

BASIC EDUCATION PROGRAM REQUIREMENTS WAIVERS

BACKGROUND

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

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

District	Lyle School District
New or Renewal	Renewal
Type of Waiver	180-day school calendar
No. of Days	4
School Years	2009-10, 2010-11, 2011-12
Fewer half days	No
All schools	All
Purpose	<p>To improve student learning, staff instructional methods, and curriculum delivery. Improvement of math and reading WASL scores are the focus of the in-services. Achieving and sustaining AYP requirements over an extended period of time will be the foundation of discussion during these LID opportunities.</p> <p>Student Learning</p> <ul style="list-style-type: none">• Review and analysis of current curriculum at each grade level to determine the need for adoptions.• Discussion of student needs and identifying modifications that will assist in meeting the standards. <p>Staff Instructional Methods</p> <ul style="list-style-type: none">• Evaluate and identify instructional methods that will improve student achievement in all content areas.• Review math and science curricula to determine a district wide plan of adoption.• Pilot Math Connects, bring FOSS kits to the Middle School and explore supplement writing materials for science.• Support these adoptions with long term commitments for staff development by ESD112, area specialists, publisher input and observations of other schools that have adopted this curriculum.

	<p>Curriculum Delivery</p> <ul style="list-style-type: none"> • Review school improvement plan with emphasis on teaching methods and collaboration among grade levels to deliver a quality program with positive WASL results. • Create a long term plan for aligning curriculum with the GLE's and sustaining this with student, staff, and community input. • Present and inform the school board of all curriculum adoptions, in-service agendas, student achievement, and community involvement in the process. <p>LID days will provide networking opportunities for staff to visit other schools that are showing success with AYP, using like curriculum and are implementing innovative teaching strategies that work.</p>
<p>Student Achievement Data Motivating the Purpose</p>	<p>Dallesport Elementary and Lyle Middle School are in Step one of school improvement. Math scores have not met annual yearly progress. Based on the student achievement data, funding shortfalls, and staffing challenges. Lyle School District is undergoing a restructure beginning in the 2009-2010 school year:</p> <ul style="list-style-type: none"> • Elementary grades are no longer split. There is one teacher per grade level. • Middle School has been changed from self-contained classrooms to multi-disciplined classes taught by middle and high school teachers. • Staffing changes have been implemented to offer middle school students previously-placed in self-contained classrooms opportunities to take a variety of classes with different teachers. • Vocational education has been expanded to offer advanced construction classes and drafting for projects in the classroom and in the community. <p>The improvements in learning opportunities require collaboration among staff to plan and implement the curriculum.</p>
<p>Evidence the District Will Collect</p>	<p>Evidence will be collected and analyzed on an annual basis through staff and community meetings. The basic goal is to implement restructuring that result in increased student achievement and satisfaction.</p> <p>The following data will be the driving force to determine if goals have been met:</p> <ul style="list-style-type: none"> • Surveys of student satisfaction. • Changes in student test scores. • Changes in the number of students choosing to attend neighboring districts. • Student attendance rates. • Increase in student class options by offering the new classes/activities

Support of the School Improvement Plan	<p>The district and school improvement plan goals require that the district and the individual schools:</p> <ul style="list-style-type: none"> • Provide a sound and well rounded educational program for the students of Lyle School District. • Seek ways to maintain or expand current class offerings for students. • Provide opportunities for additional in-service for staff. • Provide time and opportunities for students to have mentors/job shadows • Maintain or increase vocational opportunities for students. <p>The waiver would allow the district to meet all of these goals and expectations while offering the new classes/activities, staffing, and training we hope to offer.</p>
Involvement of stakeholders	<ul style="list-style-type: none"> • Notices were sent home with students and in the mail to parents, staff, and community members. • Several meetings were held at each school seeking input or concern from all interested parties. • Meetings were held with each of the association/union groups to receive their consent. • The Lyle High School ASB was consulted and conducted a survey of students. • The Lyle School Board has discussed the matter at a regular board meeting and heard public comments and suggestions on the proposal. The Lyle School Board passed a resolution supporting the waiver proposal as a sound and appropriate action for the district.
Multiple year ties	<p>The subsequent years will be used to evaluate progress of the prior years, continue to make adjustments and improvements to the restructuring and provide additional training for all staff at all grade levels.</p>
Past Waiver Use	<p>The waiver days have been very instrumental to student achievement in our district. Prior to the waiver, the Lyle School Board would not permit in-service training that resulted in half-day school days, and due to that policy, the staff was left with only two state granted in-service days per year.</p> <p>The four waiver days we have been granted each of the last four years have allowed our staff members a viable amount of in-service training that has shown substantial increases in student progress. During the previous waiver days the district focused on reading and writing across the curriculum in an effort to improve instruction and test scores in reading and writing. The waiver days were used as teacher in-service time and we brought in expert trainers to work with the staff on ways to improve reading and writing across the curriculum and grade levels.</p> <p>The waiver days also allowed time for teachers to implement the Navigation 101 program into our schools, and for the first time all of our students in grades 7-12 are conducting student led conferences yearly. Lyle had 99.6% parent participation in the conferences.</p>

<p>Past Waiver Success</p>	<p>The district looked at multiple indicators of evidence to show that the waiver met the goals. Surveys of the staff and students were conducted along with analyzing WASL score data and student accomplishment on student learning plans and district wide testing in reading and writing. Additional feedback from staff was collected throughout the process at the completion of the in-service days and the Navigation 101 program.</p> <p>The schools were successful at reaching our goals to improve reading/writing instruction across the curriculum. Data gathered from multiple sources indicates that student and staff skill improved and that the district has made progress because of the additional time.</p> <p>WASL Reading Results with the same groups of students before and after the waiver days.</p> <ul style="list-style-type: none"> • Class of 2007 7th Grade Avg. 34.4% 10th Grade Avg. 61.3% • Class of 2008 7th Grade Avg. 28.6% 10th Grade Avg. 78.7% • Class of 2009 7th Grade Avg. 44.4% 10th Grade Avg. 58.6% <p>WASL Writing Results with the same groups of students before and after the waiver days.</p> <ul style="list-style-type: none"> • Class of 2007 7th Grade Avg. 31.3% 10th Grade Avg. 25.8% • Class of 2008 7th Grade Avg. 14.3% 10th Grade Avg. 66.7% • Class of 2009 7th Grade Avg. 19.4% 10th Grade Avg. 75.9% 																																										
<p>How were parents and community kept informed on an on-going basis</p>	<p>Parents and community were kept informed by a bimonthly news pamphlet called the "Cougar Tracks." The "Cougar Tracks" had articles and pictures about the training that was conducted at both schools and showed the importance of professional development to the community.</p> <p>In addition, the waiver impacts were also discussed at the annual Title I meetings, monthly administrative reports to the Board of Directors, weekly announcements at the Lyle Senior Meals, and in annual survey results published to the community.</p>																																										
<p>District Information</p>	<table border="1"> <tr> <th colspan="4">Lyle School District Information from OSPI Report Card Web page</th> </tr> <tr> <td>May 2009 Student Count</td> <td></td> <td>338</td> <td></td> </tr> <tr> <td>Free or Reduced-Price Meals (May 2009)</td> <td>330</td> <td>97.60%</td> <td></td> </tr> <tr> <td></td> <td>2007-08</td> <td>2006-07</td> <td>2005-06</td> </tr> <tr> <td>Annual Dropout Rate</td> <td>5.20%</td> <td>7.30%</td> <td>12.70%</td> </tr> <tr> <td>On-Time Graduation Rate</td> <td>77.10%</td> <td>70.70%</td> <td>54.80%</td> </tr> <tr> <td>Extended Graduation Rate</td> <td>77.10%</td> <td>74.10%</td> <td>54.80%</td> </tr> <tr> <th colspan="4">2008-09 WASL Results</th> </tr> <tr> <td>Grade Level</td> <td>Reading</td> <td>Math</td> <td>Writing</td> <td>Science</td> </tr> <tr> <td>4th Grade</td> <td>43.50%</td> <td>52.20%</td> <td>52.20%</td> <td></td> </tr> </table>	Lyle School District Information from OSPI Report Card Web page				May 2009 Student Count		338		Free or Reduced-Price Meals (May 2009)	330	97.60%			2007-08	2006-07	2005-06	Annual Dropout Rate	5.20%	7.30%	12.70%	On-Time Graduation Rate	77.10%	70.70%	54.80%	Extended Graduation Rate	77.10%	74.10%	54.80%	2008-09 WASL Results				Grade Level	Reading	Math	Writing	Science	4th Grade	43.50%	52.20%	52.20%	
Lyle School District Information from OSPI Report Card Web page																																											
May 2009 Student Count		338																																									
Free or Reduced-Price Meals (May 2009)	330	97.60%																																									
	2007-08	2006-07	2005-06																																								
Annual Dropout Rate	5.20%	7.30%	12.70%																																								
On-Time Graduation Rate	77.10%	70.70%	54.80%																																								
Extended Graduation Rate	77.10%	74.10%	54.80%																																								
2008-09 WASL Results																																											
Grade Level	Reading	Math	Writing	Science																																							
4th Grade	43.50%	52.20%	52.20%																																								

7th Grade	53.60%	42.90%	53.60%	
10th Grade	73.30%	43.80%	85.70%	20.00%
2007-08 WASL Results				
Grade Level	Reading	Math	Writing	Science
4th Grade	46.70%	20.00%	43.30%	
7th Grade	37.50%	22.70%	40.90%	
10th Grade	63.20%	42.10%	68.40%	16.70%
2006-07 WASL Results				
Grade Level	Reading	Math	Writing	Science
4th Grade	56.80%	27.00%	21.60%	
7th Grade	44.40%	22.20%	50.00%	
10th Grade	58.60%	37.90%	75.90%	13.80%

POLICY CONSIDERATION

The application for waiver meets the State Board of Education's criteria for the purpose of a waiver.

EXPECTED ACTION

Approval of the application under the following conditions:

- A one-year waiver due to SBE's continued work on revising the procedures for applying and obtaining a waiver.
- If Lyle School District receives a subsequent flexible calendar waiver from SBE for the purposes of economy and efficiency, then this waiver will become null and void. The strategies and activities proposed in this waiver application would have to take place during the non-instructional days of the flexible calendar waiver.

STATE BOARD OF EDUCATION UNOPPOSED ELECTIONS

BACKGROUND

To reduce costs for the Office of Superintendent of Public Instruction (OSPI), the State Board of Education staff proposes that if a qualified candidate for an elected Board position is unopposed, OSPI would not go through a balloting and election process.

Under RCW 28A.305.021, the Office of Superintendent of Public Instruction (OSPI) runs the elections for the State Board of Education positions that are elected through public school board members. There is a similar provision for OSPI to run the elections for the Educational Service Districts (ESDs) for board members. OSPI is planning to request legislation in the 2010 session to revise its law RCW 28A.310.100. The law would be changed to allow OSPI the ability to declare the position is filled without an election if a single candidate is unopposed.

POLICY CONSIDERATION

Staff suggests that the Board consider proposing a similar change to the election process of Board members to RCW 28.A.305.021 in the 2010 session. Thus, if a qualified candidate files for an elected Board position and is unopposed, OSPI would declare the position filled and no election would occur.

EXPECTED ACTION

Approve the proposed change below and submit for the 2010 session, per the underlined language below.

RCW 28A.305.021

Election of board members — Restrictions.

The election of state board of education members by school directors and private school board members shall be conducted by the office of the superintendent of public instruction for the members of the state board who begin serving on January 1, 2006, and thereafter.

(1) The superintendent shall adopt rules for the conduct of elections, which shall include, but need not be limited to: The definition of the eastern Washington and western Washington geographic regions of the state for the purpose of determining board member positions; the weighting of votes cast by the number of students in the school director's school district or board member's private school; election and dispute resolution procedures; the process for filling vacancies; and election timelines. The election timeline shall include calling for elections no later than the twenty-fifth of August, and notification of the election results no later than the fifteenth of December; Provided, however, that if there is only one qualified candidate for an elected position, it shall not be necessary for the superintendent to conduct an election for the position but instead the superintendent shall declare the candidate elected to the board without opposition.