



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Title:	Executive Director Summary (Achievement Index)	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Key Questions: <ul style="list-style-type: none"> • Has the transition to the SBAC assessments and new learning standards necessitated any changes to the school accountability system? • How many schools were identified as Priority or Focus for the 2015-16 school year? • How many schools received 2014 Washington Achievement Awards? 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The 2014-15 Index Version based on 2011-12, 2012-13, and 2013-14 assessment data was publicly released through the WAI website on April 30th. The current version of the Index “copied data forward” for 2013-14 for school participating in the SBAC Field Test because (as planned) student results were not computed by the SBAC. While the Achievement Index incorporates different assessments and different learning standards over the next several years, the OSPI proposes changes to the manner in which Priority and Focus School identification process.</p> <p>The Washington Achievement Awards ceremony was attended by more than 700 educators representing approximately 250 of the 400 recognized schools. The memo shows that the number of 2014 awards approximates the number of 2013 awards.</p> <p>The OSPI announced the list of Priority and Focus Schools for differentiated supports for the 2015-16 school year. The list is comprised of 121 Priority Schools and 133 Focus Schools. The memo explains how the schools were identified.</p>	



ACHIEVEMENT INDEX

Summary

- The 2014 Achievement Index website into production on April 30th with minimal changes from the previous year.
- Changes to the PLA identification process are proposed by the OSPI to accommodate changes to the assessment system and reflected in the Achievement Index.
- 401 schools received one or more Washington Achievement Awards at the April 28th ceremony at Spanaway Lakes High School near Tacoma.
- 121 schools were identified as Priority Schools and 134 schools as Focus Schools. Roughly one third of these schools were not Title I served.

Discussion

Achievement Index

The 2014 Washington Achievement Index (AI) website was placed into production on April 30th with minimal updates or enhancements. The public and website users will see that participation in Dual Credit programs (Advanced Placement and Running Start for example) is displayed for the 2014 AI but did not factor into the 2014 AI ratings as recommended by the Achievement and Accountability Workgroup.

The SBE and OSPI have been collaborating to resolve process issues involving the Achievement Index calculations and PLA identification given the complexities related to the 2013-14 SBAC Field Test. The results of that collaboration form the basis of the [Policy Position of the State Board of Education regarding use of the Achievement Index during the transition to new Washington State Learning Standards](#) document expected to be discussed at the May board meeting in Pasco.

With regards to the 2013-14 SBAC Field Test participation and school accountability, two groups of schools were created based on the number of years of assessment results that would be unique for inclusion in the Index:

- Schools taking the old assessments (MSP, HSPE, and EOCs), which continued to generate three years of comparable assessment data for the Index
- Schools that participated in the SBAC Field Test, which had only two years of unique data because the field test participants were not provided with results.

The figures below (2014-14 Index Version) illustrate the current year index. All schools have comparable assessment data for the 2011-12 and 2013-13 assessment years, but not all schools have Washington assessment data for 2013-14 due to SBAC Field Test participation. To accommodate for this circumstance and to be consistent with what was done for the NCLB AYP computations and calculations, each field test school's prior year's proficiency rates (2013-13) and SGP medians were carried over for 2013-14 accountability decisions. In essence, one year counted for two in the ratings.

All Washington schools administered the SBAC in the 2014-15 school year to measure the new state learning standards in English language arts and math. Beginning with the Index using 2014-15 Smarter

Balanced assessment results (2015-16 Index Version from above), schools will no longer have three years of assessment data measuring the same learning standards. However, comparability across schools will be maintained, as all public school students will be sitting for the same assessment in the 2014-15 school year.

2014-15 Index Version			2015-16 Index Version		
2011-12	2012-13	2013-14	2012-13	2013-14	2014-15
Pre-SBAC		Field Test Year*	Pre-SBAC	Field Test	All Schools-SBAC
<i>*Mix of Schools Field Testing vs. Not</i>					
2016-17 Index Version			2017-18 Index Version		
2013-14	2014-15	2015-16	2014-15	2015-16	2016-17
Field Test	All Schools-SBAC		All Schools-SBAC		

As is clearly illustrated above, the 2014-15, 2015-16 and 2016-17 Index Versions will include a combination of SBAC and previous Washington assessments (MSP, HSPE, and EOC). After the 2016-17 SBAC assessments are concluded, the OSPI and SBE will generate the first Achievement Index (2017-18 Index Version) exclusively derived from the SBAC assessments. It is understood that the Index will continue to include the MSP for science and the Biology EOC until new assessments are available to assess the Next Generation Science Standards (NGSS). In addition,

- The Achievement Index will be published each year, and the underlying data used for the Index computations will be made available to the public as is the current practice, subject to OSPI data suppression rules to protect student privacy.
- The school tier ratings will continue to be norm-referenced until several years of data allow an appropriate determination of a criterion reference. This means that the tier ratings will continue to reflect normative scaling. The OSPI and SBE expect AI ratings to be lower during the transition; approximately the same number of schools will be placed in the ‘underachieving’ or ‘priority’ school categories. The same is true for the ‘exemplary’ and ‘very good’ categories.
- The Washington Achievement Awards will be given each year, but award criteria will be modified each year to ensure fairness during the Index/SBAC transition.

While the Index incorporates different assessments and different learning standards over the next several years, changes are being proposed to the Priority and Focus School identification protocol. These changes would include the following:

- Because the latest list of Priority and Focus (P & F) Schools maximizes the OSPI service capacity and to maintain the P & F list size, P & F School identifications will be suspended for two years while the schools newly identified in 2015 are served for the 2015-16, 2016-17, and 2017-18 school years. Through this three-year service period, the total number of P & F schools being served will remain roughly constant.
- Recognizing that previously identified P & F schools may meet exit criteria in the course of the above referenced three-year period, the OSPI may add schools to the P & F list in 2015-16 on a limited basis and if unusual circumstances require intervention.
- New P & F schools will be identified for service beginning in the 2018-19 school year. The identification will be based on the 2015-16, 2016-17, and 2017-18 SBAC assessment results.
- In accordance with state law, the annual list of Persistently Lowest Achieving Schools will be published, but the list may not change much from one year to the next. The index will be used in each year to establish this list, as is the current practice.

Washington Achievement Awards

On April 13, 2015 the OSPI issued a press release announcing the recipients of the 2014 Washington Achievement Awards. A list on the award recipients, award criteria, and other information are found at <http://www.k12.wa.us/EducationAwards/WashingtonAchievement/>.

The 2014 Washington Achievement Awards ceremony was held April 28th at Spanaway Lakes High School in the Bethel School District near Tacoma. More than 700 educators representing approximately 250 of the 401 schools that were identified attended the ceremony (Table 1). A total of 527 awards were made, and comprised the same categories from the previous year (High Performance, English Language Acquisition, High Progress, Special Recognition-High Growth Reading, Special Recognition-High Growth Math, and Special Recognition-High Graduation Rate).

Given the tight turnaround and the complexity of the calculations, the OSPI did not have the resources to compute and verify the Special Recognition-Gap Reduction awards in time for the awards ceremony. The OSPI and SBE will recognize schools making the greatest gains in performance gap reductions in a yet-to-be-determined manner.

Table 1: Distribution of Washington Achievement Awards by Category.

Award	2013 Awarded Schools	2014 Awarded Schools
Overall Excellence	100	90
High Progress	217	187
Special Recognition – English Language Acquisition	42	53
Special Recognition – High Growth Reading	97	89
Special Recognition – High Growth Math	93	82
Special Recognition – High Graduation Rate (5-Year)	19	26
Total Awards	568	527

Persistently Lowest Achieving School Identification

On March 31, 2015 the OSPI publicly released the list of Persistently Lowest Achieving (PLA) schools for the 2015-16 school year. The PLA list included 121 Priority Schools, of which 101 schools were Continuing Priority Schools and 20 were characterized as New Priority Schools. Of the 121 Priority Schools identified for the 2015-16 school year, 28 were not Title I served. The OSPI also identified 134 Focus Schools based on low performance of one or more subgroups over three years. The distribution of Focus Schools by identification criteria is shown in Table 2. Of the 133 Focus Schools identified for the 2015-16 school year, 50 were not Title I served.

Table 2: Distribution of Focus Schools by Identification Criteria.

Identification Criteria	2013	2014
Focus - ELL	24	20
Focus - SWD & ELL	23	18
Focus - SWD	81	81
Focus - Graduation Rate	9	15
Focus - Continuing	26	0
Total Focus Schools	163	134

The OSPI followed the school identification methodology that was developed in the spring of 2014 in collaboration with the SBE, with one modification following the U.S. Department of Education (USED) guidance. Per the USED’s “hold-harmless” guidance, the OSPI excluded 2013-14 SBAC Field Test schools from the PLA consideration pool. Implementing this one-year-only change means that schools participating in the SBAC Field Test would not be newly identified as a Priority or Focus School. The PLA documentation and identified schools can be found on the OSPI website at <http://www.k12.wa.us/ESEA/Schools/PrioritySchools2015-16.aspx>.

As was communicated at the March board meeting in Tacoma, no Priority Schools were identified in the Renton, Onalaska, and Morton school districts, which is one of the Required Action District (RAD) exit criteria. As was anticipated and communicated to the Board earlier, one Priority School (Soap Lake Elementary School) was identified in the fourth RAD, Soap Lake School District. Additional information regarding the academic progress of students at each RAD is presented and discussed in a separate board packet memo.

Action

No Board action is proposed.

Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions about this memo.



REQUIRED ACTION DISTRICTS

Policy Considerations

RCW 28A.657.100 calls for the OSPI to recommend to the State Board of Education (SBE) that districts be released from required action based on the following criteria (RCW 28A.657.100, WAC 392-501-740, WAC 291-501-720):

1. The district no longer has a school that is persistently lowest achieving
2. The district has shown progress in closing the achievement gap
3. The school (or schools) that were on the persistently lowest-achieving list have had a positive improvement trend in reading and math on state assessments in the “all students” category for the past three years.

At the March 2015 Board meeting, the Office of the Superintendent of Public Instruction (OSPI) recommended releasing three required action districts from required action: Morton, Onalaska and Renton School Districts. In addition, the OSPI recommended one district, Soap Lake district, remain in Level 1 required action status. OSPI reported that all districts had made progress, but Soap Lake district had a school, other than the school originally designated for required action, that is on the persistently lowest achieving, Priority, list.

RCW 28A.657.100 directs the SBE to release districts from required action status if recommended by OSPI upon confirmation that requirements for release have been met.

- This memo confirms that the requirements for release from required action status have been met for Morton, Onalaska, and Renton School Districts.

The statute also requires that prior to making these designations the SBE’s finding be submitted to the Education Accountability System Oversight Committee, and provide the committee an opportunity to review and comment on the findings. A letter (attached) was sent to the committee on March 31, 2015.

Summary

The SBE staff initiated a study to determine whether four schools made sufficient progress to warrant the release from required action status for their respective districts. The schools (and districts) are Lakeridge ES (Renton SD), Soap Lake MHS (Soap Lake SD), Morton JSHS (Morton SD), and Onalaska MS (Onalaska SD). The data included in this memo shows that each of the four schools have demonstrated excellent improvement over multiple years.

- Each of the schools posted proficiency rates in each of the years higher than the proficiency rate floor of 40 percent that is used for Priority School identification.
- Where reportable in the Achievement Index (AI), subgroup performance increased and gaps decreased over the three assessment years.

Findings

The table below shows the three-year average performance (2012, 2013, and 2014) for reading and math proficiency, reading and math growth, and graduation rates for the four schools involved as part of the Required Action District (RAD) process. The data in this table show that each of the four schools is performing above the proficiency floor (40 percent) and graduation floor (60 percent) used for Priority School Identification. Morton JSHS posted a Composite AI rating of 4.993, which places the school in the bottom quartile of schools based on the Composite AI cut point of 5.050.

District	School	Comp AI	3-YR Grad*	3-YR Read Pro*	3-YR Math Pro*	3-YR R&M Pro*	3-YR RSGP	3-YR MSGP
RENTON SD	LAKERIDGE ES	6.040		60.9	55.0	58.0	51.2	62.7
SOAP LAKE SD	SOAP LAKE MHS	6.264	89.8	56.4	52.7	54.6	56.5	49.8
MORTON SD	MORTON JSHS	4.993	68.8	58.6	46.0	52.3	55.7	44.0
ONALASKA SD	ONALASKA MS	6.983		67.0	60.2	63.6	56.2	60.5

*Note: measure shown as a percentage.

The table below shows the reading and math (combined) proficiency rate for the four schools involved in the RAD process. The table shows that each of the four schools is performing above the proficiency floor (40 percent) for each of the three most recent years, which indicates a reasonable degree of sustainability.

District	School	ALL RM Pro 2012*	ALL RM Pro 2013*	ALL RM Pro 2014*
RENTON SD	LAKERIDGE ES	46.4	56.9	70.5
SOAP LAKE SD	SOAP LAKE MHS	51.6	57.2	54.9
MORTON SD	MORTON JSHS	44.1	58.1	54.8
ONALASKA SD	ONALASKA MS	57.6	64.1	69.1

*Note: measure shown as a percentage.

Lakeridge ES is the only RAD school with a reportable Black student group. The table below shows that the proficiency rate for the Black student group increased approximately 30 percentage points over the three assessment years. The White-Black performance gap cannot be measured for 2013 and 2014 because the White student group is not reportable due to a small student count. The three years of steady improvement for the Black student group is evidence of systematized sustainability.

District	School	Black RM Pro 2012*	Black RM Pro 2013*	Black RM Pro 2014*	White-Black Pro Gap 2012 [†]	White-Black Pro Gap 2013 [†]	White-Black Pro Gap 2014 [†]
RENTON SD	LAKERIDGE ES	36.79	49.51	66.83	15.38		
SOAP LAKE SD	SOAP LAKE MHS						
MORTON SD	MORTON JSHS						
ONALASKA SD	ONALASKA MS						

*Note: measure shown as a percentage.

[†]Note: gap is measured as a difference in proficiency rate and is shown as percentage points.

The table below shows the performance of the Hispanic student group at Soap Lake MHS and Lakeridge ES, the schools with a reportable Hispanic student group. The negative value for the White-Hispanic Pro Gap measure indicates that the Hispanic student group outperforms the White student group by approximately 9.5 percentage points in 2012. For Soap Lake MHS, the White-Hispanic performance gap was reduced by approximately 14.5 percentage points over the three assessment years. The proficiency rate for the Hispanic student group increased approximately 13.5 percentage points over the three assessment years. Institutionalized improvement is evident at Soap Lake MHS.

District	School	Hispanic RM Pro 2012*	Hispanic RM Pro 2013*	Hispanic RM Pro 2014*	White-Hispanic Pro Gap 2012 ⁺	White-Hispanic Pro Gap 2013 ⁺	White-Hispanic Pro Gap 2014 ⁺
RENTON SD	LAKERIDGE ES	61.67			-9.49		
SOAP LAKE SD	SOAP LAKE MHS	28.85	41.43	44.12	29.49	22.6	14.85
MORTON SD	MORTON JSHS						
ONALASKA SD	ONALASKA MS						

*Note: measure shown as a percentage.

⁺Note: gap is measured as a difference in proficiency rate and is shown as percentage points.

Lakeridge ES is the only RAD school with a reportable Asian student group. The table below shows that the proficiency rate for the Asian student group increase approximately 16 percentage points over the three assessment years. The negative value for the White-Asian Pro Gap measure indicates that the Asian student group outperforms the White student group by approximately 9.8 percentage points. The White student group was not reportable in 2013 or 2014, so no other gap measures were calculable.

District	School	Asian RM Pro 2012*	Asian RM Pro 2013*	Asian RM Pro 2014*	White-Asian Pro Gap 2012 ⁺	White-Asian Pro Gap 2013 ⁺	White-Asian Pro Gap 2014 ⁺
RENTON SD	LAKERIDGE ES	61.9	76.19	77.78	-9.73		
SOAP LAKE SD	SOAP LAKE MHS						
MORTON SD	MORTON JSHS						
ONALASKA SD	ONALASKA MS						

*Note: measure shown as a percentage.

⁺Note: gap is measured as a difference in proficiency rate and is shown as percentage points.

Only partial data for the ELL student group performance and gap measurements are possible for Lakeridge ES. The table below shows that the proficiency rate for the ELL student group increased and the performance gap decreased for the years available.

District	School	ELL RM Pro 2012*	ELL RM Pro 2013*	ELL RM Pro 2014*	NotELL-ELL Pro Gap 2012 ⁺	NotELL-ELL Pro Gap 2013 ⁺	NotELL-ELL Pro Gap 2014 ⁺
RENTON SD	LAKERIDGE ES	18.42	36.84		34.74	25.95	
SOAP LAKE SD	SOAP LAKE MHS						
MORTON SD	MORTON JSHS						
ONALASKA SD	ONALASKA MS						

*Note: measure shown as a percentage.

⁺Note: gap is measured as a difference in proficiency rate and is shown as percentage points.

The proficiency rates for the Students with a Disability (SWD) student group increased in each of the three years at Lakeridge ES. In addition to the proficiency rate increasing nearly 33 percentage points, the gap between SWD and Not SWD student groups was reduced by a little more than 11 percentage points. The data shown below indicates a level of systematized improvement.

District	School	SWD RM Pro 2012*	SWD RM Pro 2013*	SWD RM Pro 2014*	NotSWD-SWD Pro Gap 2012 ⁺	NotSWD-SWD Pro Gap 2013 ⁺	NotSWD-SWD Pro Gap 2014 ⁺
RENTON SD	LAKERIDGE ES	5.88	16.07	38.46	49.06	49.04	37.73
SOAP LAKE SD	SOAP LAKE MHS						
MORTON SD	MORTON JSHS						
ONALASKA SD	ONALASKA MS						

*Note: measure shown as a percentage.

⁺Note: gap is measured as a difference in proficiency rate and is shown as percentage points.

The proficiency rates for students qualifying for Free and Reduced Price Lunch (FRL) increased for each of the schools from a low of approximately 7 percentage points at Soap Lake MHS to a high of approximately 23 to 24 percentage points at Lakeridge ES and Morton JSHS. Gap reduction data are available for Morton JSHS and Onalaska only: the Not FRL-FRL gap at Morton decreased approximately 29.5 percentage points while the gap at Onalaska declined approximately 11 percentage points.

District	School	FRL RM Pro 2012*	FRL RM Pro 2013*	FRL RM Pro 2014*	NotFRL-FRL Pro Gap 2012 ⁺	NotFRL-FRL Pro Gap 2013 ⁺	NotFRL-FRL Pro Gap 2014 ⁺
RENTON SD	LAKERIDGE ES	45.83	54.7	69.48	4.17		
SOAP LAKE SD	SOAP LAKE MHS	47.48	57.2	54.76	16.21		
MORTON SD	MORTON JSHS	28.21	52.7	51.77	37.31	11.81	7.85
ONALASKA SD	ONALASKA MS	47.83	60.12	63.22	25.06	9.55	14.28

*Note: measure shown as a percentage.

⁺Note: gap is measured as a difference in proficiency rate and is shown as percentage points.

Action

Staff recommends that at the May 13-14, 2015 Board Meeting:

- The Board release Morton, Onalaska and Renton School Districts from required action status.
- Designate Soap Lake School District to remain in required action Level I.

Contact Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding this memo.



THE WASHINGTON STATE BOARD OF EDUCATION

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March 31, 2015

Dear Members of the Education Accountability System Oversight Committee:

This letter is being sent to the Education Accountability System Oversight Committee in compliance with RCW 28A.657.100(3) on behalf of the State Board of Education.

The four Required Action Districts in Cohort One, designated in 2011, have completed three years of implementation of a Required Action Plan, and we now have assessment data from those implementation years. The districts are Morton, Onalaska, Renton, and Soap Lake. Under RCW 28A.657.100:

The superintendent of public instruction must recommend to the state board of education that a school district be released from the designation as a required action district after the district implements a required action plan for a period of three years; has made progress, as defined by the superintendent of public instruction using the criteria adopted under RCW [28A.657.020](#) including progress in closing the educational opportunity gap; and no longer has a school within the district identified as persistently lowest-achieving. The state board shall release a school district from the designation as a required action district upon confirmation that the district has met the requirements for a release.

At the March 2015 SBE meeting, OSPI recommended the following three districts be released from Required Action:

- Morton School District
- Onalaska School District
- Renton School District

At its May 2015 meeting, the Chair intends to recommend the Board confirm these districts have met the requirements, and release them from Required Action status.

OSPI did not recommend Soap Lake School District for release from Required Action status. Pursuant to WAC 392-501-720, OSPI has identified Priority Schools for the 2015-2016 school year. The original school that caused the district to be designated for Required Action in 2011 has exited the Priority Schools List, but another school within the district has been identified as a Priority School. Under RCW 28A.657.100, if any school within the district is identified as a Priority School, the district cannot be released from Required Action status. RCW 28A.657.100(3) also requires that:

Before making a determination of whether to recommend that a school district that is not making progress remain in required action or be assigned to level two of the required action process, the state board of education must submit its findings to the education accountability system oversight committee under RCW [28A.657.130](#) and provide an opportunity for the oversight committee to review and comment.

The Board finds that Soap Lake School District is not making the progress required for release and recommends that the district remain at Required Action Level I rather than progressing to Level II. The original school that caused the district to be designated for required action, Soap Lake Middle and High School, shows a positive trajectory of improvement.

Isabel Muñoz-Colón, Chair • Ben Rarick, Executive Director

*Dr. Deborah Wilds • Kevin Laverty • Madaleine Osmun • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Jeff Estes • Janis Avery
Randy Dorn, Superintendent of Public Instruction*

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The Chair intends to recommend that the Board retain Soap Lake School District in Required Action Level I at the May 13-14, 2015 meeting; however, a full board discussion will take place at that time. With this letter, the Board is providing the "opportunity for review ... and comment" as required under RCW 28A.657.100(3). We look forward to any input you may wish to provide to the Board, and please feel free to call with questions.

Thank you,

A handwritten signature in black ink that reads "Ben Rarick". The signature is written in a cursive style with a large, prominent "B" and "R".

Ben Rarick

cc: Isabel Muñoz-Colón, State Board of Education
Susan Mielke, Senate Committee on Early Learning & K-12 Education
Cece Clynch, House Education Committee
Randy Dorn, Office of Superintendent of Public Instruction
Gil Mendoza, Office of Superintendent of Public Instruction
Andrew Kelley, Office of Superintendent of Public Instruction



THE WASHINGTON STATE BOARD OF EDUCATION

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CHARTER SCHOOL AUTHORIZER APPLICATION

May 2015

School District: _____

District Contact: _____ Title: _____

Mailing Address: _____

Telephone: _____ Fax: _____

E-mail: _____

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. The person named as the contact person for the application is authorized to serve as the primary contact for this application on behalf of the school district.

Signature *Title*

Printed Name *Date*

A complete application must be received by the State Board of Education by electronic mail to sbe.k12.wa.us no later than **October 15** (WAC 180-19-030). Please direct questions to Jack Archer at 360-725-6035 or jack.archer@k12.wa.us.

I. AUTHORIZER STRATEGIC VISION FOR CHARTERING

Statutory Requirement

"The applicant's strategic vision for chartering." -- RCW 28A.710.090(2)(a)

Guiding Question

Does the applicant school district present a clear and compelling vision for chartering, aligned with the purposes of Washington's charter school law?

Instructions

The district must state:

- The district's purposes for wishing to be a charter school authorizer, with reference to the findings and intents set forth in RCW 28A.710.005, as well as any district-specific purposes it may have.
- The educational goals the district wishes to achieve by being an authorizer of charter schools.
- The characteristics of the schools the district is most interested in authorizing.
- How the district will give priority to authorizing charter schools that will serve at-risk students as defined in RCW 28A.710.010(2) or students from low-performing schools.
- How the district will respect and protect the autonomy of any charter schools it may authorize.
- How the district intends to promote and ensure the accountability of any charter schools it may oversee.

Criteria for Evaluation: Strategic Vision for Chartering

- The vision clearly aligns with the statutory intent and purposes for charter schools. The vision need not address every statutory purpose; however, it should align clearly with at least one of those purposes.
- The district clearly articulates any additional purposes it may have for chartering that are particular priorities for the district. Any additional purposes address clearly identified educational needs of the district, and are supported by specific evidence and examples that illustrate the identified needs.
- The district articulates in specific terms how it will give priority to proposals to serve at-risk students or students from low-performing schools.
- The district's response describes with specificity the desired characteristics of the schools it will charter, such as types of schools, student populations to be served, and geographic areas to be served, along with the demographic data and instructional research it will use to evaluate needs.
- The response reflects a commitment to providing flexibility for charter schools in day-to-day operations, including respecting the autonomy of the charter school board.
- The response demonstrates a sound understanding of and commitment to performance-based accountability.

II. AUTHORIZER CAPACITY AND COMMITMENT

Statutory Requirement

“A plan to support the vision presented, including explanations and evidence of the applicant’s budget and personnel capacity and commitment to execute the responsibilities of quality charter school authorizing.” -- RCW 28A.710.090

Guiding Question

Does the district demonstrate the capacity and commitment to carry out the duties of a quality charter school authorizer?

Instructions

- Provide a detailed description of the staff resources to be devoted to charter authorizing and oversight, at a level sufficient to fulfill its authorizing responsibilities in accordance with NACSA Principles and Standards for Quality Charter Authorizing and Chapter 28A.710 RCW.
- Define the roles and responsibilities of authorizing staff or staff positions. Provide an organizational chart showing where primary authorizing responsibilities will lay within the district.
- Provide job titles, job descriptions and brief bios or resumes of district personnel with anticipated authorizing responsibilities, demonstrating access to expertise in all areas essential to charter school oversight.
- Describe any external resources on which the district intends to rely in the execution of its authorizing responsibilities.
- Provide estimates of the district’s projected financial needs, supported by verifiable data, and, to the extent feasible, projected financial resources, supported by the authorizer oversight fee and any other anticipated resources, for carrying out the responsibilities of a charter school authorizer under RCW 28A.710.100.

Criteria for Evaluation: Authorizer Capacity and Commitment

- The description of capacity conveys a clear and accurate understanding of the district's duties and responsibilities as a charter school authorizer, in accordance with Washington's charter school law and the *Principles and Standards for Quality Charter School Authorizing* developed by the National Association of Charter School Authorizers.
- Staff resources to be devoted to charter authorizing and oversight are appropriate to fulfill the district's authorizing responsibilities in accordance with the *Principles and Standards of Quality Charter School Authorizing* and the provisions of Chapter 28A.210 RCW.
- The district clearly defines the roles and responsibilities of its chartering staff, and provides clear job descriptions. The organizational chart shows clear lines of reporting and authority for decision-making.
- The district demonstrates that it has or will secure access, through staff, contractual relationships or interagency collaboration, to expertise in all areas essential to charter school authorizing and oversight, including school leadership; curriculum, instruction and assessment; special education, English language learners and other diverse learning needs; performance management; law, finance, and facilities.
- The estimates of the financial needs of the authorizer and projected resources for authorizing are reasonable and supported, to the extent possible, by verifiable data, including such data about the district's overall financial condition as will demonstrate capacity for the new task.

III. REQUEST FOR PROPOSALS

Statutory Requirement

“A draft or preliminary outline of the request for proposals that the applicant would, if approved as an authorizer, issue to solicit charter school applicants.” – RCW 28A.710.190(2)(c).

Guiding Question

Does the district propose decision-making standards, policies and procedures for approval or denial of charter school applications based on applicants’ demonstrated preparation and capacity to operate a quality charter school?

Instructions

- Provide as an attachment to this application a draft or preliminary outline of the request for proposals that the district would, if approved as an authorizer, issue to solicit charter applicants.
- Identify any outstanding issues the district needs to resolve with respect to the RFP. Discuss the district’s current assessment and direction with respect to these outstanding issues, and how they will be resolved by the date established by the Board for issuance of the RFP.

Criteria for Evaluation: Request for Proposals

- The draft or outline of the RFP meets the requirements for RFPs in RCW 28A.710.130(1)(b), including the criteria that will guide the authorizer's decision to approve or deny a charter application.
- The draft or outline of the RFP demonstrates that the district intends to implement a comprehensive application process that follows fair procedures and rigorous criteria, based on a performance framework meeting the requirements of Washington's charter school law.
- The RFP has clearly articulated criteria for evaluating the charter applicant's proposed mission and vision that are aligned with the purposes of Washington's charter school law.
- The RFP has clearly articulated criteria for evaluating evidence of need for the charter school and of parent and community support.
- The RFP has clear and rigorous requirements for presenting and criteria for evaluating the applicant's proposed educational program, including but not limited to:
 - The academic program aligned with state standards;
 - The proposed instructional design, including the type of learning environment, class size, curriculum, and teaching methods;
 - Plans for assessments to measure and report student progress;
 - Plans to identify and successfully serve students with disabilities and other students with special needs;
 - School calendar and sample daily schedule;
 - Discipline policies, including for special education students.
- The RFP has clear and rigorous requirements for presenting and criteria for evaluating the applicant's organizational plan, including but not limited to:
 - The legal status of the applicant as specified in RCW 28A.710010(1);
 - The proposed organizational structure of the school;
 - The roles and responsibilities of the school's proposed governing board, leadership, management team, and any external organizations;
 - Staffing plan;
 - Plan for recruiting and developing school leadership and staff;
 - Employment policies, including performance evaluation plans;
 - Student enrollment and recruitment plan;
 - Plan for parent involvement.
- The RFP has clear and rigorous requirements for presenting and criteria for evaluating the applicant's proposed business plan, including but not limited to:
 - Start-up plan, with tasks, timelines and responsible individuals;
 - Financial plan and policies, including financial controls;
 - Start-up and five-year cash-flow projections;
 - Plan for providing transportation, food service, and other support services;
 - Facilities plan.
- The RFP has clear and rigorous requirements for demonstrating and criteria for evaluating the applicant's capacity to implement the proposed program effectively, with particular focus on the capacity of the proposed governing board and school leadership.
- For applicants that operate one or more charter schools in any state or nation, the RFP provides for

thorough review of evidence of the applicant's past performance.

IV. PERFORMANCE FRAMEWORK

Statutory Requirement

“A draft of the performance framework that the district would, if approved as an authorizer, use to guide the establishment of a charter contract and for ongoing oversight and evaluation of charter schools.” -- RCW 28A.710.090(2)(d)

Guiding Question

Does the district’s draft performance framework provide a clear and effective guide for charter school contracting and for ongoing oversight and evaluation of charter schools?

Instructions

Provide as an attachment to this application a draft of the district’s proposed performance framework. The draft performance framework must at a minimum:

- Meet each of the requirements of RCW 28A.710.170.
- Include measures and metrics for each of the indicators enumerated in RCW 28A.710.170(2).
- Provide that student academic proficiency, student academic growth, achievement gaps in both proficiency and growth, graduation rates, and career and college readiness are measured and reported in conformance with the Achievement Index developed by the State Board of Education.
- Identify any key issues that require resolution in order to finalize the performance framework. Discuss the district’s current assessment and direction with respect to these issues, and how they will be resolved.

Criteria for Evaluation: Performance Framework

- The draft performance framework meets the requirements for performance frameworks in RCW 28A.710.170, including indicators, measures and metrics for each component enumerated in the law.
- The district clearly states any additional, district-selected indicators, measures and metrics of student and school performance it may include in its draft performance framework. Any district-selected indicators, measures and metrics are rigorous, valid and reliable.
- The district identifies the sources of all data supporting the indicators, measures and metrics included in its draft performance framework.
- The draft performance framework requires the disaggregation of all student performance data by major student subgroup as specified in RCW 28A.710.170(5).
- The draft performance framework includes clear, valid and objective criteria for evaluating the financial performance and sustainability of the charter school.
- The draft performance framework includes clear, valid and objective criteria for evaluating the organizational performance of the charter school, including governance, management and administration. The criteria should hold schools accountable for compliance with all applicable laws and the terms of the charter contract, while respecting their primary responsibility and authority to manage their day-to-day operations.

V. RENEWAL, REVOCATION, AND NONRENEWAL PROCESSES

Statutory Requirement

“A draft of the applicant’s proposed renewal, revocation, and nonrenewal processes, consistent with RCW 28A.710.190 and 28A.710.200.” – RCW 28A.710.090(2)(e)

Guiding Question

Does the district have proposed processes for renewal, revocation, and nonrenewal of charter contracts that base decisions on clear, measurable and transparent standards, and meet the requirements of RCW 28A.710.190 and RCW 28A.710.200?

Instructions

Submit as an attachment to this application a draft of the district’s proposed charter renewal, revocation and nonrenewal processes. The proposed renewal, revocation and nonrenewal plans must, at a minimum, provide for transparent and rigorous processes that:

- Outline a plan to take appropriate actions, per RCW 28A.710.180, in response to identified deficiencies in a charter school’s performance or legal compliance with applicable state and federal laws and the terms of the charter contract.
- Establish clear standards for renewal, nonrenewal and revocation of charters that meet the requirements set forth in RCW 28A.710.190 and RCW 28A.710.200.
- Describe how academic, financial and operational data will drive decisions to renew, revoke or decline to renew a charter contract.

Criteria for Evaluation: Renewal, Revocation and Nonrenewal Processes

- The plan clearly articulates a process for continual monitoring and oversight of school performance, consistent with the expectations set forth in the charter contract and performance framework, including collection and analysis of data to support ongoing evaluation.
- The plan identifies corrective actions, short of revocation, in response to identified deficiencies in a charter school's performance, based on the charter contract and the performance framework set forth in the charter contract.
- The plan shows how academic, organizational and financial data, based on the performance framework, will drive decisions whether to renew, revoke, or decline to renew a charter contract.
- The plan sets reasonable and effective timelines for actions to renew, revoke or decline to renew a charter contract, including for notification of the charter school board of the prospect of and reasons for revocation or nonrenewal.
- There are sound plans for communicating the standards for decisions on renewal, revocation and nonrenewal of charters to the charter school board and leadership during the term of the charter contract, and for providing guidance on the criteria for renewal in the renewal application.
- The plan clearly sets forth how opportunity will be provided for the charter school board to present evidence and submit testimony challenging the stated reasons for revocation or nonrenewal of a charter contract.
- The plan considers under what exceptional circumstances a charter contract might be considered for renewal if, at the time of the renewal application, the charter school's performance falls in the bottom quartile of schools on the Achievement Index developed by the State Board of Education.

Notice of Intent Charter Authorizer Application

_____ School District herein submits a notice of intent to submit an application for approval as a charter school authorizer under RCW 28A.710.090 and WAC 180-19.

In submitting this notice I recognize that (1) A district may not file an authorizer application in a calendar year unless it has filed a notice of intent to file such application by October 1 of that year; (2) The filing of a notice of intent shall not be construed as an obligation for the district to submit an application in any year; (3) The State Board of Education will post all notices of intent on its public web site upon receipt. (WAC 180-19-020-030.)

[Name, Superintendent or Chair/President, Board of Directors]

[Signature]

[Title]

Rules to RCW 28A.710.090. Charter school authorizers – Approval process.
WAC 180-10-020-020.

Action	2015 Applications And Ongoing
SBE posts district authorizer application on public web site.	May 15, 2015
District notice of intent to submit authorizer application	June 15, 2015
Closing date for submission of authorizer applications to SBE.	October 15, 2015
Closing date for SBE to approve or deny authorizer applications.	February 1, 2016

180-19-020

Notice of intent to submit an authorizer application.

(Effective until May 15, 2015)

A school district intending to file an application during a calendar year to be approved as a charter school authorizer must submit to the state board of education a notice of intent to file such application by October 1st of that same year. A district may not file an authorizer application in a calendar year unless it has filed a timely notice of intent as provided for herein. A notice of intent shall not be construed as an obligation to submit an application under these rules. The board shall post on its public web site a form for use by districts in submitting notice of intent, and shall post all notices of intent upon receipt.

(Effective May 15, 2015)

A school district intending to file an application during a calendar year to be approved as a charter school authorizer must submit to the state board of education a notice of intent to file such application by June 15th of that same year. A district may not file an authorizer application in a calendar year unless it has filed a timely notice of intent as provided for herein. A notice of intent shall not be construed as an obligation to submit an application under these rules. The board shall post on its public web site a form for use by districts in submitting notice of intent, and shall post all notices of intent upon receipt.

[Statutory Authority: RCW [28A.710.090](#), 28A.710.130, 28A.710.140, and 28A.710.150. WSR 14-19-107, § 180-19-020, filed 9/16/14, effective 10/17/14. Statutory Authority: RCW [28A.710.090](#). WSR 13-07-065, § 180-19-020, filed 3/19/13, effective 4/19/13.]

180-19-030

Submission of authorizer application.

(Effective until May 15, 2015)

(1) The state board of education shall develop and make available on its web site, no later than October 1st of each year, an "authorizer application" that must be used by school districts seeking to be approved as a charter school authorizer. The application may include such attachments as deemed required by the board to support and complete the application.

(2) A school district seeking approval to be a charter school authorizer must submit an "authorizer application" to the state board of education by December 31st of the year prior to the year the district seeks approval as an authorizer. The district's completed application must be submitted via electronic mail to sbe@k12.wa.us by the date specified in this section. The board shall post on its web site each application received from a school district.

(3) A school district must provide sufficient and detailed information regarding all of the following in the authorizer application submitted to the board:

(a) **The district's strategic vision for chartering.** The district must state the purposes that it expects to fulfill in being an authorizer of charter schools, with reference to the findings and intents set forth in RCW

[28A.710.005](#), as well as any district-specific purposes that are a priority for the district; the characteristics of the school or schools it is most interested in authorizing, while maintaining a commitment to considering all charter applicants based on the merits of their proposals and the likelihood of success; the educational goals it wishes to achieve; how it will give priority to serving at-risk students, as defined in RCW [28A.710.010\(2\)](#), or students from low-performing

schools; and how it will respect the autonomy and ensure the accountability of the charter schools it oversees.

(b) **A plan to support the vision presented**, including explanations and evidence of the applicant's budget and personnel capacity and commitment to execute the responsibilities of quality charter authorizing. "Budget and personnel capacity" means the district's capability of providing sufficient oversight, monitoring, and assistance to ensure that the charter schools it authorizes will meet all fiscal, academic and operational requirements under chapter [28A.710](#) RCW and comply with all applicable state and federal laws. A district's evidence of budget and personnel capacity shall consist, at a minimum, of a detailed description of the following:

(i) Staff resources to be devoted to charter authorizing and oversight under chapter [28A.710](#) RCW, in full-time equivalent employees, at a level sufficient to fulfill its authorizing responsibilities in accordance with the *NACSA Principles and Standards* and the provisions of chapter [28A.710](#) RCW;

(ii) Job titles, job descriptions, and brief bios and resumes of district personnel with anticipated authorizing responsibilities under RCW [28A.710.030](#), demonstrating the district's access to expertise in all areas essential to charter school oversight including, but not limited to: School leadership; curriculum, instruction and assessment; special education, English language learners and other diverse learning needs; performance management and law, finance and facilities, through staff and any contractual relationships or partnerships with other public entities; and

(iii) An estimate, supported by verifiable data, of the financial needs of the authorizer and a projection, to the extent feasible, of sufficient financial resources, supported by the authorizer oversight fee under RCW [28A.710.110](#) and any other resources, to carry out its authorizing responsibilities in accordance with the *NACSA Principles and Standards* and the provisions of chapter [28A.710](#) RCW.

(c) **A draft or preliminary outline of the request for proposal** that the district would, if approved as an authorizer, issue to solicit charter school applications. The draft or preliminary outline of the request for proposal(s) shall meet all of the requirements set forth in RCW [28A.710.130](#) (1)(b) and demonstrate that the district will implement a comprehensive charter application process that follows fair procedures and rigorous criteria, and an evaluation and oversight process based on a performance framework meeting the requirements of RCW [28A.710.170](#).

(d) **A draft of the performance framework** that the district would, if approved as an authorizer, use to guide the execution of a charter contract and for ongoing oversight and performance evaluation of charter schools. The draft of the performance framework shall, at a minimum, meet the requirements of RCW [28A.710.170](#)(2) including descriptions of each indicator, measure and metric enumerated therein, and shall provide that student academic proficiency, student academic growth, achievement gaps in both proficiency and growth, graduation rates, and postsecondary readiness are measured and reported in conformance with the achievement index developed by the state board of education under RCW [28A.657.110](#).

(e) **A draft of the district's proposed renewal, revocation, and nonrenewal processes**, consistent with RCW [28A.710.190](#) and 28A.710.200. The draft provided must, at a minimum, provide for the implementation of transparent and rigorous processes that:

(i) Establish clear standards for renewal, nonrenewal, and revocation of charters it may authorize under RCW [28A.710.100](#);

(ii) Set reasonable and effective timelines for actions that may be taken under RCW [28A.710.190](#) and 28A.710.200;

(iii) Describe how academic, financial and operational performance data will be used in making decisions under RCW [28A.710.190](#) and 28A.710.200;

(iv) Outline a plan to take appropriate corrective actions, or exercise sanctions short of revocation, in response to identified deficiencies in charter school performance or legal compliance, in accordance with the charter contract and the provisions of RCW [28A.710.180](#).

(4) A district must sign a statement of assurances submitted with its application, which shall be included as an attachment to the authorizing contract executed between the approved district and the state board of education, stating that it seeks to serve as an authorizer in fulfillment of the expectations, spirit, and intent of chapter [28A.710](#) RCW, and that if approved as an authorizer it will:

(a) Seek opportunities for authorizer professional development, and assure that personnel with significant responsibilities for authorizing and oversight of charter schools will participate in any authorizer training provided or required by the state;

(b) Provide public accountability and transparency in all matters concerning charter authorizing practices, decisions, and expenditures;

(c) Solicit applications for both new charter schools and conversion charter schools, while appropriately distinguishing the two types of charter schools in proposal requirements and evaluation criteria;

(d) Ensure that any charter school it oversees shall have a fully independent governing board and exercise autonomy in all matters, to the extent authorized by chapter [28A.710](#) RCW, in such areas as budgeting, personnel and instructional programming and design;

(e) Ensure that any contract it may execute with the governing board of an approved charter school under RCW [28A.710.160](#) provides that the school will provide educational services to students with disabilities, students who are limited English proficient, and any other special populations of students as required by state and federal laws;

(f) Include in any charter contract it may execute with the governing board of an approved charter school, in accordance with RCW [28A.710.160](#)(2), educational services that at a minimum meet the basic education standards set forth in RCW [28A.150.220](#).

(Effective May 15, 2015)

(1) The state board of education shall develop and make available on its web site, no later than May 15th of each year, an "authorizer application" that must be used by school districts seeking to be approved as a charter school authorizer. The application may include such attachments as deemed required by the board to support and complete the application.

(2) A school district seeking approval to be a charter school authorizer must submit an "authorizer application" to the state board of education by October 15th of the year prior to the year the district seeks approval as an authorizer. The district's completed application must be submitted via electronic mail to sbe@k12.wa.us by the date specified in this section. The board shall post on its web site each application received from a school district.

(3) A school district must provide sufficient and detailed information regarding all of the following in the authorizer application submitted to the board:

(a) **The district's strategic vision for chartering.** The district must state the purposes that it expects to fulfill in being an authorizer of charter schools, with reference to the findings and interests set forth in RCW [28A.710.005](#), as well as any district-specific purposes that are a priority for the district; the characteristics of the school or schools it is most interested in authorizing, while maintaining a commitment to considering all charter applicants based on the merits of their proposals and the likelihood of success; the educational goals it wishes to achieve; how it will give priority to serving at-risk students, as defined in RCW [28A.710.010](#)(2), or students from low-performing schools; and how it will respect the autonomy and ensure the accountability of the charter schools it oversees.

(b) **A plan to support the vision presented,** including explanations and evidence of the applicant's budget and personnel capacity and commitment to execute the responsibilities of quality charter authorizing. "Budget and personnel capacity" means the district's capability of providing sufficient oversight, monitoring, and assistance to ensure that the charter schools it

authorizes will meet all fiscal, academic and operational requirements under chapter [28A.710](#) RCW and comply with all applicable state and federal laws. A district's evidence of budget and personnel capacity shall consist, at a minimum, of a detailed description of the following:

(i) Staff resources to be devoted to charter authorizing and oversight under chapter [28A.710](#) RCW, in full-time equivalent employees, at a level sufficient to fulfill its authorizing responsibilities in accordance with the *NACSA Principles and Standards* and the provisions of chapter [28A.710](#) RCW;

(ii) Job titles, job descriptions, and brief bios and resumes of district personnel with anticipated authorizing responsibilities under RCW [28A.710.030](#), demonstrating the district's access to expertise in all areas essential to charter school oversight including, but not limited to: School leadership; curriculum, instruction and assessment; special education, English language learners and other diverse learning needs; performance management and law, finance and facilities, through staff and any contractual relationships or partnerships with other public entities; and

(iii) An estimate, supported by verifiable data, of the financial needs of the authorizer and a projection, to the extent feasible, of sufficient financial resources, supported by the authorizer oversight fee under RCW [28A.710.110](#) and any other resources, to carry out its authorizing responsibilities in accordance with the *NACSA Principles and Standards* and the provisions of chapter [28A.710](#) RCW.

(c) **A draft or preliminary outline of the request for proposal** that the district would, if approved as an authorizer, issue to solicit charter school applications. The draft or preliminary outline of the request for proposal(s) shall meet all of the requirements set forth in RCW [28A.710.130](#) (1)(b) and demonstrate that the district will implement a comprehensive charter application process that follows fair procedures and rigorous criteria, and an evaluation and oversight process based on a performance framework meeting the requirements of RCW [28A.710.170](#).

(d) **A draft of the performance framework** that the district would, if approved as an authorizer, use to guide the execution of a charter contract and for ongoing oversight and performance evaluation of charter schools. The draft of the performance framework shall, at a minimum, meet the requirements of RCW [28A.710.170](#)(2) including descriptions of each indicator, measure and metric enumerated therein, and shall provide that student academic proficiency, student academic growth, achievement gaps in both proficiency and growth, graduation rates, and postsecondary readiness are measured and reported in conformance with the achievement index developed by the state board of education under RCW [28A.657.110](#).

(e) **A draft of the district's proposed renewal, revocation, and nonrenewal processes**, consistent with RCW [28A.710.190](#) and 28A.710.200. The draft provided must, at a minimum, provide for the implementation of transparent and rigorous processes that:

(i) Establish clear standards for renewal, nonrenewal, and revocation of charters it may authorize under RCW [28A.710.100](#);

(ii) Set reasonable and effective timelines for actions that may be taken under RCW [28A.710.190](#) and 28A.710.200;

(iii) Describe how academic, financial and operational performance data will be used in making decisions under RCW [28A.710.190](#) and 28A.710.200;

(iv) Outline a plan to take appropriate corrective actions, or exercise sanctions short of revocation, in response to identified deficiencies in charter school performance or legal compliance, in accordance with the charter contract and the provisions of RCW [28A.710.180](#).

(4) A district must sign a statement of assurances submitted with its application, which shall be included as an attachment to the authorizing contract executed between the approved district and the state board of education, stating that it seeks to serve as an authorizer in fulfillment of the expectations, spirit, and intent of chapter [28A.710](#) RCW, and that if approved as an authorizer it will:

(a) Seek opportunities for authorizer professional development, and assure that personnel with significant responsibilities for authorizing and oversight of charter schools will participate in any authorizer training provided or required by the state;

(b) Provide public accountability and transparency in all matters concerning charter authorizing practices, decisions, and expenditures;

(c) Solicit applications for both new charter schools and conversion charter schools, while appropriately distinguishing the two types of charter schools in proposal requirements and evaluation criteria;

(d) Ensure that any charter school it oversees shall have a fully independent governing board and exercise autonomy in all matters, to the extent authorized by chapter [28A.710](#) RCW, in such areas as budgeting, personnel and instructional programming and design;

(e) Ensure that any contract it may execute with the governing board of an approved charter school under RCW [28A.710.160](#) provides that the school will provide educational services to students with disabilities, students who are limited-English proficient, and any other special populations of students as required by state and federal laws;

(f) Include in any charter contract it may execute with the governing board of an approved charter school, in accordance with RCW [28A.710.160](#)(2), educational services that at a minimum meet the basic education standards set forth in RCW [28A.150.220](#).

[Statutory Authority: RCW [28A.710.090](#), 28A.710.130, 28A.710.140, and 28A.710.150. WSR 14-19-107, § 180-19-030, filed 9/16/14, effective 10/17/14. Statutory Authority: RCW [28A.710.090](#). WSR 13-07-065, § 180-19-030, filed 3/19/13, effective 4/19/13.]



Elementary and Secondary Education Act (ESEA) Update

On April 14, 2015 the Senate Health, Education, Welfare and Pensions Committee unanimously passed the bipartisan Every Child Achieves Act of 2015, which would replace the No Child Left Behind Act of 2002. In the table below we compare the recommendations of the SBE in its March 16, 2015 letter to the state’s Congressional delegation to provisions of the Senate bill as passed committee.

SBE Recommendation	Every Child Achieves Act of 2015
Protect data collection and reporting. Require rigorous and accessible reporting of assessment data and other indicators of academic achievement. Continue to require disaggregation of data by student subgroup.	Requires states to prepare and disseminate widely an annual state report card, in an understandable and uniform format, that includes information on specified academic assessments and any other indicators used by the state, disaggregated by student category. Requires reporting of graduation rates, teacher professional credentials, and school and district performance.
Maintain requirements for annual assessments.	Maintains NCLB requirements for annual statewide assessments in English and math in grades 3-8 and a science assessment once in each of three grade spans. Authorizes state pilots for competency-based assessments.
Require career and college-ready standards, while allowing the states to define career and college-readiness for themselves.	Requires states to set challenging academic standards for all students. Prohibits Secretary of Education from mandating or incentivizing states to adopt or maintain any particular set of standards.
Provide for strong accountability while increasing state flexibility.	Federally mandated assessments must be included in accountability systems, but states may determine the weight of the tests in their systems. States set their own goals for improvement. States must include certain measures in their systems, but may include others. States are required to identify low-performing schools, but not to designate any certain percentage for targeted assistance. Prohibits Sec. of Ed. from prescribing any specific steps that must be taken to improve low-performing schools.
Ensure strong support for English Language Learners.	Requires states to measure school district progress in providing language instruction that ensures that English learners meet the same academic standards as all other students. Provides incentives to implement policies and practices for improved instruction of English learners.
Promote equitable distribution of teachers and principals.	Eliminates Highly Qualified Teacher provision of NCLB. Authorizes states to use funding to implement teacher and leader evaluation systems, reform certification systems, and improve equitable access to effective teachers and leaders for all students.
Provide for early childhood education.	Does not add new title to ESEA, but authorizes states, districts and schools to spend ESEA dollars to improve early childhood education under Titles 1, II and III.

Summary of Proposed Amendments to WAC 180-90-105 Private Schools

- 1) Adds that OSPI staff will work with applicants to correct minor deviations in the applications for private school approval to correct the deviations prior to submitting to the Board for approval.
- 2) Adds more definition to “major”, “minor” and “unacceptable” deviations.
- 3) Modifies definition of “non-Washington state certificated teacher.” Strikes the description of specific number of credits beyond a BA degree and a minimum number of years of experience, as well as language that aligns with the definition of conditional certifications found in WAC 181-79A-231.
- 4) Modifies definition of “exceptional case,” in which the educational program will be significantly improved by employment of a non-Washington state certificated teacher to specify that such schools “must employ at least one Washington state certified teacher, administrator or superintendent who provides general supervision to any non-Washington state certificated teacher.” Strikes the requirement that there be a one certificated teacher for every twenty-five FTE students.
- 5) Adds language that “in the case of major deviations, the private school may request that the state board of education grant provisional status for up to one year so the private school may take action to meet the requirements.” This language is added to align with the statute
- 6) Cleans-up language in WAC180-90-145. The changes are intended to clarify and correct the text of the rule, and do not change the content.
- 7) Adds “superintendent” to list of certificated personnel who can provide general supervision to non-certificated staff in the Certificate of Compliance. This addition reflects the modified definition in 4) above.
- 8) Specifies that private schools may lose approval if they fail to have students enrolled for any six consecutive calendar months “in the school’s physical facility.” This clarifies that private school law is based on a physical facility, and a purely online school could not be approved.
- 9) Modify language that following initial approval a school may submit evidence of current accrediting and fill out an abbreviated, rather than full, annual certificate of compliance form.
- 10) Rearranges the language in 180-90-145 for clarity.
- 11) Adds new section on the process for complaints against private school.

Draft Proposed Amendments to Chapter 180-90 Private Schools

180-90-105

Purpose and authority.

(1) The purpose of this chapter is to establish the procedures and conditions governing the approval of private schools by the state board of education and rescission of such approval.

(2) The authority for this chapter is RCW [28A.195.040](#) which authorizes the state board of education to promulgate rules and regulations for the approval of private schools for the purpose of implementing RCW [28A.225.010](#).

[Statutory Authority: RCW [28A.195.040](#). WSR 03-04-053, § 180-90-105, filed 1/29/03, effective 3/1/03. Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-90-105, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW [28A.02.240](#). WSR 85-24-056 (Order 23-85), § 180-90-105, filed 12/2/85.]

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 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 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~~impact 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~~but may impact 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.~~

(ii) High qualifications and experience in the subject matter to be taught and has unusual distinction or exceptional talent demonstrated through public records of accomplishments and/or awards and has general supervision by a Washington state certified teacher.

(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 employs at least one Washington state certified teacher, administrator, or superintendent who provides general supervision to any non-Washington state certificated teacher and annual written statements must be submitted to the office of the superintendent of public instruction reporting and explaining such circumstances; and ~~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~~, has been verified by the private school, as ~~meetings~~ the age, good moral character, and personal fitness requirements of WAC 181-79A-150 (1) and (2), and has not had his or her teacher's certificate revoked by any state or foreign country consistent with ~~(WAC 181-79A-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: Chapter 28A.305 RCW, RCW 28A.150.220, 28A.230.090, 28A.310.020, 28A.210.160, and 28A.195.040. WSR 10-23-104, § 180-90-112, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW 28A.195.040. WSR 03-04-053, § 180-90-112, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.02.240. WSR 85-24-056 (Order 23-85), § 180-90-112, filed 12/2/85.]

180-90-130

Approval—Annual certification—Adverse findings.

(1) At least ninety days prior to the commencement of the annual school term or period, the chief administrator of each private school shall file with the superintendent of public instruction, in accordance with procedures established by the superintendent of public instruction, a certificate of compliance in the form and substance set forth in WAC 180-90-160.

(2) The superintendent of public instruction shall review each certificate. The review shall be completed within thirty days after receipt of a completed application.

(3) If the superintendent of public instruction finds no minor, major, or unacceptable deviations, the superintendent of public instruction shall ~~so notify the private school and shall~~ recommend full approval of the private school to the state board of education.

(4) If the superintendent of public instruction finds deviation, the private school shall be notified ~~in writing of~~ through written or electronic communication of any minor, major, or unacceptable deviations which must be corrected.

(5) If the superintendent of public instruction finds ~~minor~~, major, or unacceptable deviations, the superintendent of public instruction shall not transmit the recommendation regarding approval status to the state board of education until the private school submits a narrative report indicating agreement or not with the findings of the superintendent of public instruction and any proposed remedial action to address the reported deviations. Upon receipt of the narrative

report, the superintendent of public instruction shall transmit the recommendation and the narrative report to the state board of education. Minor deviations will be resolved with the office of the superintendent of public instruction staff prior to submission for approval. In the case of major deviations, the private school may request that the state board of education grant provisional status for up to one year so the private school may take action to meet the requirements.

[Statutory Authority: RCW 28A.195.040. WSR 03-04-053, § 180-90-130, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.02.240. WSR 85-24-056 (Order 23-85), § 180-90-130, filed 12/2/85. Statutory Authority: RCW 28A.04.120(4). WSR 82-04-004 (Order 3-82), § 180-90-130, filed 1/21/82; Order 2-77, § 180-90-130, filed 3/24/77; Order 1-75, § 180-90-130, filed 2/4/75.]

180-90-139

Approval action by SBE.

The state board of education shall take one of the following actions:

(1) If no deviations are found, the state board of education shall grant full approval.

(2) If minor deviations are found and the private school has resolved the deviations ~~acknowledges the existence of such deviations~~

~~and indicates an intent to correct such deviations in its narrative response,~~ the state board of education shall grant full approval.

(3) If major deviations are found and the private school in its narrative report ~~assures~~ provides satisfactory assurance of compliance by the commencement of the annual school term, the state board of education shall grant full approval.

(4) If major deviations are found and the private school in its narrative report, supplemented by direct testimony to the state board of education, demonstrates it is not practical to correct such major deviations prior to the commencement of the annual school term but establishes to the satisfaction of the state board of education its ~~commitment~~ ability to correct such deviation as soon as is practical, the state board of education shall grant such private school provisional approval for the period of time the state board of education determines is necessary to correct the major deviation but no longer than one year.

(5) If unacceptable deviations are found or if the private school fails to comply with timely corrective conditions within subsection (2), (3), or (4) of this section for minor or major deviations, state board of education approval shall be denied or rescinded.

[Statutory Authority: RCW 28A.02.240. WSR 85-24-056 (Order 23-85), § 180-90-139, filed 12/2/85.]

180-90-141

Loss of private school approval.

(1) The superintendent of public instruction is authorized to rescind approval of a private school for one or more of the following reasons:

(a) Failure to have students enrolled for any six consecutive calendar months in the school's physical facilities or failure to provide evidence of student enrollment upon request of the superintendent of public instruction for the said period of time.

(b) Failure to provide verification that the approved private school teaching staff have a valid Washington state teaching certificate or meet the provisions of WAC 180-90-112 (5)~~(b)(ii)~~.

(c) Failure to provide verification that the physical facilities of the school meet the health and fire safety standards.

(2) The superintendent of public instruction shall notify the state board of education of decisions to rescind approval.

[Statutory Authority: RCW 28A.195.040. WSR 03-04-053, § 180-90-141, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.02.204 [28A.02.240]. WSR 87-09-039 (Order 7-87), § 180-90-141, filed 4/14/87.]

180-90-145

Approval-~~Annual certification and~~ Initial application-
Exception.

Any potential private school which is unable to file its initial application for approval at least 90 days prior to the commencement of the annual school term or period may ~~in any event~~ request ~~that~~ the superintendent of public instruction ~~to~~ review the application and ~~that~~ the superintendent's findings and recommendations be submitted to the state board of education. This request shall be granted if the superintendent of public instruction finds ~~that~~ the private school was not sufficiently developed prior to the 90 day time period to enable it to comply with that requirement. The superintendent of public instruction shall have the discretion to grant the request in other exceptional circumstances. If the superintendent of public instruction grants the said request ~~is granted~~, the review shall be completed within thirty days and the findings and recommendations presented to the state board of education.

[Statutory Authority: RCW 28A.02.240. WSR 85-24-056 (Order 23-85), § 180-90-145, filed 12/2/85; Order 2-77, § 180-90-145, filed 3/24/77.]

180-90-150

Appeals.

Pursuant to RCW 28A.195.030 any private school may appeal the actions of the superintendent of public instruction or state board of education as provided in chapter 34.05 RCW and chapter 180-08 WAC.

[Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-90-150, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.02.240. WSR 85-

24-056 (Order 23-85), § 180-90-150, filed 12/2/85; Order 2-77, § 180-90-150, filed 3/24/77; Order 1-75, § 180-90-150, filed 2/4/75.]

180-90-160

Minimum standards and certificate form.

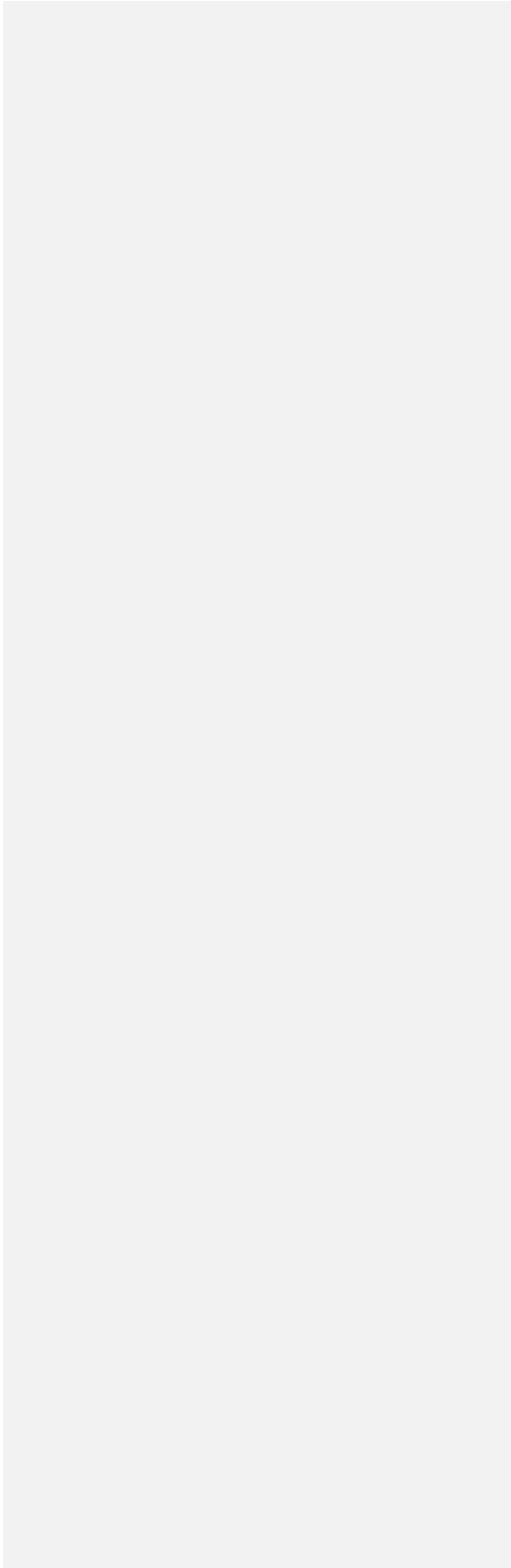
(1) The annual certificate required by WAC 180-90-130 shall be in substantial compliance with the form and substance of the following:

CERTIFICATE OF COMPLIANCE
WITH STATE STANDARDS
ESD/County/Public
School District
Private School/
District Address

I, , do hereby certify that I am the principal or chief administrator of the above named school; that said school is located at the address listed above, and conducts grades through with a projected enrollment of ; and that said school is scheduled to meet throughout the school year, the following standards with the exception only of such deviations, if any, as are set forth in an attachment to this certificate of compliance

or

I, , do hereby certify that I am the superintendent of the above named private school district; and that the private schools under my



jurisdiction are scheduled to meet throughout the school year, the following standards with the exception only of such deviations as are set forth in an attachment to this certificate of compliance; and that a list of such schools, including the grades conducted and the projected enrollment for each school, accompanies this certificate:

~~Following initial approval as a private school by the state board of education, evidence of current accreditation by a state board of education approved accrediting body may be submitted annually in lieu of approval documents described in 1-12.~~

(~~1~~a) The minimum school year for instructional purposes consists of no less than 180 school days or the equivalent in annual minimum instructional hour offerings as prescribed in RCW 28A.150.220.

(~~2~~b) On each school day, pupils enrolled in the school are provided the opportunity to be engaged in educational activity planned by and under the direction of the staff, as directed by the administration and/or governing board; and that pupils are provided a total instructional hour offering as prescribed in RCW 28A.150.220 except that the percentages for basic skills, work skills, and optional subjects and activities prescribed in RCW 28A.150.220 do not apply to private schools and that the total instructional hour offering, except as otherwise specifically provided in RCW 28A.150.220, made available is at least:

(~~a~~i) 450 hours for students in kindergarten.

(~~b~~ii) 1000 hours for students in grades one through twelve.

(~~3~~c) All classroom teachers hold appropriate Washington State certification except for:

(~~a~~i) Teachers for religious courses or courses for which no counterpart exists in the public schools: Provided, That a religious course is a course of study separate from the courses of study defined in RCW 28A.195.010 including occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of the appreciation of art and music all in sufficient units for meeting state board of education graduation requirements; and/or

(~~b~~ii) A person of unusual competence who is not certified but who will teach students in an exceptional case under the general supervision of a Washington state certificated teacher~~-or,~~ administrator, or superintendent pursuant to WAC 180-90-112. The non-Washington state certificated teacher, the Washington state certificated person who will supervise, and the exceptional circumstances are listed on the addendum to this certificate: Provided, That if a non-Washington state certificated teacher is employed subsequent to the filing of this certificate, this same information shall be forwarded to the superintendent of public instruction within thirty days from the date of employment.

(~~d~~4) If the school operates an extension program for parents, guardians, or persons having legal custody of a child to teach children in their custody, the extension program meets the following requirements:

(~~i~~a) The parent, guardian, or custodian is supervised by a person certified under chapter 28A.410 RCW and who is employed by the school;

(~~ii~~^b) The planning by the certified person and the parent, guardian, or person having legal custody includes objectives consistent with this subsection and subsections (1), (2), (5), (6), and (7) of this section;

(~~iii~~^e) The certified person spends a minimum average each month of one contact hour per week with each student under his or her supervision who is enrolled in the extension program;

(~~iv~~^d) Each student's progress is evaluated by the certified person; and

(~~v~~^e) The certified person does not supervise more than thirty students enrolled in the approved private school's extension program.

(~~e~~⁵) Measures have been taken to safeguard all permanent records against loss or damage through either the storage of such records in fire-resistant containers or facilities, or the retention of duplicates in a separate and distinct area;

(~~f~~⁶) The physical facilities of the school are adequate to meet the program offered, and all school facilities and practices are in substantial compliance with reasonable health and fire safety standards, as substantiated by current inspection reports of appropriate health and fire safety officials which are on file in the chief administrator's office;

(~~g~~⁷) The school's curriculum includes instruction in the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music in sufficient units for meeting state board of education graduation requirements, as set forth

in chapter 180-51 WAC. A school may substitute courses specific to the mission or focus of the school to satisfy the requirement of WAC 180-51-068(7);

(~~h~~i) The school or its organized district maintains up-to-date policy statements related to the administration and operation of the school or district;

(~~g~~i) The school does not engage in a policy of racial segregation or discrimination;

(~~h~~j) The governing authority of this private school or private school district has been apprised of the requirements of chapter 180-90 WAC relating to the minimum requirements for approval of private schools and such governing authority has further been apprised of all deviations from the rules and regulations of the state board of education and the standards contained in chapter 180-90 WAC. I have reported all such deviations herewith.

Dated this day of, 20

-

(signed)

-

(title)

-

-

(phone number)

(~~112~~) Approval by the state board of education is contingent upon on-going compliance with the standards certified herein. The superintendent of public instruction shall be notified of any deviation from these standards which occurs after the action taken by the state board of education. Such notification shall be filed within thirty days of occurrence of the deviation.

(~~123~~) Failure to comply with the requirements of this chapter may result in the revocation of the approval of the private school and shall be considered in subsequent application for approval as a private school.

(4) Following initial approval as a private school by the state board of education, evidence of current accreditation by a state board of education approved accrediting body may be submitted annually in lieu of approval documents described in 1-12.

Dated this day of , 20

-

(signed)

-

(title)

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Formatted Table

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~~(phone number)~~

New Section

WAC 180-90-170 Complaints against private schools

(1) Complaints about an approved private school may be made in writing to the office of public instruction.

(2) If a complaint against a private school is received the office of the superintendent of public instruction will:

(a) Notify the complainant that the communication was received; and,

(b) Notify the school of the complaint, provide a copy of the complaint if requested, and provide an opportunity for the school to respond. All correspondence will conform to state and federal student privacy laws.

(3) The office of the superintendent of public instruction will review the complaint and the schools response and may take appropriate action it deems necessary. Any action taken by the office of the superintendent of public instruction will be limited to authority pursuant to RCW 28A.195. and the rules promulgated thereunder.

(3) The record of the complaint, the response and any action taken will be retained according to the record retention schedule established by the office of the secretary of state for the office of the superintendent of public instruction.

[Statutory Authority: 2014 c 217 and RCW [28A.230.090](#). WSR 14-19-032, § 180-90-160, filed 9/8/14, effective 10/9/14. Statutory Authority: RCW [28A.195.040](#). WSR 03-04-053, § 180-90-160, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW [28A.305.130\(6\)](#), 28A.195.040 and 1996 c 83. WSR 96-15-099, § 180-90-160, filed 7/22/96, effective 8/22/96. Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-90-160, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW [28A.02.240](#). WSR 89-01-038 (Order 23-88), § 180-90-160, filed 12/14/88; WSR 87-09-039 (Order 7-87), § 180-90-160, filed 4/14/87. Statutory Authority: RCW [28A.02.240](#). WSR 85-24-056 (Order 23-85), § 180-90-160, filed 12/2/85. Statutory Authority: RCW [28A.04.120\(4\)](#). WSR 82-04-004 (Order 3-82), § 180-90-160, filed 1/21/82. Statutory Authority: RCW [28A.02.201](#) et seq. and 28A.04.120(4). WSR 78-06-064 (Order 9-78), § 180-90-160, filed 5/25/78; Order 2-77, § 180-90-160, filed 3/24/77; Order 1-76, § 180-90-160, filed 2/3/76; Order 1-75, § 180-90-160, filed 2/4/75.]