



SUPERINTENDENT OF PUBLIC INSTRUCTION

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() Action Required
(X) Informational

MEMORANDUM NO 67-02M LEARNING AND TEACHING

TO: ESD Superintendents
School District Superintendents
School Principals
School District Public Relations Professionals

FROM: Terry Bergeson, State Superintendent, OSPI
Mary Alice Heuschel, Deputy Superintendent, Learning and Teaching

RE: Guidance on Supplemental Education Services

NOTE: This memo is primarily intended for schools currently in school improvement. These schools have been notified of their school improvement status by the OSPI Title I office. It is important to remember that 2002 assessment information could affect any school's school improvement status; OSPI's Title I office will contact you if your status changes.

This memorandum is the second of four memos outlining requirements set forth by the recently reauthorized federal Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act of 2001. This memo is intended to provide information regarding supplemental education services.

Supplemental education services are additional academic instruction opportunities that are designed to increase achievement of low-performing students. Services may include academic assistance such as tutoring, remediation, and other educational interventions, provided that the approaches are consistent with the State's essential academic learning requirements and are consistent with the content and instruction of the local school district. Supplemental education services must be provided **outside of the regular school day**. Supplemental educational services must be high quality, research-based, and specifically designed to increase student academic achievement.

Under the new federal law, any Title I school that has not made adequately yearly progress for three consecutive years must make supplemental educational services available for eligible students. Eligible students are those students from low-income

families who are attending Title I schools. The law authorizes Title I funds to pay for supplemental education services. **In cases where funding is insufficient to cover all students, those students that are the lowest achieving must be given first priority for supplemental education services.**

Under this provision, the state is required to identify organizations, both public and private, that qualify to provide these services. Providers must be within the region served by the school district or services may be provided electronically. (The Supplemental Services Providers' Application is currently available on OSPI's website (<http://www.k12.wa.us>) and the 2002-2003 Approved Providers List will be available to districts in September.) It is the responsibility of the school district to provide this list to parents of eligible students. Parents may select any approved provider that they feel will best meet their student's academic needs. Once the parent has selected a provider, the provider must enter into an agreement with the school district. The agreement must include the following: (1) specific achievement goals for the student; (2) a description of how the student's progress will be reported to the parent and the school; (3) a timetable for improving the student's achievement; (4) a termination agreement; (5) provisions governing payment; (6) a provision prohibiting the provider from disclosing to the public the identity of the student; and (7) an assurance that the supplemental education services will be provided consistent with all civil rights laws.

The goal of providing supplemental education services is to ensure that low-achieving students increase their academic achievement, particularly in reading and mathematics.

Additional information on supplemental education services is available on the OSPI website under "ESEA". If you have other questions about this issue, please contact OSPI at 360.725.6000.

OSPI
Terry Bergeson
State Superintendent

LEARNING AND TEACHING
Mary Alice Heuschel
Deputy Superintendent