

RULE REVISIONS FOR MATHEMATICS GRADUATION REQUIREMENTS

BACKGROUND

In 2007, the Washington State Legislature directed the Board to increase the high school math graduation requirements from two to three credits (equivalent to three years of high school level math) and to determine the content of the three credits. The Board adopted a new math rule (WAC 180-51-066) in July 2008, effective for students in the graduating class of 2013. As practitioners have begun to work with the rule, questions have arisen that have required rule changes or guidance in the form of FAQs. For instance, the Board amended the rule in July 2009 to identify a clear path for students who took some of the required course work prior to ninth grade and did not request high school credit for it.

OSPI held a webinar on the new math rule and end-of-course math assessments on May 10, 2010 attended by over 500 practitioners. During the course of that webinar, and in subsequent communications with SBE and OSPI staff, three implementation issues emerged that can only be addressed through the proposed amendment to WAC 180-51-066 (Attachment A shows the proposed new wording).

POLICY CONSIDERATION

The three implementation issues that the proposed rule amendment will address and clarify:

- Provisions for taking classes simultaneously.
- What constitutes an appropriate sequence?
- Provisions for placing out of required courses.

In addition, some minor nomenclature changes are proposed.

EXPECTED ACTION

Final adoption of amendments and direction to send the adopted amendments to the Code Reviser.

Attachment A

AMENDATORY SECTION

WAC 180-51-066 Minimum requirements for high school graduation -- Students entering the ninth grade on or after July 1, 2009. (1) The statewide minimum subject areas and credits required for high school graduation, beginning July 1, 2009, for students who enter the ninth grade or begin the equivalent of a four-year high school program, shall total ~~((20))~~ twenty as listed below.

(a) Three **English** credits (reading, writing, and communications) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. Assessment shall include the tenth grade Washington assessment of student learning beginning 2008.

(b) Three **mathematics** credits that align with the high school mathematics standards as developed and revised by the office of superintendent of public instruction and satisfy the requirements set forth below:

(i) Unless otherwise provided for in ~~(b)((iii)-or)~~ (iv) through (vii) of this subsection, the three mathematics credits required under this section must include ~~((mathematics courses taken in the following progressive sequence))~~:

(A) ~~(I, geometry, and algebra II)~~ 1 or integrated mathematics I; ~~((or))~~

(B) ~~((Integrated mathematics I,))~~ Geometry or integrated mathematics II ~~((, and integrated mathematics III))~~; ~~((or))~~ and

(C) ~~((Any combination of three mathematics courses set forth in (b)(i)(A) and (B) of this subsection.))~~ Algebra 2 or integrated mathematics III.

(ii) A student may elect to pursue a third credit of high school-level mathematics, other than algebra ~~((H))~~ 2 or integrated mathematics III if all of the following requirements are met:

(A) ~~((The student has completed, for credit, mathematics courses in:~~

~~—(I) Algebra I and geometry; or~~

~~—(II) Integrated mathematics I and integrated mathematics II; or~~

~~—(III) Any combination of two mathematics courses set forth in (b)(ii)(A)(I) and (II) of this subsection;~~

~~—(B))~~ The student's elective choice is based on a career oriented program of study identified in the student's high school and beyond plan that is currently being pursued by the student;

~~((C))~~ (B) The student's parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection than algebra ~~((H))~~ 2 or integrated mathematics III because it will better serve the student's education and career goals;

~~((D))~~ (C) A meeting is held with the student, the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable), and a high school representative for the purpose of discussing the student's high school and beyond plan and advising the student of the requirements for credit bearing two and four year college level mathematics courses; and

~~((E))~~ (D) The school has the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) sign a form acknowledging that the meeting with a high school representative has occurred, the information as required was discussed~~((;))~~, and the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals.

(iii) Courses in (b)(i) and (ii) of this subsection may be taken currently in the following combinations:

(A) Algebra 1 or integrated mathematics I may be taken concurrently with geometry or integrated mathematics II.

(B) Geometry or integrated mathematics II may be taken concurrently with algebra 2 or integrated mathematics III or a third credit of mathematics to the extent authorized in (b)(ii) of this subsection.

(iv) Equivalent career and technical education (CTE) mathematics courses meeting the requirements set forth in [RCW 28A.230.097](#) can be taken for credit instead of any of the mathematics courses set forth in (b)(i)(~~(A) or (B)~~ or (ii)(~~A(I) or (II)~~)) of this subsection if the CTE mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.

~~((iv))~~ (v) A student who prior to ninth grade successfully completed algebra ~~((I))~~ 1 or integrated mathematics I ~~((I))~~; and/or geometry or integrated mathematics II, ~~((or any combination of courses taken in a progressive sequence as provided in (b)(i)(C) of this subsection,))~~ but does not request high school credit for such course(s) as provided in [RCW 28A.230.090](#), may either:

(A) Repeat the course(s) for credit in high school; or

(B) Complete three credits of mathematics as follows:

(I) A student who has successfully completed algebra ~~((I))~~ 1 or integrated mathematics I shall:

- Earn the first high school credit in geometry or integrated mathematics II;
- Earn ~~((a))~~ the second high school credit in algebra ~~((II))~~ 2 or integrated mathematics III; and
- Earn ~~((a))~~ the third high school credit in a math course that is consistent with the student's education and career goals.

(II) A student who has successfully completed algebra ~~((I))~~ 1 or integrated mathematics I, and geometry or integrated mathematics II, shall:

- Earn the first high school credit in algebra ~~((II))~~ 2 or integrated mathematics III; and
- Earn the second and third credits in mathematics courses that are consistent with the educational and career goals of the student.

(vi) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I pursuant to a written district policy, but does not receive credit under the provisions of [WAC 180-51-050](#), shall complete three credits of high school mathematics in the following sequence:

- Earn the first high school credit in geometry or integrated mathematics II;
- Earn the second high school credit in algebra 2 or integrated mathematics III; and
- Earn the third credit in a mathematics course that is consistent with the student's education and career goals.

(vii) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I and geometry or integrated mathematics II pursuant to a written district policy, but does not receive credit for the courses under the provisions of [WAC 180-51-050](#), shall complete three credits of high school mathematics in the following sequence:

- Earn the first high school credit in algebra 2 or integrated mathematics III;
- Earn the second and third high school credits in courses that are consistent with the educational and career goals of the student.

(c) Two **science** credits (physical, life, and earth) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. At least one credit in laboratory science is required which shall be defined locally. Assessment shall include the tenth grade Washington assessment of student learning beginning 2010.

(d) Two and one-half **social studies** credits that at minimum align with the state's essential academic learning requirements in civics, economics, geography, history, and social studies skills at grade ten and/or above plus content that is determined by the district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in social studies at the high school level by 2008-09. In addition, districts shall require students to complete a classroom-based assessment in civics in the eleventh or twelfth grade also by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use ([RCW 28A.230.095](#)). The social studies requirement shall consist of the following mandatory courses or equivalencies:

(i) One credit shall be required in United States history and government which shall include study of the Constitution of the United States. No other course content may be substituted as an equivalency for this requirement.

(ii) Under the provisions of [RCW 28A.230.170](#) and 28A.230.090, one-half credit shall be required in Washington state history and government which shall include study of the Constitution of the state of Washington and is encouraged to include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state.

(A) For purposes of the Washington state history and government requirement only, the term "secondary student" shall mean a student who is in one of the grades seven through twelve. If a district offers this course in the seventh or eighth grade, it can still count towards the state history and government graduation requirement. However, the course should only count as a high school credit if the academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors ([RCW 28A.230.090\(4\)](#)).

(B) The study of the United States and Washington state Constitutions shall not be waived, but may be fulfilled through an alternative learning experience approved by the local school principal under written district policy.

(C) Secondary school students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal. The study of the United States and Washington state Constitutions required under [RCW 28A.230.170](#) shall not be waived, but may be fulfilled through an alternative learning experience approved by the school principal under a written district policy.

(D) After completion of the tenth grade and prior to commencement of the eleventh grade, eleventh and twelfth grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate with their class.

(iii) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on current problems may be accepted as equivalencies.

(e) Two **health and fitness** credits that at minimum align with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in health and fitness at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use ([RCW 28A.230.095](#)).

(i) The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally under [WAC 180-51-025](#). Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement under [RCW 28A.230.050](#). Such excused students shall be required to substitute equivalency credits in accordance with policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement.

(ii) "Directed athletics" shall be interpreted to include community-based organized athletics.

(f) One **arts** credit that at minimum is aligned with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in arts at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to

use ([RCW 28A.230.095](#)). The essential content in this subject area may be satisfied in the visual or performing arts.

(g) One credit in **occupational education**. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as proposed or adopted in the career and technical education program standards of the office of the superintendent of public instruction. The assessment of achieved competence in this subject area is determined at the local district level.

(h) Five and one-half electives: Study in a world language other than English or study in a world culture may satisfy any or all of the required electives. The assessment of achieved competence in these subject areas is determined at the local district level.

(i) Each student shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.

(j) Each student shall have a high school and beyond plan for their high school experience, including what they expect to do the year following graduation.

(k) Each student shall attain a certificate of academic achievement or certificate of individual achievement. The tenth grade Washington assessment of student learning and Washington alternate assessment system shall determine attainment.

(2) State board of education approved private schools under [RCW 28A.305.130\(5\)](#) may, but are not required to, align their curriculums with the state learning goals under [RCW 28A.150.210](#) or the essential academic learning requirements under [RCW 28A.655.070](#).

[Statutory Authority: [RCW 28A.305.215\(8\)](#), [28A.230.090](#). 09-16-028, § 180-51-066, filed 7/27/09, effective 8/27/09; 08-18-013, § 180-51-066, filed 8/22/08, effective 9/22/08.]

REQUIRED ACTION DISTRICT IMPLEMENTATION

BACKGROUND

The 2010 legislature passed E2SSB 6696 creating Required Action Districts that contain persistently lowest achieving (PLA) Title I or Title I eligible schools in the bottom five percent of performance on state assessments for all students in math and reading. The following steps must take place to determine which districts could become Required Action Districts:

- By December 2010, and annually thereafter, the Office of Superintendent of Public Instruction (OSPI) shall develop a list of the five percent persistently lowest achieving Title I or Title I eligible schools.
- By January 2011, and annually thereafter, the Office of Superintendent of Public Instruction (OSPI) shall recommend to the State Board of Education (SBE) Required Action Districts based on the availability of federal funds for school improvement and OSPI criteria as defined in rule.
- In January 2011, and annually thereafter, provided federal funds are available, the SBE will designate the Required Action District(s) based on OSPI's recommendations.

Once the SBE designates one or more Required Action Districts, those districts must follow a schedule SBE adopts by rule to complete a Required Action Plan. A Required Action District may have one or more schools involved.

The SBE approves the Required Action District's plan. OSPI must also ensure the Required Action District will meet the requirements of the Federal School Improvement guidelines to receive funding. Provisions are made in law for mediation or superior court review if the local parties are unable to agree on a Required Action Plan or the district does not submit a Required Action Plan.

Upon SBE approval, each Required Action District will receive the federal grant to implement its Required Action Plan using one of the four federal models for intervention over a three year period. The plan must be in place for the beginning of the school year in which a district is designated a Required Action District. OSPI will report on the progress of the Required Action District schools twice a year to the SBE, based on the Required Action District's plan and metrics.

After three years, OSPI will make a recommendation to the SBE as to whether the Required Action District should be released. The SBE will then release the district from designation as a Required Action District. If the Required Action District is not released, then it will have to develop a new or revised plan.

At the July Board meeting, SBE and OSPI presented draft language for their respective rules. SBE members asked for additional clarification from OSPI on its criteria. A work session was held at the August SBE meeting where OSPI provided additional information. Their final proposed criteria will be in the Board's FYI packet at the September meeting.

POLICY CONSIDERATION

The SBE rule outlines the actions and dates for the Required Action Process, which includes:

- Designation of Required Action District.
- Process for Submittal and Approval of Required Action Plan.
- Process for Review Panel is Requested.
- Process for Submittal and Approval of Required Action Plan When Mediation or Superior Court Review is Requested.
- Failure to Submit or Receive Approval of a Required Action Plan.
- Release of a School District from Designation as a Required Action District.

See Attachment A for the proposed SBE rule language. The one addition from the July version is a timeline for a review panel if requested. Attachment B provides the details of the Required District Action process as passed in E2SSB 6696 (Chapter 235). Attachments C and D provide the flow charts for the Required Action District process for 2010-11 and 2011-12.

EXPECTED ACTION

The SBE will consider approval of its draft rule on Required Action District process (Attachment A) at the September meeting. The final SBE rule will have a public hearing and the SBE will consider adoption of the final rule at the November meeting.

SBE ACCOUNTABILITY RULES (E2SSB 6696)

Put in new language

**Summary of Chapter 235, 2010 Laws, E2SSB 6696
with a section-by-section summary of Part I**

<p>Part I: Accountability Framework Section 101: Intent</p>	<p>State's responsibility to create a coherent and effective accountability framework for the continuous improvement for all schools and districts. This system must provide an excellent and equitable education for all students; an aligned federal/state accountability system; and the tools necessary for schools and districts to be accountable. These tools include the necessary accounting and data reporting systems, assessment systems to monitor student achievement, and a system of general support, targeted assistance, and if necessary, intervention.</p> <p>Definition of roles of Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE) for accountability outlined. Phase I will recognize schools that have done an exemplary job of raising student achievement and closing the achievement gaps through the SBE Accountability Index. SBE will have ongoing collaboration with the achievement gap oversight and accountability committee regarding the measures used to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps. Phase I will also use federal guidelines to identify the lowest five percent of persistently low achieving schools to use federal funds and federal intervention models beginning in 2010 (voluntary) and 2011 (required).</p> <p>Phase II will implement the SBE Accountability Index for identification of schools including non Title I schools in need of improvement and develop state and local intervention models with state and local funds beginning in 2013. Federal approval of the state board of education's accountability index must be obtained or else the federal guidelines for persistently low-achieving schools will continue to be used.</p> <p>The expectation from implementation of this accountability system is the improvement of student achievement for all students to prepare them for postsecondary education, work, and global citizenship in the twenty-first century.</p>
<p>Section 102: Identification of the Persistently Lowest Achieving Schools</p>	<p>Beginning no later than December 1, 2010, and annually thereafter, OSPI will use the federal criteria set forth in the final federal rules for school improvement to identify the persistently lowest achieving schools and their districts. The criteria for determining whether a school is among the persistently lowest-achieving five percent of Title I schools, or Title I eligible schools, shall be established by OSPI. The criteria must meet all applicable requirements for the receipt of a</p>

	<p>federal school improvement grant under the American recovery and reinvestment act of 2009 and Title I of the elementary and secondary education act of 1965, and take into account:</p> <ul style="list-style-type: none"> • The academic achievement of the "all students" group in a school in terms of proficiency on the state's assessment, and any alternative assessments, in reading and mathematics combined; and • The school's lack of progress on the mathematics and reading assessments over a number of years in the "all students" group.
<p>Section 103: Required Action Districts</p>	<p>Beginning in January 2011, OSPI shall annually recommend to SBE districts for designation as required action districts based on the availability of federal funds and criteria developed by SPI. Districts must have at least one of the persistently lowest achieving schools. School districts that have volunteered in 2010 or have improved shall not be included in this designation. SBE may designate a district that received a school improvement grant in 2010 as a required action district if after three years of voluntarily implementing a plan the district continues to have a school identified as persistently lowest-achieving and meets the criteria for designation established by the superintendent of public instruction.</p> <p>OSPI will provide districts with written notice. School districts may request reconsideration of this designation within ten days. SBE will annually designate those districts recommended by OSPI. Districts must notify all parents with students in persistently low achieving schools that the district is in required action.</p>
<p>Section 104: Academic Performance Audit</p>	<p>OSPI will contract with an external review team to conduct an academic performance audit of the required action district. The review team shall have expertise in comprehensive school and district reform and shall not be from OSPI, SBE, or school district subject to audit.</p> <p>OSPI shall establish audit criteria. The audit shall include, but not be limited to: student demographics, mobility patterns, school feeder patterns, performance of different student groups on assessments, effective school leadership, strategic allocation of resources, clear and shared focus on student learning, high standards and expectations for all students, high level of collaboration and communication, aligned curriculum, instruction and assessment to state standards, frequency of monitoring learning and teaching, focused professional development, supportive learning environment, high level of family and community involvement, alternative secondary schools best practices, and any unique circumstances or characteristics of the school or district.</p> <p>Audit findings shall be made available to the local school district, its staff, community, and the State Board of Education.</p>
<p>Section 105: Required Action</p>	<p>The local school district superintendent and local board of a required action district shall submit a required action plan to SBE upon a schedule SBE develops.</p>

Plan

The required action plan must be developed in collaboration with administrators, teachers, staff, parents, union (representing any employees in district), students, and representatives of the local community. OSPI will assist district as requested in plan development. The local school board will hold a public hearing on the proposed required action plan.

The required action plan must address the concerns raised in the audit and include:

- a) Implementation of one of four federal intervention models, including turnaround, restart, closure, and transformation (no charters unless expressly authorized by legislature). The intervention model selected must address the concerns raised in the academic performance audit and be intended to improve student performance to allow a school district to be removed from the list of districts designated as a required action district by the state board of education within three years of implementation of the plan.
- b) An application for a federal school improvement grant to OSPI.
- c) Budget for adequate resources to implement.
- d) Description of changes in district or school policies and practices to improve student achievement.
- e) Metrics used to assess student achievement to improve reading, math, and graduation rates.

The plan will have to be implemented over a three year period. OSPI will review the local school district required action plan and approve that it is consistent with federal guidelines prior to the local superintendent and Board submitting the plan to the SBE.

Expiring collective bargaining agreements for all school districts that are designated required action districts as of the effective date of this section must have the authority to reopen its collective bargaining agreements if needed to develop and implement an appropriate required action plan.

If no agreement can be reached between district and employee organizations, then:

- Mediation through the Public Employment Relations Commission must start no later than April 15 and be completed by May 15.
- Or it will go to Superior Court with decision by June 15.

If it goes to Superior Court, then:

- The school district must file a petition with the superior court by May 20, and
- Within seven days of filing the petition each party must file a proposal to be implemented in a final required action plan.
- The court's decision must be issued no later than June 15th.

	<p>Each party will bear its own costs for mediation or courts. All mediation shall include employer and representatives of all affected bargaining units.</p>
<p>Section 106: SBE Approves Required Action Plan</p>	<p>SBE shall approve the local district required action plan if it meets the requirements identified in Section 105 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement. The SBE must accept for inclusion any final decision by the superior court.</p> <p>The required action plan goes into effect for the next school year (thus a district designated in January 2011 would implement the plan in the immediate school year following designation as a required action district). Federal funds must be available to implement the plan or else it will not go into effect.</p> <p>Any addendum to the collective bargaining agreement related to student achievement or school improvement shall not go into effect until SBE approves the plan.</p> <p>If SBE does not approve the plan. SBE must notify the district in writing and provide reasons. The district may either:</p> <ul style="list-style-type: none"> • Submit new plan within 40 days with OSPI assisting the district with resubmission of the plan; or • Submit a request to the Required Action Plan Review Panel (established under section 107) for reconsideration of SBE's rejection within ten days of the notification that the plan was rejected. <p>If federal funds are not available, the plan is not required to be implemented until such funding becomes available. If federal funds for this purpose are available, a required action plan must be implemented in the next immediate school year.</p>
<p>Section 107: Required Action Review Panel</p>	<p>A Required Action Review Panel is established and shall be composed of five individuals with expertise in school improvement, school and district restructuring, or parent and community involvement in schools. Two of the panel members shall be appointed by the speaker of the house of representatives; two shall be appointed by the president of the senate; and one shall be appointed by the governor.</p> <p>If SBE does not approve a district's Required Action Plan, then the district may appeal the decision to the Panel for consideration. The Panel will be convened as-needed.</p> <p>The Panel may reaffirm the decision of the SBE, recommend that the SBE reconsider the rejection, or recommend changes to the required action plan that should be considered by the district and SBE to secure approval of the plan. SBE shall consider the recommendations of the panel and issue a decision in writing to the local school district and the panel. If the school district must submit a new required action plan to the state board of education, the district must submit the plan</p>

	<p>within 40 days of the board's decision.</p> <p>SBE and OSPI must develop timelines and procedures for the deliberations under this section so that school districts can implement a required action plan within the time frame required under section 106.</p>
Section 108: Redirect of Title I Funds if No Required Action Plan	SBE may charge OSPI to redirect district's Title I funds based on the academic performance audit findings if a school district has not submitted a required action plan for approval or the final plan submitted has not received approval by SBE.
Section 109: Implementation of Required Action Plan	<p>A school district must implement a required action plan upon approval by the state board of education. OSPI must provide the required action district with technical assistance and federal school improvement grant funds or other federal funds for school improvement, if available, to implement an approved plan.</p> <p>The district will provide regular updates to OSPI on its progress in meeting the student achievement goals based on the state's assessments, identifying strategies and assets used to solve audit findings, and establishing evidence of meeting plan implementation benchmarks as set forth in the required action plan.</p>
Section 110: Biannual Reports and Delisting Districts	<p>OSPI will inform SBE at least biannually (twice a year) of the progress of the Required Action District's progress on its plan implementation and metrics.</p> <p>OSPI will recommend to SBE that a district is no longer in required action after three years of district implementation based on improvement as defined by OSPI, in reading and mathematics on the state's assessment over the past three consecutive years.</p> <p>SBE will release a school district from the designation as a required action district upon confirmation that the district has met the requirements for a release or SBE will recommend that the district remain in required action.</p>
Sec. 111: Recognition of Exemplary Performance and Collaboration with the Achievement Gap Oversight and Accountability Committee	SBE, in cooperation with OSPI, shall annually recognize schools for exemplary performance as measured on the state board of education accountability index. SBE shall have ongoing collaboration with the achievement gap oversight and accountability committee regarding the measures used to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps.
Sec. 112: Definitions	<p>Definitions for the Chapter:</p> <ul style="list-style-type: none"> "All students group" means those students in grades three through eight and high school who take the state's assessment in reading and mathematics; and

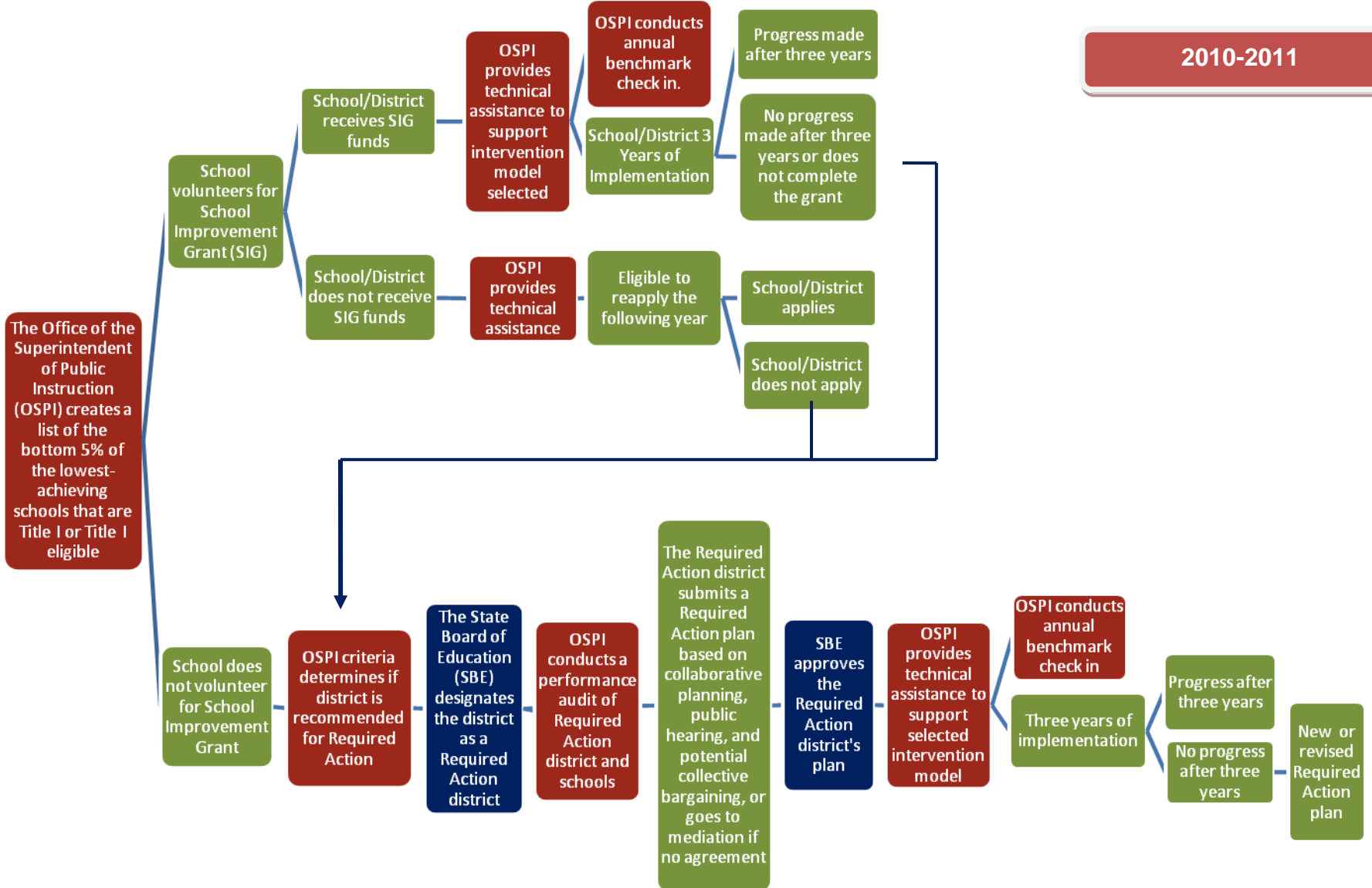
	<ul style="list-style-type: none"> • "Title I" means Title I, part A of the federal elementary and secondary education act of 1965.
Sec. 113: Adopting Rules	OSPI and SBE may each adopt rules in accordance with chapter 34.05 RCW as necessary to implement this chapter.
Sec. 114: Joint Select Committee on Education Accountability	<p>A joint select committee on education accountability is established beginning no earlier than May 1, 2012, to:</p> <ul style="list-style-type: none"> • Identify and analyze options for a complete system of education accountability, particularly consequences in the case of persistent lack of improvement by a required action district; • Identify and analyze appropriate decision-making responsibilities and accompanying consequences at the building, district, and state level within such an accountability system; • Examine models and experiences in other states; • Identify the circumstances under which significant state action may be required; and • Analyze the financial, legal, and practical considerations that would accompany significant state action. <p>The committee shall submit an interim report to the education committees of the legislature by September 1, 2012, and a final report with recommendations by September 1, 2013.</p>

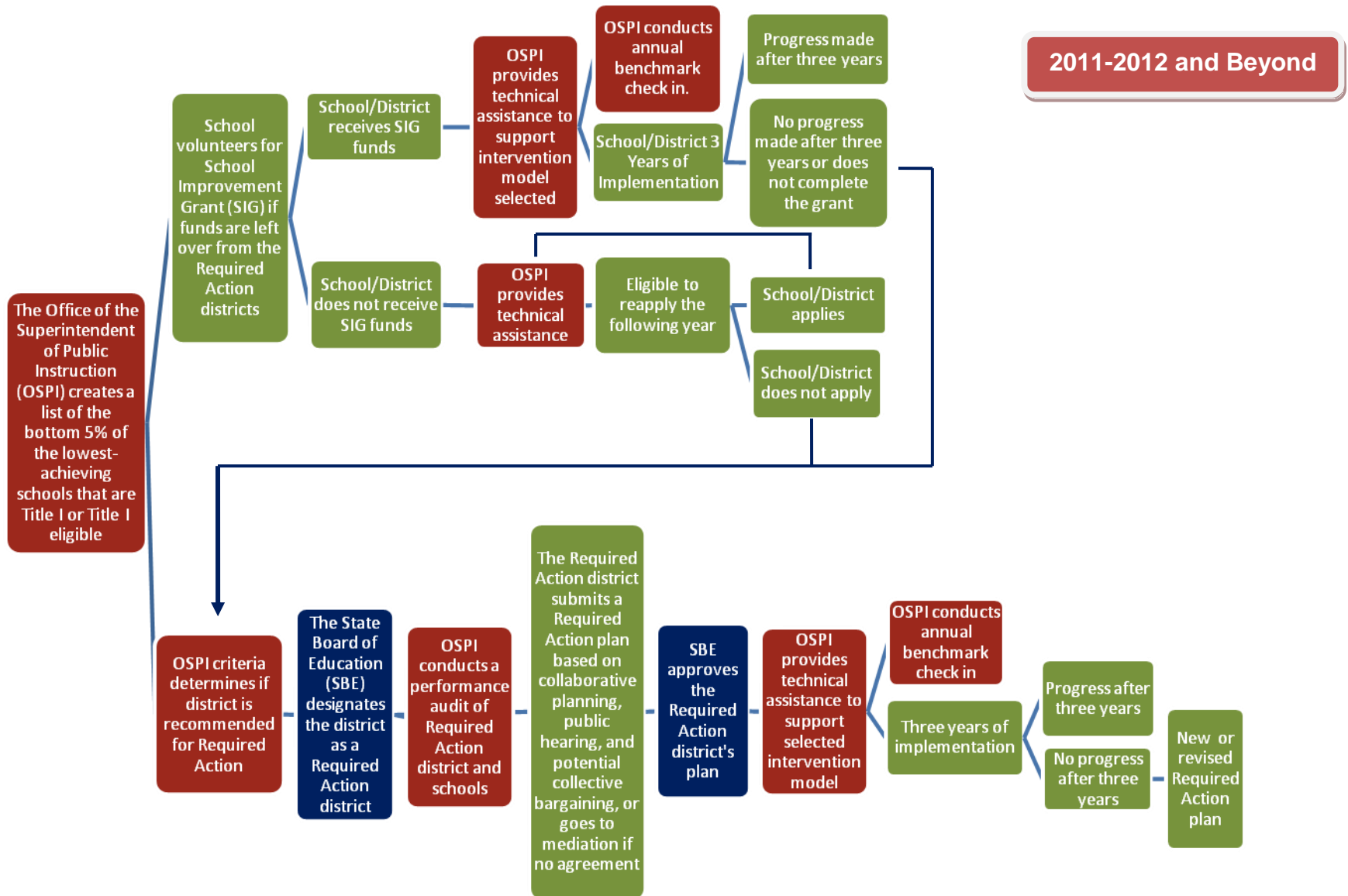
THE WASHINGTON STATE BOARD OF EDUCATION

Accountability | Graduation Requirements | Math | Science

State Program for the Lowest-Achieving Schools

2010-2011





RULE REVISIONS FOR GED ELIGIBILITY

BACKGROUND

Engrossed Second Substitute House Bill 1418, sponsored by Representative Kagi (32 Legislative District, including parts of King and Snohomish counties), establishes a framework for a statewide dropout re-engagement program to provide education and services to older youth who have dropped out of school or are not expected to graduate from high school by the age of 21. Under the legislation, students enrolled in dropout reengagement programs are eligible to take the General Educational Development (GED) test.

POLICY CONSIDERATION

The State Board of Education's rules governing GED eligibility needs to be revised to include students enrolled in a dropout reengagement program. Appendix A provides suggested revisions to the appropriate rules.

EXPECTED ACTION

Approval of the draft amendments and direction to schedule a public hearing for the November 2010 Regular Board meeting.

Appendix A

Amendatory Section: WAC 180-96-010 - Purpose.

Persons who are sixteen years of age and under nineteen years of age must have a substantial and warranted reason for leaving the regular high school program ~~((;))~~ have completed a program of home-based instruction, or are at least sixteen but less than twenty-one years of age at the beginning of the school year and are enrolled in a dropout reengagement program, as defined in Chapter 28A.175 RCW, as a condition to taking the general educational development test and receiving a certificate of educational competence. The purpose of these state board of education rules is to establish the process and criterion for determining whether a person within ~~((that))~~ the appropriate age ((range)) ranges has such a substantial and warranted reason, ~~((;))~~ has completed a program of home-based instruction, or is enrolled in a dropout reengagement program, as defined in Chapter 28A.175 RCW. Once such a person establishes that he or she has met one of the three conditions, he or she is eligible to pursue taking the general educational development test in accordance with rules of the state board for community and technical colleges which are codified at chapter [131-48](#) WAC.

Amendatory Section: WAC 180-96-058 - Presentation of determinations of substantial and warranted reason, ~~and home schooling,~~ and enrollment in a dropout reengagement program to official testing centers.

Written determinations made in accordance with this chapter that a person has a substantial and warranted reason for leaving the regular high school education program ~~((;))~~ has completed a program of home-based instruction, or is at least sixteen but less than twenty-one years of age at the beginning of the school year and is enrolled in a dropout reengagement program, as defined in Chapter 28A.175 RCW, shall be presented by the person to an official general educational development testing center as partial evidence of the person's eligibility to take the general educational development test.

New Section in 180-96 WAC - Certification of enrollment in a dropout reengagement program.

The school district in which a person is enrolled and the academic instruction providing services are responsible for determining and certifying in writing that the person is enrolled in a dropout reengagement program, as defined in Chapter 28A.175 RCW. The written certification shall be signed by a representative of the school district and the academic institution providing services of the dropout reengagement program.

RULES REVISION FOR TECHNICAL FIXES

BACKGROUND

In 2009, the State Board of Education (SBE) began a periodic review of its rules, as stipulated by WAC 180-08-015. The review process is designed to fix outdated text and to align the rules with the current work of the Board.

POLICY CONSIDERATION

The draft amendments, included in Attachment A, fix inaccurate references to rules and statutes. The inaccuracies have developed over time due to modifications or deletions of the referenced rules and statutes.

EXPECTED ACTION

Approval of the draft amendments and direction to schedule a public hearing for the November 2010 Regular Board meeting.

Attachment A

SBE Technical Amendments to Title 180 WAC

Chapter 180-08 WAC

PRACTICE, PROCEDURE, AND ACCESS TO PUBLIC RECORDS

WAC 180-08-001 Purpose and authority. (1) The purpose of this chapter is to establish the formal and informal procedures of the state board of education relating to rules adoption, protection of public records, and access to public records.

(2) The authority for this chapter is RCW 34.05.220 and ~~Chapter 42.56 RCW 42.17.250 through 42.17.348.~~

[Statutory Authority: RCW 34.05.220, 28A.305.130. 02-18-054, § 180-08-001, filed 8/28/02, effective 9/28/02.]

WAC 180-08-004 Definitions. (1) As used in this chapter, "public record" includes any writing containing information relating to the conduct of government or the performance of any governmental or proprietary function prepared, owned, used, or retained by the state board of education, regardless of physical form or characteristics. Personal and other records cited in ~~RCW 42.56.210 RCW 42.17.310~~ are exempt from the definition of public record.

(2) As used in this chapter, "writing" means handwriting, typewriting, printing, photostating, photographing, use of facsimile and electronic communication, and every other means of recording any form of communication or representation, including letters, words, pictures, sounds, symbols, or combination thereof, and all papers, maps, magnetic or paper tapes, photographic films and prints, motion picture, film and video recordings, magnetic or punched cards, disks, drums, diskettes, sound recordings, and other documents including existing data compilations from which data may be obtained or translated.

(3) The state board of education shall hereafter be referred to as the "board" or "state board."

[Statutory Authority: RCW 34.05.220, 28A.305.130. 02-18-054, § 180-08-004, filed 8/28/02, effective 9/28/02.]

WAC 180-08-006 Public records officer--Access to public records--Requests for public records--Determination regarding exempt records--Review of denials of public record requests--Protection of public records--Copying--Office hours. (1) The state board's public records officer shall be the board's secretary (executive director) located in the administrative office of the board located in the Old Capitol Building, 600 South Washington, Olympia, Washington 98504-7206. The secretary (executive director) shall be responsible for implementation of the board's rules and regulations regarding release of public records and generally ensuring compliance by staff with the public records disclosure requirements in chapter ~~42.17 42.56~~ RCW.

(2) Access to public records in the state board of education shall be provided in compliance with the provisions of ~~RCW 42.56.070 RCW 42.17.260.~~

(3) Requests for public records must comply with the following procedures:

(a) A request shall be made in writing to the secretary (executive director) or designee of the director. The request may be brought to the administrative office of the board during customary office hours or may be mailed, delivered by facsimile, or by electronic mail. The request shall include the following information:

(i) The name of the person requesting the record;

(ii) The time of day and calendar date on which the request was made;

(iii) The nature of the request;

(iv) If the matter requested is referenced within the current index maintained by the secretary (executive director), a reference to the requested information as it is described in such current index;

(v) If the requested matter is not identifiable by reference to the current index, an appropriate description of the record requested shall be provided.

(b) In all cases in which a member of the public is making a request, it shall be the obligation of the secretary (executive director), or person to whom the request is made, to assist the member of the public in succinctly identifying the public record requested.

(4)(a) The board reserves the right to determine that a public record requested in accordance with subsection (3) of this section is exempt under the provisions of [RCW 42.56.210](#) ~~RCW 42.17.310~~ and ~~42.17.315~~. Such determination may be made in consultation with the secretary (executive director) or an assistant attorney general assigned to the board.

(b) Pursuant to ~~RCW 42.56.070~~ ~~RCW 42.17.260~~, the board reserves the right to delete identifying details when it makes available or publishes any public record when there is reason to believe that disclosure of such details would be an unreasonable invasion of personal privacy: Provided, however, In each case, the justification for the deletion shall be explained fully in writing.

(c) Response to requests for a public record must be made promptly. Within five business days of receiving a public record request, the executive director shall respond by either:

(i) Providing the record;

(ii) Acknowledging that the board has received the request and providing a reasonable estimate of the time required to respond to the request; or

(iii) Denying the public record request.

(d) Additional time required to respond to a request may be based upon the need to clarify the intent of the request, to locate and assemble the information requested, to notify third persons or agencies affected by the request, or to determine whether any of the information requested is exempt and that a denial should be made as to all or part of the request. In acknowledging receipt of a public record request that is unclear, the executive director may ask the requester to clarify what information the requester is seeking. If the requester fails to clarify the request within five working days of being asked for said clarification, the executive director need not respond to it.

(5) All denials of request for public records must be accompanied by a written statement, signed by the secretary (executive director) or designee, specifying the reason for the denial, a statement of the specific exemption authorizing the withholding of the record, and a brief explanation of how the exemption applies to the public record withheld.

(6)(a) Any person who objects to the denial of a request for a public record may petition for prompt review of such decision by tendering a written request for review. The written request shall specifically refer to the written statement which constituted or accompanied the denial.

(b) The written request by a person petitioning for prompt review of a decision denying a public record shall be submitted to the board's secretary (executive director) or designee.

(c) Within two business days after receiving a written request by a person petitioning for a prompt review of a decision denying a public record, the secretary (executive director) or designee shall complete such review.

(d) During the course of the review the secretary (executive director) or designee shall consider the obligations of the board to comply fully with the intent of chapter ~~42.17~~ [42.56](#) RCW insofar as it requires providing full public access to official records, but shall also consider both the exemptions provided in [RCW 42.56.210](#) ~~RCW 42.17.310 through~~ and ~~42.56.510~~ ~~42.17.315~~, and the provisions of the statute which require the board to protect public records from damage or disorganization, prevent excessive interference with essential functions of the board, and prevent any unreasonable invasion of personal privacy by deleting identifying details.

(7) Public records and a facility for their inspection will be provided by the secretary (executive director) or designee. Such records shall not be removed from the place designated for their inspection. Copies of such records may be arranged for according to the provisions of subsection (8) of this section.

(8) No fee shall be charged for the inspection of public records. The board may impose a charge for providing copies of public records and for the use by any person of agency equipment to copy public records. Copying charges shall be reasonable and conform with [RCW 42.56.120](#) ~~RCW~~

~~42.17.300~~. No person shall be released a record so copied until and unless the person requesting the copied public record has tendered payment for such copying to the appropriate official. All charges must be paid by money order, check, or cash in advance.

(9) Public records shall be available for inspection and copying during the customary office hours of the administrative office of the board. For the purposes of this chapter, the customary office hours shall be from 8:00 a.m. to 5:00 p.m., Monday through Friday, excluding legal holidays and dates of official state board of education business requiring all board staff to be away from the office.

[Statutory Authority: RCW 28A.305.130, 34.05.220, and 42.17.250 through 42.17.348. 06-23-007, § 180-08-006, filed 11/2/06, effective 12/3/06. Statutory Authority: RCW 34.05.220, 28A.305.130. 02-18-054, § 180-08-006, filed 8/28/02, effective 9/28/02.]

WAC 180-08-008 Administrative practices regarding hearings and rule proceedings. (1)

Administrative practices before and pertaining to the state board of education are governed by the state Administrative Procedure Act, chapter 34.05 RCW, the Washington State Register Act, chapter 34.08 RCW, and the Office of Administrative Hearings Act, chapter 34.12 RCW. These acts govern the conduct of "agency action"; the conduct of "adjudicative proceedings"; and "rule making" as these terms are defined in RCW 34.05.010.

(2) The rules of the state code reviser (currently set forth in chapters ~~1-08 and~~ 1-21 WAC) and the rules of the office of administrative hearings (currently set forth in chapter 10-08 WAC) shall govern procedures and practices before the state board of education for the following: Petitions for declaratory rulings; petitions for adoption, amendment, or repeal of a rule; and the conduct of adjudicative proceedings. All other regulatory actions and hearings conducted by the state board of education may be conducted informally at the discretion of the state board of education.

[Statutory Authority: RCW 34.05.220, 28A.305.130. 02-18-054, § 180-08-008, filed 8/28/02, effective 9/28/02.]

Chapter 180-16 WAC

STATE SUPPORT OF PUBLIC SCHOOLS

WAC 180-16-162 ~~Strike defined--Presumption of approved program operation--Strikes--Exception--Approval/disapproval of program during strike period--Work stoppages and maintenance of approved programs for less than one hundred eighty days not condoned.~~ (1)

Strike defined. For the purpose of this section the term "strike" shall mean: A concerted work stoppage by employees of a school district of which there has been a formal declaration by their recognized representative and notice of the declaration has been provided to the district by the recognized representative at least two calendar school days in advance of the actual stoppage.

(2) Presumption of approved program. It shall be presumed that all school days conducted during a school year for which the state board of education has granted annual program approval are conducted in an approved manner, except for school days conducted during the period of a strike. The following shall govern the approval or disapproval of a program conducted during the period of a strike:

(a) Upon the submission of a written complaint of substandard program operation by a credible observer, the state superintendent of public instruction may investigate the complaint and program being operated during the strike.

(b) The district's program shall be deemed disapproved if the investigation of the state superintendent establishes a violation of one or more of the following standards or, as the case may be, such deviations as have been approved by the state board:

- (i) All administrators must have proper credentials;
- (ii) WAC 180-16-220 ~~(1)(2)~~ which requires that all teachers have proper credentials;
- (iii) The school district shall provide adequate instruction for all pupils in attendance;
- (iv) Adequate provisions must be made for the health and safety of all pupils;

(v) The local district shall have a written plan for continuing the school program during this period; and

(vi) The required ratio of enrolled pupils to certificated personnel for the first five days shall not exceed 60 to 1, for the next five days shall not exceed 45 to 1 and thereafter shall not exceed 30 to 1.

(c) Program disapproval shall be effective as of the day following transmittal of a notice of disapproval by the state superintendent and shall apply to those particular school days encompassed in whole or in part by the remainder of the strike period.

(d) The decision of the state superintendent shall be final except as it may be reviewed by and at the option of the state board of education.

(e) The program shall be deemed approved during those days of operation for which a trial court order ordering striking employees to work is in effect.

(3) Work stoppages. Nothing in this section or WAC 180-16-191 through 180-16-225 shall be construed as condoning or authorizing any form of work stoppage which disrupts any portion of the planned educational program of a district or the maintenance of an approved program for less than the minimum number of school days required by law, except as excused for apportionment purposes by the superintendent of public instruction pursuant to RCW 28A.150.290.

[Statutory Authority: RCW 28A.150.220(4). 02-18-053, § 180-16-162, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.01.010, 28A.04.120, 28A.41.130, 28A.41.140, 28A.58.754, 28A.58.758, and 1979 ex.s. c 250. 79-10-033 (Order 10-79), § 180-16-162, filed 9/12/79; Order 5-73, § 180-16-162, filed 9/6/73.]

WAC 180-16-164 Work stoppages and maintenance of approved programs for less than 180 days not condoned. Nothing in WAC 180-16-162, 180-16-163 or 180-16-191 through ~~180-16-225~~ ~~180-16-240~~ shall be construed as condoning or authorizing any form of work stoppage which disrupts the planned educational program of a district, or any portion thereof, or the maintenance of an approved program for less than the minimum number of school days required by law except as excused for apportionment purposes by the superintendent of public instruction pursuant to RCW 28A.150.290.

[Statutory Authority: 1990 c 33. 90-17-009, § 180-16-164, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.01.010, 28A.04.120, 28A.41.130, 28A.41.140, 28A.58.754, 28A.58.758, and 1979 ex.s. c 250. 79-10-033 (Order 10-79), § 180-16-164, filed 9/12/79; Order 5-73, § 180-16-164, filed 9/6/73.]

WAC 180-16-220 Supplemental basic education program approval requirements. The following requirements are hereby established by the state board of education as related supplemental condition to a school district's entitlement to state basic education allocation funds, as authorized by RCW 28A.150.220(4).

(1) **Current and valid certificates.** Every school district employee required by ~~WAC 181-79A-140~~ ~~WAC 180-79A-140~~ to possess an education permit, certificate, or credential issued by the superintendent of public instruction for his/her position of employment, shall have a current and valid permit, certificate or credential. In addition, classroom teachers, principals, vice principals, and educational staff associates shall be required to possess endorsements as required by WAC ~~181-82-105, 181-82-120, and 181-82-125~~ ~~180-82-105, 180-82-120, and 180-82-125~~, respectively.

(2) **Annual school building approval.**

(a) Each school in the district shall be approved annually by the school district board of directors under an approval process determined by the district board of directors.

(b) At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and

update its school improvement plan. For the purpose of this section "positive impact on student learning" shall mean:

- (i) Supporting the goal of basic education under RCW 28A.150.210, "...to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives...";
 - (ii) Promoting continuous improvement of student achievement of the state learning goals and essential academic learning requirements; and
 - (iii) Recognizing nonacademic student learning and growth related, but not limited to: Public speaking, leadership, interpersonal relationship skills, teamwork, self-confidence, and resiliency.
- (c) The school improvement plan shall be based on a self-review of the school's program for the purpose of annual building approval by the district. The self-review shall include active participation and input by building staff, students, families, parents, and community members.
- (d) The school improvement plan shall address, but is not limited to:
- (i) The characteristics of successful schools as identified by the superintendent of public instruction and the educational service districts, including safe and supportive learning environments;
 - (ii) Educational equity factors such as, but not limited to: Gender, race, ethnicity, culture, language, and physical/mental ability, as these factors relate to having a positive impact on student learning. The state board of education strongly encourages that equity be viewed as giving each student what she or he needs and when and how she or he needs it to reach their achievement potential;
 - (iii) The use of technology to facilitate instruction and a positive impact on student learning; and
 - (iv) Parent, family, and community involvement, as these factors relate to having a positive impact on student learning.
- (3) Nothing in this section shall prohibit a school improvement plan from focusing on one or more characteristics of effective schools during the ensuing three school years.
- (4) School involvement with school improvement assistance under the state accountability system or involvement with school improvement assistance through the federal Elementary and Secondary Education Act shall constitute a sufficient school improvement plan for the purposes of this section.
- (5) Nonwaiverable requirements. Certification requirements, including endorsements, and the school improvement plan requirements set forth in subsection (2) of this section may not be waived.

[Statutory Authority: RCW 28A.150.220, 28A.305.140, and 28A.305.130. 04-23-008, § 180-16-220, 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, § 180-16-220, filed 2/3/04, effective 3/5/04; 02-18-056, § 180-16-220, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.150.250, 28A.150.260 and 28A.15.220 [28A.150.220]. 99-10-091, § 180-16-220, filed 5/4/99, effective 6/4/99. Statutory Authority: RCW 28A.58.754(6), 28A.58.085 and 28A.58.090. 90-01-137, § 180-16-220, filed 12/20/89, effective 1/20/90. Statutory Authority: RCW 28A.58.090. 86-20-056 (Order 14-86), § 180-16-220, filed 9/29/86. Statutory Authority: RCW 28A.58.754(6). 86-13-015 (Order 5-86), § 180-16-220, filed 6/10/86; 84-11-043 (Order 2-84), § 180-16-220, filed 5/17/84. Statutory Authority: 28A.04.120(4). 81-08-026 (Order 1-81), § 180-16-220, filed 3/26/81. Statutory Authority: RCW 28A.04.120. 80-06-093 (Order 7-80), § 180-16-220, filed 5/29/80. Statutory Authority: RCW 28A.01.010, 28A.04.120, 28A.41.130, 28A.41.140, 28A.58.754, 28A.58.758, and 1979 ex.s. c 250. 79-10-033 (Order 10-79), § 180-16-220, filed 9/12/79. Statutory Authority: RCW 28A.41.130 and 28A.58.754. 78-06-097 (Order 3-78), § 180-16-220, filed 6/5/78.]

Chapter 180-18 WAC

WAIVERS FOR RESTRUCTURING PURPOSES

WAC 180-18-040 Waivers from minimum one hundred eighty-day school year requirement and student-to-teacher ratio requirement.

(1) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to [RCW 28A.305.140](#) ~~RCW 28A.150.220(5)~~ and WAC 180-16-215 by offering the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district. The state board of education may grant said initial waiver requests for up to three school years.

(2) A district that is not otherwise ineligible as identified under WAC 180-18-050 (3)(b) may develop and implement a plan that meets the program requirements identified under WAC 180-18-050(3) to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to [RCW 28A.305.140](#) ~~RCW 28A.150.220(5)~~ and WAC 180-16-215 by offering the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district.

(3) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the student-to-teacher ratio requirement pursuant to RCW 28A.150.250 and WAC 180-16-210, which requires the ratio of the FTE students to kindergarten through grade three FTE classroom teachers shall not be greater than the ratio of the FTE students to FTE classroom teachers in grades four through twelve. The state board of education may grant said initial waiver requests for up to three school years.

[Statutory Authority: RCW 28A.305.140 and 28A.655.180. 10-10-007, § 180-18-040, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6), 28A.655.180. 07-20-030, § 180-18-040, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

WAC 180-18-050 Procedure to obtain waiver. (1) State board of education approval of district waiver requests pursuant to WAC 180-18-030 and 180-18-040 (1) and (3) shall occur at a state board meeting prior to implementation. A district's waiver application shall be in the form of a resolution adopted by the district board of directors. The resolution shall identify the basic education requirement for which the waiver is requested and include information on how the waiver will support improving student achievement. The resolution shall be accompanied by information detailed in the guidelines and application form available on the state board of education's web site.

(2) The application for a waiver and all supporting documentation must be received by the state board of education at least fifty days prior to the state board of education meeting where consideration of the waiver shall occur. The state board of education shall review all applications and supporting documentation to insure the accuracy of the information. In the event that deficiencies are noted in the application or documentation, districts will have the opportunity to make corrections and to seek state board approval at a subsequent meeting.

(3)(a) Under this section, a district meeting the eligibility requirements may develop and implement a plan that meets the program requirements identified under this section and any additional guidelines developed by the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to [RCW 28A.305.140](#) ~~RCW 28A.150.220(5)~~ and WAC 180-16-215. The plan must be designed to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district by offering the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district. This section will remain in effect only through August 31, 2018. Any plans for the use of waived days authorized under this section may not extend beyond August 31, 2018.

(b) A district is not eligible to develop and implement a plan under this section if:

- (i) The superintendent of public instruction has identified a school within the district as a persistently low achieving school; or
- (ii) A district has a current waiver from the minimum one hundred eighty-day school year requirement approved by the board and in effect under WAC 180-18-040.
- (c) A district shall involve staff, parents, and community members in the development of the plan.
- (d) The plan can span a maximum of three school years.
- (e) The plan shall be consistent with the district's improvement plan and the improvement plans of its schools.
- (f) A district shall hold a public hearing and have the school board approve the final plan in resolution form.
- (g) The maximum number of waived days that a district may use is dependent on the number of learning improvement days, or their equivalent, funded by the state for any given school year. For any school year, a district may use a maximum of three waived days if the state does not fund any learning improvement days. This maximum number of waived days will be reduced for each additional learning improvement day that is funded by the state. When the state funds three or more learning improvement days for a school year, then no days may be waived under this section.

Scenario	Number of learning improvement days funded by state for a given school year	Maximum number of waived days allowed under this section for the same school year
A	0	3
B	1	2
C	2	1
D	3 or more	0

- (h) The plan shall include goals that can be measured through established data collection practices and assessments. At a minimum, the plan shall include goal benchmarks and results that address the following subjects or issues:
 - (i) Increasing student achievement on state assessments in reading, mathematics, and science for all grades tested;
 - (ii) Reducing the achievement gap for student subgroups;
 - (iii) Improving on-time and extended high school graduation rates (only for districts containing high schools).
- (i) Under this section, a district shall only use one or more of the following strategies in its plan to use waived days:
 - (i) Use evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance;
 - (ii) Use data from multiple measures to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with state academic standards;
 - (iii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual students;
 - (iv) Implement strategies designed to recruit, place, and retain effective staff;

- (v) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (vi) Increase graduation rates through, for example, credit-recovery programs, smaller learning communities, and acceleration of basic reading and mathematics skills;
- (vii) Establish schedules and strategies that increase instructional time for students and time for collaboration and professional development for staff;
- (viii) Institute a system for measuring changes in instructional practices resulting from professional development;
- (ix) Provide ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching;
- (x) Develop teacher and school leader effectiveness;
- (xi) Implement a school-wide "response-to-intervention" model;
- (xii) Implement a new or revised instructional program;
- (xiii) Improve student transition from middle to high school through transition programs or freshman academies;
- (xiv) Develop comprehensive instructional strategies;
- (xv) Extend learning time and community oriented schools.
- (j) The plan must not duplicate activities and strategies that are otherwise provided by the district through the use of late-start and early-release days.
- (k) A district shall provide notification to the state board of education thirty days prior to implementing a new plan. The notification shall include the approved plan in resolution form signed by the superintendent, the chair of the school board, and the president of the local education association; include a statement indicating the number of certificated employees in the district and that all such employees will be participating in the strategy or strategies implemented under the plan for a day that is subject to a waiver, and any other required information. The approved plan shall, at least, include the following:
 - (i) Members of the plan's development team;
 - (ii) Dates and locations of public hearings;
 - (iii) Number of school days to be waived and for which school years;
 - (iv) Number of late-start and early-release days to be eliminated, if applicable;
 - (v) Description of the measures and standards used to determine success and identification of expected benchmarks and results;
 - (vi) Description of how the plan aligns with the district and school improvement plans;
 - (vii) Description of the content and process of the strategies to be used to meet the goals of the waiver;
 - (viii) Description of the innovative nature of the proposed strategies;
 - (ix) Details about the collective bargaining agreements, including the number of professional development days (district-wide and individual teacher choice), full instruction days, late-start and early-release days, and the amount of other noninstruction time; and
 - (x) Include how all certificated staff will be engaged in the strategy or strategies for each day requested.
- (l) Within ninety days of the conclusion of an implemented plan a school district shall report to the state board of education on the degree of attainment of the plan's expected benchmarks and results and the effectiveness of the implemented strategies. The district may also include additional information, such as investigative reports completed by the district or third-party organizations, or surveys of students, parents, and staff.
- (m) A district is eligible to create a subsequent plan under this section if the summary report of the enacted plan shows improvement in, at least, the following plan's expected benchmarks and results:
 - (i) Increasing student achievement on state assessments in reading and mathematics for all grades tested;
 - (ii) Reducing the achievement gap for student subgroups;

(iii) Improving on-time and extended high school graduation rates (only for districts containing high schools).

(n) A district eligible to create a subsequent plan shall follow the steps for creating a new plan under this section. The new plan shall not include strategies from the prior plan that were found to be ineffective in the summary report of the prior plan. The summary report of the prior plan shall be provided to the new plan's development team and to the state board of education as a part of the district's notification to use a subsequent plan.

(o) A district that is ineligible to create a subsequent plan under this section may submit a request for a waiver to the state board of education under WAC 180-18-040(1) and subsections (1) and (2) of this section.

[Statutory Authority: RCW 28A.305.140 and 28A.655.180. 10-10-007, § 180-18-050, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6), 28A.655.180. 07-20-030, § 180-18-050, filed 9/24/07, effective 10/25/07. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130(6). 04-04-093, § 180-18-050, filed 2/3/04, effective 3/5/04. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]

Chapter 180-38 WAC

PRIVATE SCHOOL PUPIL IMMUNIZATION REQUIREMENT

WAC 180-38-020 Definitions. The definitions in this section apply throughout this chapter unless the context clearly requires otherwise:

(1) "Student" shall mean the same as defined for "child" in RCW 28A.210.070(6).

(2) "Chief administrator" shall mean the same as defined in RCW 28A.210.070(1).

(3) "Full immunization" shall mean the same as defined in RCW 28A.210.070(2).

(4) "Schedule of immunization" shall mean the beginning or continuing of a course of immunization, including the conditions for private school attendance when a child is not fully immunized, as prescribed by the state board of health (~~WAC Chapter 246-100 WAC-166(5)~~).

(5) "Certificate of exemption" shall mean the filing of a statement exempting the child from immunizations with the chief administrator of the private school, on a form prescribed by the department of health, which complies with RCW 28A.210.090.

(6) "Exclusion" shall mean the case or instance when the student is denied initial or continued attendance due to failure to submit a schedule of immunization, or a certificate of exemption in accordance with RCW 28A.210.120.

(7) "School day" shall mean each day of the school year on which students enrolled in the private school are engaged in educational activity planned by and under the direction of the staff, as directed by the chief administrator and applicable governing board of the private school.

(8) "Parent" shall mean parent, legal guardian, or other adult *in loco parentis*.

[Statutory Authority: RCW 28A.210.160. 06-23-006, § 180-38-020, filed 11/2/06, effective 12/3/06; 02-24-019, § 180-38-020, filed 11/26/02, effective 12/27/02. Statutory Authority: RCW 28A.31.118. 85-20-040 (Order 20-85), § 180-38-020, filed 9/25/85.]

Chapter 180-52 WAC

TESTS FOR STUDENTS RECEIVING HOME-BASED INSTRUCTION

WAC 180-52-070 Approved standardized tests for use by students receiving home-based instruction--Examples--Assistance. (1)(a) Pursuant to RCW 28A.200.010(~~3~~), the state board of education will provide a list of examples of standardized achievement tests that a parent may use to assess and determine whether their child is making reasonable academic progress.

(b) Tests on the list are approved by the state board of education on the basis that they are standardized achievement tests.

(c) Parents may use a standardized test that does not appear on the list of examples if it has been evaluated by a test evaluation organization recognized by the state board of education and cited on the state board web page.

(d) Parents may contact the state board of education office for assistance in determining if a test of their choosing that is not on the list of examples is standardized.

(2) The list of examples of standardized achievement tests shall be:

(a) Made available on the web page of the state board;

(b) Included in the following publication of the office of the superintendent of public instruction, "*Washington's State Laws Regulating Home-Based Instruction*"; and

(c) Provided on request.

(3) The list of examples of standardized achievement tests on the state board web page may not be changed without prior approval of the state board of education.

[Statutory Authority: RCW 28A.200.010(3). 02-14-125, § 180-52-070, filed 7/2/02, effective 8/2/02.]

Chapter 180-72 WAC

ADULT EDUCATION

WAC 180-72-050 Adult education defined. For the purpose of this chapter "adult education" shall be defined as set forth in RCW 28B.50.030~~(12)~~ which provides as follows: "Adult education" shall mean all education or instruction, including academic, vocational education or training, basic skills and literacy training, and "occupational education" (~~WAC chapter~~ 180-51 ~~WAC-064(2)~~) provided by public educational institutions and community-based organizations, including common school districts for persons who are eighteen years of age and over or who hold a high school diploma or certificate: However, "adult education" shall not include academic education or instruction for persons under twenty-one years of age who do not hold a high school degree or diploma and who are attending a public high school for the sole purpose of obtaining a high school diploma or certificate: Nor shall "adult education" include education or instruction provided by any four year public institution of higher education.

[Statutory Authority: Chapter 28A.230 RCW and RCW 28B.50.915. 04-20-093, § 180-72-050, filed 10/5/04, effective 11/5/04. Statutory Authority: RCW 28B.50.915. 93-22-007, § 180-72-050, filed 10/21/93, effective 11/21/93; Order 5-70, § 180-72-050, filed 4/28/70.]

Chapter 180-90 WAC

PRIVATE SCHOOLS

WAC 180-90-112 Definitions. The definitions in this section apply throughout this chapter unless the context clearly requires otherwise.

(1) "Approved private school" means a nonpublic school or nonpublic school district conducting a program consisting of kindergarten and at least grade one, or a program consisting of any or all of grades one through twelve which has been approved by the state board of education in accordance with the minimum standards for approval as prescribed in this chapter.

(2)(a) "Reasonable health requirements" means those standards contained in chapter ~~246-366 248-64~~ WAC as adopted by the state board of health.

(b) "Reasonable fire safety requirements" means those standards adopted by the state fire marshal pursuant to chapter ~~43.44 48.48~~ RCW.

(3)(a) "Minor deviation" means a variance from the standards established by these regulations which represents little or no threat to the health or safety of students and school

personnel, and which does not raise a question as to the ability of the school to provide an educational program which is in substantial compliance with the minimum standards set forth in WAC 180-90-160, and which, therefore, does not preclude the granting of full approval.

(b) "Major deviation" means a variance from the standards established by these regulations which represents little or no threat to the health or safety of students and school personnel but raises a question as to the ability of the school to provide an educational program which substantially complies with the minimum standards set forth in WAC 180-90-160, but is not so serious as to constitute an unacceptable deviation.

(c) "Unacceptable deviation" means a variance from the standards established by these regulations which either:

(i) Constitutes a serious, imminent threat to the health or safety of students or school personnel; or

(ii) Demonstrates that the school is not capable of providing an educational program which substantially complies with the minimum standards set forth in WAC 180-90-160.

(4) "Total instructional hour offering" means those hours when students are provided the opportunity to engage in educational activity planned by and under the direction of school staff, as directed by the administration and board of directors, inclusive of intermissions for class changes, recess and teacher/parent-guardian conferences which are planned and scheduled by the approved private school for the purpose of discussing students' educational needs for progress, and exclusive of time actually spent for meals.

(5)(a) "Non-Washington state certificated teacher" means a person who has:

(i) A K-12 teaching certificate from a nationally accredited preparation program, other than Washington state, recognized by the U.S. Department of Education; or

(ii) A minimum of forty-five quarter credits beyond the baccalaureate degree with a minimum of forty-five quarter credits in courses in the subject matter to be taught or in courses closely related to the subject matter to be taught; or

(iii) A minimum of three calendar years of experience in a specialized field. For purposes of this subsection the term "specialized field" means a specialized area of the curriculum where skill or talent is applied and where entry into an occupation in such field generally does not require a baccalaureate degree, including, but not limited to, the fields of art, drama, dance, music, physical education, and career and technical or occupational education.

(b) "Exceptional case" means that a circumstance exists within a private school in which:

(i) The educational program offered by the private school will be significantly improved with the employment of a non-Washington state certificated teacher. Each teacher not holding a valid Washington state certificate shall have experience or academic preparation appropriate to K-12 instruction and consistent with the school's mission. Such experience or academic preparation shall be consistent with the provisions of (c) of this subsection; and

(ii) The school which employs a non-Washington state certificated teacher or teachers pursuant to this subsection employs at least one person certified pursuant to rules of the state board of education and (c) of this subsection to every twenty-five FTE students enrolled in grades kindergarten through twelve. The school will report the academic preparations and experience of each teacher providing K-12 instruction; and

(iii) The non-Washington state certificated teacher of the private school, employed pursuant to this section and as verified by the private school, meets the age, good moral character, and personal fitness requirements of ~~WAC 181-79A-150 WAC 180-79A-150~~ (1) and (2), has not had his or her teacher's certificate revoked by any state or foreign country. (~~WAC 181-79A-155 WAC 180-79A-155~~ (5)(a).)

(c) "Unusual competence": As applied to an exceptional case wherein the educational program as specified in RCW 28A.195.010 and WAC 180-90-160(7) will be significantly improved with the employment of a non-Washington state certificated teacher as defined in (a) of this subsection.

(d) "General supervision" means that a Washington state certificated teacher or administrator shall be generally available at the school site to observe and advise the teacher

employed under provision of (c) of this subsection and shall evaluate pursuant to policies of the private school.

[Statutory Authority: RCW 28A.195.040. 03-04-053, § 180-90-112, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-112, filed 12/2/85.]

Chapter 180-96 WAC

GENERAL EDUCATIONAL DEVELOPMENT (GED) TEST

WAC 180-96-040 Regular high school education program--Definition. As used in this chapter the term "regular high school education program" means a secondary education program operated pursuant to chapters 392-410 ~~180-50~~ and 180-51 WAC leading to the issuance of a high school diploma.

[Statutory Authority: RCW 28A.04.135. 89-01-036 (Order 21-88), § 180-96-040, filed 12/14/88.]

BASIC EDUCATION PROGRAM REQUIREMENTS WAIVERS

BACKGROUND

In 2004, the State Board of Education granted the Tacoma School District a waiver from the 180-day requirement for 18 days through the 2006-07 school year for the Tacoma School of the Arts (SOTA). Although the waiver ended in 2007, the District continued to structure their calendar as if they had an approved waiver.

Currently, the Tacoma School District is requesting a renewal waiver of 19 days for SOTA. They are also requesting a new waiver for the Science and Math Institute (SAMI) of 19 days and a new waiver for Stewart Middle School of 11 days. Stewart Middle School is receiving a School Improvement Grant and will implement the ‘turnaround’ model.

The purpose of the waivers is to provide extended school days to substitute for a set number of days when no instruction is offered, but other opportunities such as internships are offered. This strategy has been successful at SOTA for the last ten years and provides them with an eight-period day. The District would like to continue to use this strategy at SOTA and also at SAMI and Stewart. Because the teachers’ contracts are for a set maximum number of working hours per year, to employ this strategy the schools must have fewer school days. Even with the fewer days, the schools will be able to exceed the minimum 1,000 hours of instruction per year by at least 81 hours.

District	School Name	Number of Days	School Years	New or Renewal
Tacoma	Tacoma School of the Arts	19	2010-2011	Renewal
Tacoma	Science and Math Institute	19	2010-2011	New
Tacoma	Stewart Middle School	11	2010-2011	New

POLICY CONSIDERATION

The application, which is provided in Attachment A, is accurate and the purpose of the proposal is to improve student achievement by enhancing the educational program for all students. In addition, the District has stated in its resolution that it will exceed the minimum instructional hour offering of 1000 hours.

EXPECTED ACTION

Staff recommends that the Board approve a provisional waiver for one year. This would allow SBE to fully work out the policy issues related to providing schools with waivers of more than the typical number of days that are proposing truly innovative approaches to education. A provisional waiver this year for Tacoma would also prevent unexpected, potentially negative impacts to the students and their families.

ATTACHMENT A

1. School District Information:	
District	Tacoma School District #10
Superintendent	Dr. Arthur Jarvis

2. Contact Person Information	
Name	Jon Ketler
Title	Principal/Director of Tacoma School of the Arts (SOTA), Science and Math Institute (SAMI), and Stewart Middle School

3. Application type	
New Application or Renewal Application	Renewal: Tacoma School of the Arts(SOTA); New: Science and Math Institute (SAMI) and Stewart Middle School

4. Is the request for all schools in the District?	
Yes or No	No
If no, then which schools or grades is the request for?	<ul style="list-style-type: none"> • Tacoma School of the Arts (SOTA): 10, 11, 12 grades • Science and Math Institute (SAMI): 9, 10 grades • Stewart Middle School: 6, 7, 8 grades

5. How many days are being requested to be waived and for which school years?	
<ul style="list-style-type: none"> • SOTA: 19 days for the 2010-2011 school year • SAMI: 19 days for the 2010-2011 school year • Stewart Middle School: 11 days for the 2010-2011 school year 	

6. Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	1
Reduction	0
Remaining number of half days in calendar	1

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	<ul style="list-style-type: none"> • Tacoma School of the Arts (SOTA): 1,098.5 hours • Science and Math Institute (SAMI): 1,098.5 hours • Stewart Middle School: 1,081.54 hours

8. What are the purpose and goals of the waiver?	
<p>SOTA, SAMI, and Stewart request a shorter calendar with extended daily hours which results in increased student contact and more opportunities for staff professional development. The proposed calendar exceeds the 1,000 hours of instructional time requirement. By increasing student's daily opportunity to learn and by engaging in building-based professional development, we will increase student achievement.</p>	

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

SOTA and SAMI:

High School Proficiency Exam (HSPE) scores, which are above state averages, student and placement evaluations of internships, and student surveys are just a few ways that Tacoma School District validates the use of this calendar and schedule for SOTA and SAMI. These means will continue to be ways in which we judge the effectiveness of the system. Other methods that validate this calendar/schedule are the number of students continuing in post high school programs, the number of students receiving certificates of mastery within the various disciplines offered at SOTA and SAMI, and our retention and graduation rates.

Stewart: Measurement of Student Progress (MSP) scores, student academic success, and student/parent surveys are just a few ways that Tacoma School District validates the use of this calendar and schedule for Stewart. These will continue to be ways in which we judge the effectiveness of this system. The block scheduling allows for deeper investigation into classes, which will give students an invaluable learning experience. WASL data provided in attachments.

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

SOTA:

We will continue to use state testing (HSPE) as one of our benchmarks to determine our success. We constantly strive for improvement, with the final goal being 100% achievement in reading, writing, and mathematics.

Reading:

The Tacoma School of the Arts' students will increase achievement in reading as measured by the reading portion of the HSPE and reach the following targets:

- By 2013, 98.0% of 10th grade Tacoma School of the Arts' students will meet reading standards.
- By 2015, 100% of 10th grade Tacoma School of the Arts' students will meet reading standards.

Writing:

The Tacoma School of the Arts' students will increase achievement in writing as measured by the writing portion of the HSPE and reach the following targets:

- By 2013, 98.0% of 10th grade Tacoma School of the Arts' students will meet writing standards.
- By 2015, 100% of 10th grade Tacoma School of the Arts' students will meet writing standards.

Math:

Tacoma School of the Arts' students will increase achievement in math as measured by the math portion of the HSPE and reach the following targets:

- By 2013, 70.0% of 10th grade Tacoma School of the Arts students will meet math standards.
- By 2015, 90.0% of 10th grade Tacoma School of the Arts students will meet math standards.

SAMI:

SAMI students will increase achievement in math as measured by the math portion of the HSPE, reaching the following target by 2013:

- 90% of all students will meet standard.

SAMI students will increase achievement in reading as measured by the reading portion of the HSPE, reaching the following target by 2013:

- 90% of all students will meet standard.

SAMI students will increase achievement in writing as measured by the writing portion of the HSPE, reaching the following target by 2013:

- 90% of all students will meet standard.

Stewart:

Stewart is a Merit school that is receiving a school improvement grant with mostly new staff and completely new administration. We will use our MSP scores and students' academic success to measure our success. We know what works well at SOTA and SAMI and believe these same techniques will transform Stewart.

Stewart Middle School students will increase achievement in math as measured by the math portion of the MSP, reaching the following target by 2013:

- 80% of all students will meet standard.

Stewart Middle School students will increase achievement in reading as measured by the MSP, reaching the following target by 2013:

- 80% of all students will meet standard.

Stewart Middle School students will increase achievement in writing as measured by the MSP, reaching the following target by 2013:

- 80% of all students will meet standard.

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

In addition to the data described in the response to question #9, SOTA and SAMI will collect and use the HSPE and Stewart will use the MSP as a measure of goal attainment.

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

The proposed calendar and extended daily schedule allow for the implementation of the following strategies to increase student achievement:

- Increased instructional time for students:
By extending the school hours daily, we increase the amount of instructional time in the year, which allows for more teacher-student contact time.
- Block scheduling with four 95 minute class periods per day:
Increasing class time to 95 minutes allows for regular in-depth, hands-on, and authentic learning experiences.
- Students take eight classes, two more than a traditional school calendar:
Increase student course offerings to include STEM and arts-based academic classes.

- Increased student access to curricular enrichment activities, academic help, and community experiences through internships, community partnerships, mini-term, and mentor project groups.
- Weekly staff professional development.

All staff members work together in collaborative teams or Professional Learning Communities (PLCs) to enhance instructional skills and focus on student achievement. During PLC time, staff members engage in academic book studies, conversations about student achievement data and sharing best practices of teaching. SOTA began PLCs in 2009-2010. SAMI and Stewart will begin this professional development model in 2010-2011.

13. Describe the innovative nature of the proposed strategies.

For SOTA and SAMI our extended school day has allowed our instructors to have the time to do in-depth exploration of different subjects, which has culminated with demonstrated student success:

- High WASL/HSPE scores.
- 94.9% on-time graduation rate (2007 – 2008).
- 1.5% Annual dropout rate (2007 – 2008).

Our innovative calendar allows for the following:

- Begin our school year with a three-day instructional retreat for all students at a local camp. Goals of the retreat include introduction of coursework materials, and building a cohesive community of learners where all students are respected.
- Place students in internships at over 90 local Tacoma businesses.
- Increase course offerings for students.
- Collaborative interdisciplinary teaching of subjects to students in both the extended day and during the mini-terms (January and June).
- Collaborative teaming between schools and among instructors.
- Maintain consistent teacher-contract hours as agreed upon by the teacher's union, while increasing the amount of student contact time.

Meet regularly as Professional Learning Communities for teacher professional development (Year one for PLCs at SAMI and Stewart, Year two for SOTA).

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?

In the 2011-2012 and 2012-2013 school years, SOTA, SAMI, and Stewart will continue to utilize the shorted calendar/extended day model in order to focus on student achievement through increased instructional time and collaborative teacher teams. We will maintain a strong focus on professional development as a means to increase student achievement. We will assess our progress on the stated goals yearly, making any adjustments necessary to our approach to professional development. In 2011-2012 and 2012-2013, the collaborative teacher teams (Professional Learning Communities) will engage in self progress-monitoring through data collection which will include video-taped lesson assessment and increased teacher mentoring. This work extends the introductory work of the PLCs in 2010-2011.

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 measures of our success as described in question #10 (above) directly mirror the goals outlined in the school district improvement plan and each individual school's improvement plan. Our extended-day calendar allows for increased instructional time and increased teacher professional development, both contributing factors to student success.

Tacoma Public School's district-wide goals include:

- Increasing achievement for all students each year by ten percent.
- Decreasing the gap between underperforming subgroups and the district average performance on the state assessment by ten percent annually.
- Decreasing the dropout rate by ten percent annually.
- Reducing the number of students not graduating by ten percent annually.

Links to School Improvement Plans were provided with the application materials.

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

SOTA:

This waiver and calendar were written collaboratively by teachers and administrators, Melissa Moffett, Jon Ketler, Paul Kelly, Paul Eliot, Linda Dieckhoff, and Teresa Crisler. The committee presented these documents to the whole staff for review. The work is based on what has been successful for us as well as conversations with staff, students, parents, and the community.

SAMI:

This waiver and calendar were written collaboratively by teachers and administrators Kristin Tinder, Jon Ketler, Michael Knuckles, Paul McGrath, Amy Hawthorne, Bethany Schmidt, Brittany Skobel and Ralph Harrison. The committee presented these documents to the whole staff for review. The work is based on what has been successful for us and our sister school, as well as conversations with staff, students, parents, and the community.

Stewart:

This waiver and calendar were written collaboratively by teachers and administrators Jon Ketler, Sydelle Denman, Lavonte Howard, Tara Edmond and Cyrus Brown. This is Stewart's first year using the extended-day calendar, so the waiver will be shared with Stewart parents at their monthly meetings, through the weekly e-newsletter, and through our website.

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

Teachers have four district days, two building days, and one self-directed day. We utilize all professional development days at our school. The District and building days are imbedded into our schedule so all staff can attend if they choose. These days are focused on improving instruction for students, filming of instructors teaching (with staff approval), and PLC discussions around student data and best practices of instruction.

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?

SOTA and SAMI:

Yes, the days were used as previously planned with SOTA and SAMI. The waiver days were non-activity days: no students or staff. We used our shorter calendar year with extended school days to provide four-period class days of 95 minutes to our students.

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.

- High WASL/HSPE scores.
- 94.9% on-time graduation rate (2007 – 2008).
- 1.5% Annual dropout rate (2007 – 2008).

SOTA's WASL scores from 2007 – 2009 in Reading are (93, 87.1, 92.6); Writing (93.5, 95.9, 95.4); and Math (64.1, 46.3, 51.7). Although our WASL/HSPE scores are higher than most schools in our area we are always striving for 100% of our students meeting standard.

SAMI will be in its second year, so these upcoming sophomores will be taking the HSPE. We will be using these scores as our base. We will also be striving for 100%.

Stewart: This is a transition school with mostly new staff and totally new administration. We will be using our MSP scores and students academic success to measure our success.

All three schools will continue to improve our reading, writing, and math scores but we need to make sure all our students are successful. Our extended days will allow us to continue our extended time to focus on math all three schools.

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

The waiver was shared with SOTA/SAMI parents at their monthly meetings, through the weekly e-newsletter, and through our website, www.tsota.org. Parents, students, and the community were included in the process through meetings and conversation as well as their involvement monthly in staff meetings.

We also inform incoming students and their parents at our Information Nights.

School Report Card Information from OSPI

Tacoma School for the Arts

May 2010 Student Count	425	
Free or Reduced-Price Meals (May 2009)	63	14.8%

	2008-09	2007-08	2006-07
Annual Dropout Rate	1.4%	1.5%	1.7%
On-Time Graduation Rate	94.1%	94.9%	93.2%
Extended Graduation Rate	97.1%	94.9%	99.8%

2009-10 WASL Results

Grade Level	Reading	Math	Writing	Science
10th Grade	87.7%	48.8%	95.1%	57.4%

2008-09 WASL Results

Grade Level	Reading	Math	Writing	Science
10th Grade	92.6%	51.7%	95.4%	53.7%

2007-08 WASL Results

Grade Level	Reading	Math	Writing	Science
10th Grade	87.1%	46.3%	95.9%	47.1%

Accountability

School Improvement Status	Made AYP Overall: No In Improvement: Step 2
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School Report Card Information from OSPI

Science and Math Institute

May 2010 Student Count	130	
Free or Reduced-Price Meals (May 2009)	62	47.7%

School Report Card Information from OSPI

Stewart Middle School		
May 2010 Student Count	503	
Free or Reduced-Price Meals (May 2009)	359	71.4%

2009-10 WASL Results

Grade Level	Reading	Math	Writing	Science
6th Grade	37.3%	19.6%		
7th Grade	33.9%	24.3%	54.2%	
8th Grade	52.9%	27.6%		25.3%

2008-09 WASL Results

Grade Level	Reading	Math	Writing	Science
6th Grade	57.0%	33.0%		
7th Grade	39.9%	33.7%	56.1%	
8th Grade	54.7%	29.8%		23.2%

2007-08 WASL Results

Grade Level	Reading	Math	Writing	Science
6th Grade	53.9%	26.7%		
7th Grade	54.9%	29.1%	66.7%	
8th Grade	62.1%	32.9%		27.8%

Accountability

School Improvement Status	<p>Made AYP Overall: No In Improvement: No* *although Stewart was in step 5 of improvement in 2008-09, they are allowed to start the clock again because they selected the "turnaround" model in their School Improvement Grant.</p>
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