

## **Public Notice**

*Public Notice for OSPI Request for Waiver of Provisions of Section 1116(e) of the Elementary and Secondary Education Act Requirement for Supplemental Educational Services*

Notice to the public of the Office of Superintendent of Public Instruction's (OSPI's) intent to apply to the U.S. Department of Education (USDE) for a waiver, for Supplemental Educational Services commencing in the 2015–16 school year.

The Office of Superintendent of Public Instruction is required to notify Washington's citizens of the state's intent to request this waiver. Members of the public are asked to provide comment on the waiver request to OSPI. Comments from the public will be included in OSPI's request to the USDE.

**Please send comments to Carrie Hert at [carrie.hert@k12.wa.us](mailto:carrie.hert@k12.wa.us), by close of business on Tuesday, May 26, 2015.**

## **Washington's Waiver Request**

### **Provisions to be Waived**

OSPI is requesting on behalf of the Washington's 295 LEAs, a waiver of the requirement of Section 1116(e) of the ESEA that LEAs set aside an amount equal to 20 percent of their Title I funding to provide SES that has proven costly, ineffective, and problematic. Instead, OSPI is proposing a system by which LEAs would be required to set aside an amount up to 20 percent of their Title I funds on extended day intervention strategies administered by the LEA and approved by the OSPI.

Under this waiver request, LEAs will continue to send a letter notifying parents/guardians about a school's improvement, corrective action or restricting status (Steps 1–5). LEAs will continue to set aside an amount equivalent to 5 percent of Title I funds for choice-related transportation (as in 34 CFR 200.48[a][2][iii][A]). This waiver will only allow LEAs with Title I schools in Step 2–Step 5 the ability to use funds currently set aside for SES on extended day intervention strategies administered by an LEA and approved by OSPI. The 5 percent set aside for choice-related transportation may come from the 20 percent set aside that is being used to allocate funds for extended day intervention strategies.

### **Improving Student Academic Achievement**

Extended day intervention strategies administered by an LEA would ensure that low income students who are academically deficient in the areas of English-language arts (ELA), mathematics, and/or science enrolled in a Title I school in Step 2 through Step 5 are provided the academic assistance they need to meet challenging State academic standards. By having extended day intervention strategies offered on-site, more students would access academic assistance and teachers would receive immediate feedback on the progress of students receiving such services. This continuous feedback—and the improved quality of instruction—will allow our schools to increase student achievement and improve academic performance.

### Improving Quality of Instruction for Students

The quality of instruction would increase due to intervention strategies being facilitated and monitored by highly qualified teachers. In addition, curriculum being used would be aligned to the most recent Washington's state standards and/or the most recently adopted curriculum approved by each LEAs school board of directors. The curriculum would coincide and compliment the curriculum being offered in a student's classroom because the extended day intervention strategies would be administered by the same LEA.

OSPI believes this change would also benefit parents/guardians by eliminating transportation issues to and from an off-site SES provider because all intervention strategies would be offered at the student's school. This means parents/guardians would not be responsible for arranging or providing transportation between a school site and an SES off-site location. Additionally, parents/guardians would not be forced to choose annually between providers that offer minimal information about the quality and long-term success of their programs.

### Extended Day Intervention will Serve the Same Students as the Current SES System Program

Extended day intervention would be offered to low income eligible students who are low performing in the areas of ELA, mathematics, and/or science and are enrolled in a Title I school in Step 2 through Step 5. This is the same population of students who would otherwise qualify for SES services under ESEA.

### Quality Standards and Achievement Goals

LEAs would be required to uphold the following standards in order to be approved by the OSPI to offer extended day intervention strategies:

1. All intervention strategies will be administered by an LEA and may be offered before school, after school, intercession, and/or during summer school.
2. All activities would be monitored by a highly qualified teacher employed by the LEA that is administering the extended day interventions strategies.
3. All instruction provided during extended day intervention strategies may be offered by highly qualified teachers and/or tutors employed by the LEA that is administering the extended day intervention strategies.
4. All curriculum used during intervention strategies would be aligned to the most recent Washington state standards and adopted by the local school board of directors.
5. LEAs must report all expenditures for extended day intervention strategies in the state's Title I district application and the end-of-the-year report through iGrants in order to ensure fiscal integrity and allowability of expenditures.

6. LEAs must provide student evaluation data that demonstrates that each participating student meets or exceeds progress toward achieving annual student achievement goals in ELA, mathematics, and/or science.