

☆ **Waiver Purpose**

School Improvement Waivers are designed to remove barriers to school improvement that have been found in school board policy or collective bargaining contract (see School Board Policy #1403). Waivers must be based on sound educational research and evaluation, must be budget neutral to the district, must be supported by stakeholders in the local school community, and must be approved by two-thirds (66 2/3%) of the faculty. Waivers may be approved for up to five years by the School Board, but the faculty must approve the waiver each year. Waivers must be equitable for all students in a particular student group.

☆ **Section A**

Waiver #	4			
School Name	Stoneman Douglas, M. HS (3011)	Board Policy/Contract Article	Policy 4000 (Section IV, B, 4c, v) "Assessments"	
Board Approved	TBA	Years Approved	5 Years	
Target Area	Exam Exemption	Waiver Status	Continued	
Initial Year of Implementation	2023 - 2024	District Strategic Plan Alignment	Algebra Proficiency	
Accreditation Standard Alignment		Cognia Key Characteristics	Growth in Learning	

☆ **Section B**

I. **Stoneman Douglas, M. HS (3011)** is requesting a waiver for **Exam Exemption** for a period of 5 years. **Stoneman Douglas, M. HS (3011)** will analyze the data and present them to SAC.

II. This waiver proposal was presented, reviewed, and endorsed by all stakeholders of the local school community at meetings on:

<b>Community Meeting 1:</b>	2/8/2023
<b>Community Meeting 2:</b>	2/22/2023
<b>Community Meeting 3:</b>	2/24/2023

III. The School Advisory Council voted on the **Exam Exemption** Waiver by **86%** (minimum of 51%) on **2/22/2023**.

IV. The Faculty voted on the implementation of **Exam Exemption** by **86%** (minimum of 66 2/3%) on **2/23/2023**, according to the voting guidelines in the Broward Teachers Union Contract, Article 15.

<b>Year 1</b> Faculty Votes In School Year <b>2023 - 2024</b> for the <b>2024 - 2025</b> School Year	68% ▼	<b>Date</b>	03/18/2024
<b>Year 2</b> Faculty Votes In School Year <b>2024 - 2025</b> for the <b>2025 - 2026</b> School Year	82% ▼	<b>Date</b>	02/06/2025
<b>Year 3</b> Faculty Votes In School Year <b>2025 - 2026</b> for the <b>2026 - 2027</b> School Year	1% ▼	<b>Date</b>	mm/dd/yyyy
<b>Year 4</b> Faculty Votes In School Year <b>2026 - 2027</b> for the <b>2027 - 2028</b> School Year	1% ▼	<b>Date</b>	mm/dd/yyyy

V. Write the exact language of the school board policy or contract article that the proposed waiver will supersede.

Policy 4000 Student Progression Plan Section IV, B, 4c, v:

VI. State the waiver: change, delete, or add to the policy or contract so as to fulfill the requirements of the proposed waiver.

The statewide, standardized EOC assessments, required by statute, are not eligible for exemption; the student may NOT exempt the midterm exam.

VII. State the rationale for the proposed waiver. How will the proposed waiver support school improvement? Give background information, history of barrier, etc.

The midterm serves as a diagnostic tool for teachers to plan and support student achievement. Midterms provide a benchmark for student progress in an EOC equivalent environment. To be able to accurately assess students' progress in the course, we need a common assessment applied to all students within the EOC classes. This will allow us to identify areas of strength and weakness, so that we can plan intentional remediation and enrichment opportunities for our students. When students exempt the midterm, we are unable to identify their progress towards the standards in an EOC testing environment and can't remediate or enrich learning for those students to support them in performing to the best of their ability. It's important that we have a reliable snapshot of mid-year data to inform instruction for semester 2.

MSD has many years of gaps when it comes to data due to COVID-19 and the tragedy of 2/14. Midterms will provide an opportunity to get a benchmark of student learning data within our EOC classes to work towards our goal as a school of providing excellence in education.

**In addition to the Algebra Proficiency, this waiver will support school improvement in the areas of Geometry proficiency, Biology proficiency and US History proficiency.**

VIII. Recognizing that one strategy alone does not affect school-wide achievement, identify and explain the baseline data for the proposed waiver.

Honors students often exempt the midterm exam and although they showed high proficiency rates, they often do not show high levels of learning gains in EOC classes. A midterm examination can help identify areas that high performing students can remediate in order to improve their performance on the EOC with the goal of increasing learning gains and performance on the EOCs.

2021-22 Baseline Data shows the following:

Combined math proficiency - 68%

Combined math learning gains - 66%

Combined math lowest 30 learning gains - 58%

Biology Proficiency - 76%

US History - 87%

IX. What reliable research studies, proven strategies, best practices, or similar programs support the probable success of the proposed waiver?

The district CARE cycles supports a culture of Assessment and Remediation which is a proven strategy for student success. The school offers remediation and enrichment programs for EOC students, and the specific strategies are led by teachers who use assessments, like the midterm, to guide the areas and appropriatneess of instructional strategies to be used for remediation and enrichmint. The midterm assessment can help students identify their own areas of weakness and appropriateness for taking on those opportunities. Revisiting and remediating skills continuously is an important proven strategy to improve student learning.

X. **Stoneman Douglas, M. HS (3011)** will evaluate the effectiveness of the waiver each year. Include current data in alignment to the baseline data to measure the impact of the waiver.

<b>Year 1</b> End of School Year <b>2023 -</b> <b>2024</b> Data	<p>While the combined <b>math proficiency</b> slightly decreased to 66%, it's essential to recognize that this modest decline of 2% doesn't necessarily reflect the waiver's ineffectiveness. US History maintained a remarkable pass rate of 86%, demonstrating consistency in achievement.</p> <p>However, the most significant improvement was observed in <b>Biology</b>, which surged to 83%.</p> <p>This notable growth in Biology proficiency suggests the potential effectiveness of the waiver.</p> <p>By not allowing students to exempt the midterm exam, additional attention and resources can be directed towards improving performance in other subjects. This is supported by the significant increase in Biology scores, indicating the potential for reallocating efforts to areas of need. This success prompts the consideration of replicating strategies employed in Biology across other subjects to foster similar growth.</p> <p>Furthermore, maintaining the school's position as the 3rd highest math proficient school in the county showcases continued excellence despite the slight decrease. Additionally, advancing from 3rd to 2nd place in Biology proficiency underscores the effectiveness of strategic interventions.</p> <p>In evaluating the waiver's effectiveness annually, it's imperative to monitor changes in subject-specific proficiency rates, learning gains, and rankings within the county. By analyzing these metrics, educators can gauge the impact of the waiver and refine strategies to optimize academic outcomes across all subjects.</p>
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<b>Year 2</b> End of School Year <b>2024</b> - <b>2025</b> Data	<p><b>Algebra and Geometry:</b></p> <ul style="list-style-type: none"> <li>I. First opportunity to emulate a true EOC experience (i.e., longer exam time, belongings in front/back of the room).</li> <li>II. It requires all students to review material that they will continue needing throughout the rest of the school year.</li> <li>III. Data provides insights on the strengths and weaknesses of all students, which helps inform both in-class and pull-out instructional strategies and review topics.</li> <li>I. Results: MSD had the highest quartile learning gains of anyone in our SES band and the second highest learning gains overall for students. This means we're helping our students grow and improve better than all of our competitor schools.</li> </ul> <p><b>US History</b></p> <p>Analysis of midterm data allows us to identify specific topics that require more intensive review/remediation.</p> <ul style="list-style-type: none"> <li>I. Students scored only 35-40% proficiency on the following standards through the midterm:</li> <li>II. SS.912.A.3.1: Analyze the economic challenges faced by American farmers and their responses during the mid-to-late 1800s, including bimetallism and populism.</li> <li>III. SS.912.A.3.8: Examine the significance of social change and reform in the late 19th and early 20th centuries, focusing on class dynamics, rural-to-urban migration, the Social Gospel movement, and the role of settlement houses and churches in aiding the poor.</li> <li>IV. The midterm serves as a diagnostic tool, enabling us to assess the content knowledge and skills of each student in preparation for the EOC. By identifying learners who require remediation and those demonstrating proficiency, we can implement targeted interventions.</li> <li>I. This approach includes pairing students in need of support with peers who exhibit strong understanding, allowing for collaborative learning opportunities. Additionally, the data enables us to differentiate instruction more effectively and concentrate efforts on students who have not yet achieved mastery of the standards.</li> </ul> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>I. This year, ~40% of tested students scored a D or F on the midterm.</li> <li>II. These results highlight the importance of the midterm as a diagnostic tool to identify learning gaps and as an opportunity for students to practice test-taking skills they will need to succeed on the state test.</li> <li>III. Taking the midterm encourages students to review material from earlier in the year, helping them retain information for the spring state test.</li> <li>IV. Exempting the midterm could lead to a lack of review, potentially harming their state test performance.</li> <li>V. Teachers are now able to identify which students need targeted interventions, like pull-out sessions during their study halls.</li> </ul>
<b>Year 3</b> End of School Year <b>2025</b> - <b>2026</b> Data	
<b>Year 4</b> End of School Year <b>2026</b> - <b>2027</b> Data	
<b>Year 5</b> End of School Year <b>2027</b> - <b>2028</b> Data	

XI. If this waiver is being discontinued, indicate why.

N/A

XII. We confirm that the **Exam Exemption** will be implemented as described above:

<b>Principal:</b>	Michelle Kefford	<b>Date:</b>	2/27/2023
<b>SAC Chairperson:</b>	Holly Van Tassel & Elisa Williamson	<b>Date:</b>	2/27/2023

XIII. This waiver has been reviewed by:

<b>Broward Teachers Union Rep:</b>	Melissa Falkowski	<b>Date:</b>	2/27/2023
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XIV. This waiver has been reviewed by the School Improvement (SI) Office:

<b>SI Rep:</b>		<b>Date:</b>	
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☆ Section C



Last updated on: Thursday, March 13, 2025