 enrollments
- Adv. CTE saw continued increases of enrollment of diverse populations from 25% enrollments by students of color in 2008-2009 to 47% enrollments by students of color in 2015-2016

Advanced Placement

- Continued to see access to courses by diverse populations-
- Although a decrease in 2015-2016 in total number of enrollments, we have had a significant increase in the percent of graduating seniors who took 1 or more AP courses during their high school career – going from 31% of graduating seniors taking at least 1 AP course in high school in 2010 to 59% of seniors in 2015-2016
- According to the National Center for Educational Accountability, Students from all races and levels of income are 10-20 percent more likely to complete college if they have ever taken an AP course, regardless of whether or not they took or passed the exam.

SBA Results

Auburn School District students in grades three through five outperformed the state average in math and reading as assessed by Smarter Balanced in the spring of 2016. Additionally, the district outperformed the state in reading and math for low income, special education, and ELL learners.

At the middle school, grades 6, 7, and 8, SBA scores for spring 2015 showed a mixture of results in comparison to the state. Sixth grade scores in ELA for Auburn were 7.2% lower than the state average while math scores were 2% higher. In grade 7 ELA scores were 2.8% less than the state average. Math results for grade 7 were .7% higher than the state. Grade 8 ELA scores were 7.4% less than the state average. Math scores at grade 8 were 7.4% lower in Auburn than at the state level. Science scores for the Auburn School District decreased from 54.3% in 2014 to 42% in 2015.

STRATEGIES FOR IMPROVEMENT

Focus on the building blocks of differentiated instruction, including:

1. Helping build teacher belief that all students can learn.
2. Fostering teachers' abilities to know the learner- build relationships with students and families.
3. We will continue to create and refine quality curriculum.
4. Focus on the nine characteristics of high performing schools.
5. Increase data driven collaboration and communication.
6. Continue to demand high standards and expectations for all students.
7. Partner with principals to support effective school leadership.

In addition we will emphasize the importance of culturally responsive teaching by

1. Helping teachers understand how to positively reinforce students for academic development.
2. Supporting teachers to make Instructional changes to accommodate differences in learners.
3. Provide tools for teachers and administrators so their interactions stress collectivity as well as individuality.

The following District Dashboards are posted on the Auburn School District website at:

[Click here](#) **Dashboard** – Auburn School District DIBELS Progress Reports

[Click here](#) **Dashboard** – MAP Reading and MAP Mathematics Progress Reports

[Click here](#) **Dashboards** – Advanced Career and Technical; Middle School Honors; High School Honors; Advanced Placement; and Ninth Grade Credits Earned Progress Reports

[Click here](#) Elementary SBA ELA and Math two year trend results

[Click here](#) Middle School SBA ELA and Math results two year trend results

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

Based on data and a change in leadership, the Board of Directors and Superintendent's Cabinet have agreed to a one-year extension to the 2013-2016 Auburn School District Strategic Improvement Plan. The work of the waiver day plan aligns to the goals, objectives, and strategies outlined in the 2013-2016 District Strategic Improvement Plan specifically in the areas that were still underdevelopment or not yet address. These include: strengthening data driven instructional practices aligned to CCSS and NGSS, focusing on culturally responsive instructional practices by subgroup and increasing collaborative engagement with families. Our twenty-two schools and staff are held accountable through their individual School Improvement Plans "evidence of impact" to address the number one priority of the Auburn School District "student academic achievement."

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

Providing Auburn School District with additional time through waiver days will allow professional development to strengthen data driven instructional practices aligned to CCSS and NGSS, focusing on culturally responsive instructional practices by subgroup and increase collaborative engagement with families. These additional days will also provide opportunity for teachers, administrators and families to be a part of developing the new 2017-2020 District Strategic Plan. We expect to be able to significantly decrease "At Risk" learners as a result of having the additional time.

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

Parent communication and information regarding the waiver days is provided in school newsletters, emails from the school to parents, shared during open house evenings, parent and teacher conferences and during student led conferences. Use of Waiver days are shared 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 of the focus, integration, implementation and impact of this time.

[Click here](#) - **District Calendar** for the 2016-2017 School Year.

[Click here](#)- Evaluations for professional development

C. Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.