Washington's Race to the Top

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WASHINGTON EDUCATION REFORM PAST AND PRESENT — FOUNDATION FOR THE 2010 STATE EDUCATION REFORM PLAN

Article IX, Section 1 of the Constitution of the State of Washington is uncompromising in its view of the importance of education:

> *"It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex."*

These forbearers' wisdom, expressed in 1889, is a firm reminder of the need to continually address the task of providing equitable, high-quality public education that prepares all students for success in a global economy. One hundred and twenty-one years later, Washington is again ready to renew that promise to its students through a comprehensive 2010 State Education Reform Plan with the support and commitment of school teachers and leaders, boards of directors, and education organizations and associations throughout the state. The 2010 State Education Reform Plan stands on the solid foundational work of past reform and builds a new framework that unifies and measures change at the classroom, school and state level.

From the constitutional authority that established education as Washington's paramount duty through three major waves of education reform, the many accomplishments and the strong policy framework in Washington sets the stage for the implementation of a 2010 State Education Reform Plan and Washington's Race to the Top Program application. This presentation of Washington education reform history, past to present, is designed to tell the story of what has been done to date, and how the state is ready and able to take on the next set of ambitious goals. Coupled with the very strong showing of support by school district leaders, teachers, school boards and organizational partners on the Partnerships Agreement, Washington state demonstrates its capacity and commitment to make significant differences in student achievement, school quality and the lives of all Washingtonians.

'Waves' of education reforms is the metaphor used to symbolize the major movements that have created the policy framework for the current state system and the 'starting position' for the Washington's Race to the Top Project Program application. The three waves are:
(1) The 1990s shift to a standards and performance-based system; (2) The 2005 recommendations and framework of *Washington Learns,* which expanded the scope of education change from a strict K-12 target to a Pre-K through 20 perspective and; (3) The recent

legislation, including Engrossed Substitute House Bill 2261 (2009) and Substitute House Bill 2776 (2010) concerning the redefinition of basic education and school funding, and Engrossed Second Substitute Senate Bill 6696 addressing comprehensive education system reform. The nine parts of E2SSB 6696 cover teacher and principal evaluation; strengthen school accountability provide; and expand educator preparation and evaluation programs. The legislation serves as the springboard for Washington's Race to the Top Program application.

This document provides a summary of the major milestone events in Washington's education reform history centered primarily on the past 25 years. Framed by the waves of change, the state laws, major policies and administrative events that support the 2010 State Education Reform Plan are presented by topic headings that reference the Race to the Top Program Reform Criteria and Priorities and two of Washington's specific goals.

Race to the Top Program Reform Criteria

(A) State Success Factors

(B) Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace

(C) Building data systems that measure student success and inform teachers and principals how they can improve their practices

(D) Recruiting, developing and rewarding effective teachers and leaders

(E) Support for turning around lowest-achieving schools

Race to the Top Program Priorities

Priority 1 Comprehensive Approach to Reform

Priority 2 Emphasis on Science, Technology, Engineering and Mathematics

Priority 3 Innovation for Improving Early Learning Outcomes

Priority 4 Expansion and Adaptation of Statewide Longitudinal Data Systems

Priority 5 P-20 Coordination, and Vertical and Horizontal Alignment

Washington State Reform Plan Goals

State Goal 1 All Washington students will enter kindergarten prepared for success

State Goal 2 All Washington students will compete in mathematics and science nationally and internationally

State Goal 3 All Washington students will attain high academic standards regardless of race, ethnicity, income or gender

State Goal 4 All Washington students will graduate able to succeed in college, training and careers

The First Wave: The Shift to a Performance-Based System

In the early 1990s, demand for change in education increased rapidly at both the national and state level. The challenge came from across the world as U.S. preeminence in commerce, science and technology was challenged by other countries. At this time, Washington State schools were serving almost one million children, and another challenge came from within – too many students faced unacceptable levels of achievement, the dropout rate was high, and new technologies were not being used to support teaching and learning. Across the nation, there were clear demands for high standards, performance-based assessments, enhanced opportunities to learn, and greater college and career readiness for all students. The quest for high standards and new assessment systems came first, and Washington reforms paralleled national efforts.

Race to the Top Reform Criteria (A) State Success Factors and (B) Standards and Assessment; and State Goal 3

High-Quality State Standards

In 1992, the Washington Legislature adopted Substitute Senate Bill 5953, which established the initial framework for the state's education reform. A new Commission on Student Learning was formed to develop "essential academic learning requirements." Then-Governor Booth Gardner appointed representatives to the Governor's Council on Education Reform and Funding which produced additional recommendations enacted into law in 1993 through Engrossed Substitute Senate Bill 1209. ESHB 1209 states "… that improving student achievement will require (1) Establishing what is expected of students, with standards set at internationally competitive levels …."

Initially the state's four learning goals were defined in the Basic Education Act of 1993 and revised in 2007 (RCW 28A.150.210). Further refinements took place in 2009. The goals articulate the core focus of standards-based education in Washington:

> Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences.

Know and apply the core concepts and principles of mathematics; social, physical and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness.

Think analytically, logically and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems.

Understand the importance of work and finance and how performance, effort and decisions directly affect future career and educational opportunities.

The Basic Education Act of 1993 also created the Commission on Student Learning, an 11-member state body appointed by the Governor and the State Board of Education. The Commission was directed to set clear, challenging academic standards; create a sound assessment system to determine how well students are achieving the higher academic standards; recommend ways of holding schools, teachers and students accountable for results; and recommend other steps necessary to ensure that all students can meet expectations.

The Commission adopted higher standards for reading, writing, communication and mathematics in 1995. In April 1996, science, social studies (history, civics, geography and economics), arts, and health and fitness standards were adopted at the direction of the state Legislature. In addition, two of the state's learning goals focused on thinking and problem-solving skills and on the importance of work. The skills in these two goals are integrated into many of the academic content standards. Since the sunset of the Commission on Student Learning in 1999, the Office of Superintendent of Public Instruction has crafted Grade Level Expectations for each of the core subject areas (RCW 28A.655.070). State standards in the arts are scheduled to be completed in June 2010.

Content-specific committees of Washington educators participated in the development of specific Grade Level Expectations (GLEs) in each subject area. The GLEs underwent thorough review and input from the State Curriculum Advisory and Review Committee and external review for bias and sensitivity by national experts. All of Washington's standards are based on national and international standards for the subject area, grounded in current research and aligned with specific recommendations from external, expert organizations. Widespread public and educator input on drafts of the standards have further ensured deep understanding and commitment to implementation.

Washington's standards are being acknowledged nationally for their high quality. In addition to standards in the core subject areas, Washington has been at the forefront in

acknowledging that academic standards must be integrated with the skills students need from kindergarten to those needed to be successful in high school and beyond. The state work on content standards in other areas that round out the full spectrum of the education experience are noted here, with the exception of the early learning benchmarks and assessment, which are described under Priority 3. (**Race to the Top Program Reform Criteria (A) and (B); Priorities 1-4; and State Goals 1-4.)**

In 2005, the Office of Superintendent of Public Instruction fully supported school districts interested in developing and/or expanding world language programs by endorsing the national *Standards for Foreign Language Learning in the 21st Century*, published by the American Council on the Teaching of Foreign Languages as the Voluntary Standards for World Languages in the state of Washington. In 2010, the state's Curriculum Advisory and Review Committee agreed to endorse these standards as *Washington's World Language Learning Standards.* (**Race to the Top Reform Criteria (B); Priority 1; State Goals 1 and 3.)**

Aware of the pressing need for technology skills among high school graduates pursuing college, career training and the job market, the 2007 Legislature directed the Office of Superintendent of Public Instruction to develop a new set of academic standards that describe what K-12 students must know and be able to do with technology. In 2008, the Office of Superintendent of Public Instruction adopted *Learning Standards for Educational Technology.* These standards apply to various teaching and learning environments and are meant to be integrated with core subject areas. (**Race to the Top Reform Criteria (B); and State Goals 2, 3 and 4.)**

Also in 2008, the state's Financial Education Public Private Partnership — a collaborative effort among the Office of Superintendent of Public Instruction, the Department of Financial Institutions and multiple public and private sector and education organizations — passed a resolution recommending the voluntary adoption of the *Jump$tart National Financial Education Standards* for school districts in the state. This was an intentional step to increase the integration of rigorous, yet reasonable, standards for personal finance in state standards in mathematics and social studies, in particular. **(Race to the Top Reform Criteria (B) and State Goal 2, 3 and 4.)**

In 2009, the Office of Superintendent of Public Instruction adopted learning *Standards for Environment and Sustainability Education.* These standards describe what all students

should know and be able to do at a high level in the area of environmental and sustainability education. Consistent with the intent of the administrative code governing environmental education in Washington (WAC 392-410-115), the standards are designed for integration into core content areas and across all grade levels. They also align with the state's Indian education curriculum. **(Race to the Top Reform Criteria (B); Priority 2; and State Goals 2, 3 and 4.)**

The Washington State Legislature clearly acknowledges the importance of developing and adopting rigorous standards in mathematics and science. In 2007, the Legislature took several bold actions to improve mathematics and science education. One crucial piece of legislation was the revision of the existing math and science standards as directed by Second Substitute House Bill 1906. In addition to issuing an aggressive timeline for revision of the standards, the law authorized the State Board of Education to hire national consultants to review the state's math and science standards and compare them to national and international standards. The consultants worked with mathematics and science advisory panels, composed of K-12 and higher education faculty as well as private sector professionals from these disciplines, to provide feedback on the content of the standards. Based on the State Board of Education's recommendations, the State Superintendent of Public Instruction adopted new math and science standards in 2008 and followed with providing a menu of instructional materials aligned to the new standards in 2009. **(Race to the Top Reform Criteria (B); Priority 2; and State Goals 2, 3 and 4.)**

Academic standards articulate state expectations by clarifying what students should know and be able to do. Because standards are essential to student achievement, Washington State has a comprehensive plan for standards development, adoption and revision, and for providing aligned assessments and instructional materials for each content area and grade. An online support system, the Grade Level Standards and Resources Web site, provides educators with access to all content standards, with aligned resources to support curriculum development, instructional practices, and assessment of student learning. The site's users can customize reports of a single content standard across all pertinent grade bands, access the entire list of learning standards for grade bands, or find all the learning standards for any grade band selected. The Web site also provides a tool that makes it possible to search the standards by skill and grade level to identify which standards contain specific skills. By selecting a grade band or several

grade bands, it is possible to enter a specific skill and view all the standards that contain that skill.

High-Quality and Comprehensive System of Assessments

Prior to the 1990s reform era, Washington used commercially available, norm-referenced tests for the assessment of student achievement. As the national and state call for performance-based assessments was addressed, the *Washington Assessment of Student Learning (WASL)* was created, implemented and refined over a 15-year period. The WASL was a performance-based assessment that was aligned with the state standards and essential academic learnings. It has been used in Washington schools in various grades in reading and math from spring 1997 through the 2008-09 school year.

The move to performance-based assessment was very successful but brought challenges related to use of instructional time, scoring and costs. While the tests and standards were aligned, there was a need to re-design the assessment system so that it spanned the K-12 system, supporting the earliest learners as well as students ready to graduate and enter college or the work force. Laws passed in the past two biennia provide a strong foundation for this evolution.

In 2009, Engrossed Substitute Senate Bill 5414, codified as RCW 28A.300.041, requires an assessment system designed to provide information for accountability purposes and to support and enhance students' learning. The law requires the system to connect and integrate several assessment components and focus on well-defined learning outcomes and goals that enable all students to be at least proficient on the state content standards. The system under its current design is comprehensive and inclusive, providing for the valid assessment of all students and including summative, formative, interim and classroom assessments, all of which must be aligned with and embody the intended learning outcomes.

As early as 2004, the Office of Superintendent of Public Instruction began developing formative assessments that could be used in the classroom throughout the school year. Classroom-Based Assessments (CBAs) and Classroom-Based Performance Assessments (CBPAs) are based on the state's learning standards and help guide day-to-day instruction. The CBAs and CBPAs are now being used to ensure students are getting key skills and knowledge in social studies, the arts and health/fitness. Starting with the 2008-09 school year, school districts were required to annually report their assessments in these areas.

On the state summative assessments, revisions are being made in the number of open-ended questions and extended responses in Grades 3 through 8, and 10, to reduce administration time and cost while retaining validity and reliability. During the 2009-10 school year, two new tests were selected for use: the *Measurements of Student Progress* (MSP) and the *High School Proficiency Exam* (HSPE). In May 2010, Washington students are taking the MSP for the first time. In addition, about 25 percent of students will also take the MSP grade 6–8 reading and math tests online. As the name conveys, the goal of the test is to measure student progress. In the next few years, the MSP will transition to a complete online system providing the framework for the next steps of comprehensive assessment system development. The HSPE measures the proficiency of students in high school and serves as the state's exit exam. Currently, students must pass this assessment or a state-approved alternative in reading and writing in order to be eligible to graduate.

Several other assessments are used to enhance teaching and learning and are a part of the comprehensive system used to report student achievement. First is the *Washington Alternate Assessment System* (WAAS), which provides access to the state testing system for students with an Individualized Education Program. Second is the *Second Grade Reading Assessment*, in place since the 1998–99 school year, which is authorized by RCWs 28A.300.310 and .320. It mandates that every student in the state be assessed at the beginning of the second grade by their classroom teacher using a grade-level equivalent oral reading passage, and that students whose performance is found to be substantially below grade level must be accorded an intervention plan that involves the student, parents and school; the *Washington Language Proficiency Test II (WLPT-II)* used to determine English language levels and student eligibility for English language services. Currently, this is the only assessment of reading, writing, speaking and listening knowledge and skills used for English language proficiency for English language learners.

(Race to the Top Reform Criteria (B); Priority 1; and State Goals 2, 3 and 4.)

In 2009, Engrossed Second Substitute Bill 5414 also directed a redesign of the state's achievement tests, expansion of formative assessments and improvements to the alternate assessment system. Resources were provided to build and implement a formative assessment system. Piloting of two computerized instructional improvement data systems within approximately 70 districts will begin during the 2010-11 school year. To support this transition immediately, the state has formed a technical advisory committee to guide the state's efforts in

formative assessment. As piloting and refining of the system take place and professional development is provided to increase assessment literacy throughout the state, Washington will be poised for leadership of the next generation of assessments.

Participation and leadership in national standards and assessment efforts is a high priority. Washington State is a participant and/or leader in several consortia related to standards and assessments, which are listed below.

Council of Chief State School Officers (CCSSO) Common Core – CCSSO and the National Governors' Association Center for Best Practices (NGA Center), in partnership with Achieve, Inc., ACT and the College Board, have initiated a state-led process of developing and adopting a common core of state standards (*Common Core State Standards Initiative*). This initiative will build on the research and good work that states have already done to build and implement high-quality standards.

Smarter Balanced Assessment Consortium – The consortium merges three assessment work groups: MOSAIC (Multiple Opportunities for Student Assessment and Instruction Consortium); Balanced Assessment, with an emphasis on performance assessment; and SMARTER (Summative Multi-state Assessment Resources for Teachers and Educational Researchers). As described in Section B (2), the merged SMARTER Balanced Assessment Consortium is composed of multiple states, including Washington as a governing state. If funded, the consortium will develop a comprehensive assessment system in grades three through eight and in high school that includes evidence of student performance on challenging tasks through the use of adaptive technology that supports continuous improvement in teaching and learning.

Evaluating the Validity of English Language Proficiency Assessments (EVEA) – In November 2009, Washington State received notice of a grant award for an alternative assessment project operating to April 2011. Under Titles I and III of the Elementary and Secondary Education Act as reauthorized in 2001, all states must establish English language development standards and English language proficiency assessments that are aligned with these standards and yield scores for Title III accountability purposes. To date, all states have implemented these standards and assessments; some have done so as part of consortia and others have adopted existing assessments or developed independent assessments of their own. Washington is participating in a project that supports a consortium of several states that have developed their

own English Language Proficiency assessments. The consortium will build a joint validity argument and design a series of studies that address specific components of that argument. Each state will identify its own validity evaluation priorities. The consortium will determine a set of group priorities for instrument development and pilot studies to be conducted as part of this project. Washington serves as the lead state for the consortium, which includes Idaho, Indiana, Montana and Oregon.

The Second Wave: The Shift to a Pre-K - 20 Perspective through *Washington Learns*

In 2005, Governor Chris Gregoire renewed the state focus on the need for education reform by calling together representatives from education, business, Legislature, and stakeholder and advocacy organizations to ask for recommendations for education system change to make Washington the home of a world-class education system. She noted that "Washington has a constitutional duty to provide a basic education for all children from kindergarten through twelfth grade. But it is an economic necessity that we change our entire education system from early learning through graduate school so that it is not merely basic, it is excellent." The vision statement from *Washington Learns* continues as the anchor for the new Education Reform Plan Framework. Washington's vision for the future is that:

> "*All Washington students will be prepared to succeed in the 21st century world of work, learning and global citizenship.*"

The *Washington Learns* effort produced ten key recommendations for the entire education system from early learning to the K-12 system and through postsecondary education and work force training to the workplace:

1) Parents will be their children's first and best teachers, and will have the support they need to help their children "learn to learn" in their first years of life.
2) Families will have access to high-quality, affordable child care and early education programs staffed by providers and teachers who are adequately trained and compensated.
3) All children will enter kindergarten healthy and emotionally, socially and cognitively ready to succeed in school and in life.
4) All students will transition from third grade with the ability to read well and do basic math, and with the ability to actively participate in a learning environment.

5) All students will transition from eighth grade with demonstrated ability in core academic subjects, citizenship skills and an initial plan for high school and beyond.

6) All students will graduate from high school with an international perspective and the skills to live, learn and work in a diverse state and a global society.

7) All students will complete a rigorous high school course of study and demonstrate the abilities needed to enter a post-secondary education program or career path.

8) All Washingtonians will have access to affordable postsecondary education and work force training opportunities that provide them with the knowledge and skills to thrive personally and professionally.

9) Washington will have a well-trained and educated work force that meets the needs of our knowledge-based economy.

10) Academic research will fuel discoveries and innovations that allow Washington businesses to compete globally.

In mid-2009, Race to the Top planning began in earnest and *Washington Learns* recommendations were reviewed for alignment with the proposed federal grant initiative. By the October 2009 release of the application materials, the Race to the Top Steering Committee (Governor Gregoire, State Superintendent of Public Instruction Randy Dorn, and then State Board of Education Chair Mary Jean Ryan) established *Washington Learns* recommendations as one starting point for the 2010 State Education Reform Plan and Race to the Top planning. The four State Goals for Race to the Top are based in part on *Washington Learns* recommendations and implementation progress. Within a P-20 perspective, the goals that are referred to as state goals throughout the remainder of this overview and within the Education Reform Plan Framework are listed below. The connection to the Race to the Top Program Reform Criteria and Priorities has been added to highlight the connection between the Education Reform Plan Framework and the Washington Race to the Top Program application.

> All Washington students will enter kindergarten prepared for success. (State Goal 1; and Race to the Top Priority 3)
>
> All Washington students will compete in math and science nationally and internationally. (State Goal 2; and Race to the Top Priority 2)
>
> All Washington students will attain high academic standards regardless of race, ethnicity, income or gender. (State Goal 3; Race to the Top Reform Criteria (A–E); Priorities 1-5; and state Achievement Gap reduction)

All Washington students will graduate able to succeed in college, training and careers. (State Goal 4, Race to the Top Reform Criteria (A, B and E) including dropout prevention and student support)

State Goal 1 (Early Learning: Background Information) and Race to the Top Priority 3

Washington State has a long history of supporting early learning efforts for its youngest citizens dating back as far as the late 1800s with the onset of the state's first early childhood education classes in the Normal School (Teacher's College). The state built on years of experience in working with young children and families and benefited greatly from the arrival of other key federal programs and state efforts in the 1980s such as the Washington Council for Children and Families (Child Abuse and Neglect program) and the formation of the Washington State Child Care Resource and Referral network. One of the most critical developments was recognizing the importance of learning in the early years. The state's pre-kindergarten program, the Early Childhood Education and Assistance Program (ECEAP), was created in 1985. The ECEAP provides comprehensive services to students and families struggling with poverty.

The 1990s brought the federal Early Head Start program to the state, providing important services for infants and toddlers. Later in the decade, Governor Gary Locke created the Governor's Commission on Early Learning to place greater emphasis on the issue. This resulted in the establishment of Washington's first foundation focused solely on early learning issues, the Foundation for Early Learning. The Foundation was the first of its kind dedicated to the broader early learning field, including early brain development and overall effects on early learning investments.

Washington Learns identified important outcomes for early learning as part of the overall system of educating children. The first strategy executed in *Washington Learns* was the Governor and Legislature's creation of the first Cabinet-level agency of its kind in Washington, the Department of Early Learning (DEL) in 2006. Early learning programs and professional development opportunities for providers, which had been delivered under several state agencies, are now unified in DEL. Additionally, the creation of DEL provides an opportunity for improved coordination among many of the other early learning efforts under way within a number of organizations at the state, regional and local levels.

Washington has been at the forefront in recognizing the necessity for academic standards to converge and integrate with the skills necessary for students to be successful in life beyond

high school; and conversely, possess the developmental skills critical for entering Kindergarten ready for school. In 2005, the state developed a strong set of *Early Learning and Development Benchmarks* that provide key foci for early care providers and families for children beginning at birth through kindergarten entry. In 2010, the state Department of Early Learning and the Office of Superintendent of Public Instruction are collaborating to align the benchmarks to the state's K-12 academic standards, as well as to move forward systemic efforts to promote and provide professional development to early learning providers and kindergarten programs on early literacy and numeracy as foundations for school success.

A pilot kindergarten assessment is scheduled for fall 2010. A position was created at the Office of Superintendent of Public instruction to lead the process. A team representing a broad array of stakeholders will design a process that is culturally appropriate and links early learning, K-12 educators and parents to help ensure smooth transitions from early learning settings to kindergarten and beyond. The results from this inventory will inform the early learning community about ways to support teachers, providers and families with professional development in school readiness, and transitions to kindergarten and in P-3 classrooms to support the whole child.

State Goal 2 (Competitive in Math and Science); and Race to the Top Priority 2 STEM

Unimpressive science and math scores on state and national assessments, as well as studies of student academic performance in other countries, produced a wake-up call for government, business and educators in the 1990s. As a new millennium approached, the demand for a U.S. return to international leadership and preeminence in science and technology intensified, and there was a renewed quest for higher student achievement levels in math and science and greater preparation for 21st century work force jobs and skills. Reports such as *Tapping America's Potential: Education for Innovation*, a 2005 publication by a coalition of leading business and technology associations, highlighted several actions necessary to sustain American competitiveness in science and engineering, including the following: 1) Build public support for making improvement in science, technology, engineering and mathematics performance a national priority; 2) Motivate U.S. students and adults, using a variety of incentives, to study and enter science, technology, engineering and mathematics careers, with a special effort geared to those in currently underrepresented groups; and 3) Upgrade K-12

mathematics and science teaching to foster higher student achievement, including differentiated pay scales for mathematics and science teachers.

About the same time the *Washington Learns* recommendations were released, Governor Gregoire also issued a challenge to Washingtonians to "rise to the challenge of global competition." In a 2006 report with the same name, the Governor notes:

> *"Washington is its own small nation in this new world economy; and we are uniquely suited to succeed. We are innovative: We have the human capital, research institutions and natural resources to take full advantage of the opportunities presented by global trade. I believe the role of government is to support and encourage creativity, innovation, new products, a world-class education system and smart investing. Neither government nor business can do this alone. But government can work in partnership with our business, agricultural and educational communities to build our new economic engines."*

Washington's response was wide ranging and included feedback from the higher education, business, technology, philanthropic and education communities. The focus was STEM, the acronym for science, technology, engineering and math. Surrounding that theme, numerous innovative collaborative efforts were initiated related to the application and integration of STEM to support academic and other positive student and school outcomes. Among these are: the support of the education mission and outreach activities through the Pacific Science Center and Museum of Flight; higher education partnerships to increase the number of students overall and minority students in particular, pursuing science and math careers through Math Engineering Science Achievement and Project Lead the Way; distinct STEM-focused schools such as Aviation and Delta high schools; student engagement through FIRST Robotics projects and competitions; and support of students through scholarship and mentor programs in STEM areas.

STEM leadership and job preparedness is often emphasized by the Governor, Washington State Legislature, State Board of Education and State Superintendent of Public Instruction as the key to boosting the state's economy through job preparedness and creation. Qualified and specially trained STEM teachers are essential at all levels of the system, and this has been a major priority of the Professional Educator Standards Board since the issuance of its 2004 and 2005 reports on math and science teachers.

The Washington STEM Initiative seeks to improve student achievement and opportunity in areas critical to our state's economic prosperity. The Initiative aims to catalyze innovation in the state's K-12 education system, increase teacher effectiveness and student learning, and dramatically raise the number of Washington students graduating ready for college and work and succeeding in STEM degree programs. These efforts are intended to benefit every student in the state, with a particular emphasis on accelerating the achievement of low-income and minority students. The Partnership for Learning, a Seattle-based, statewide education advocacy organization, is coordinating the design of the STEM Initiative, including the launch of a new Washington STEM Center possessing the world-class leadership and resources necessary to drive a statewide effort of this unprecedented scale.

Of final note, the 2010 state budget provides funding for a STEM study. Through a $25,000 appropriation for fiscal year 2011, the Office of the Superintendent of Public Instruction will convene a STEM working group to develop a comprehensive plan with a shared vision, goals and measurable objectives to improve policies and practices to ensure that a pathway is established for elementary schools, middle schools, high schools, postsecondary degree programs and careers. Major charges include improving practices for recruiting, preparing, hiring, retraining and supporting teachers and instructors while creating pathways to boost student success; closing the achievement gap and preparing every student to be college and career ready.

The working group will be composed of the director of STEM at the Office of Superintendent of Public Instruction, who chairs the working group, and at least one representative from the State Board of Education, Professional Educator Standards Board, State Board of Community and Technical Colleges, Higher Education Coordinating Board, Achievement Gap Oversight and Accountability Committee, and others with appropriate expertise. Consistent with the 2010 State Education Reform Plan, the working group will develop a plan and a report with recommendations, including a timeline for specific actions to be taken, which is due to the Governor and the appropriate committees of the Legislature by December 1, 2010.

Much work remains before a comprehensive approach to STEM is realized. However, Washington is poised to make major improvements in elementary mathematics and science instruction, integrate and apply STEM content in secondary schools, increase college readiness

in STEM fields for historically underserved students, and continue efforts to train teachers in these areas. The STEM components of Washington's Race to the Top Program application are integral to the four Race to the Top Reform Criteria and are interwoven throughout to ensure a comprehensive and sustainable approach based upon rigorous standards. Through networking with community, business and higher education, the Washington State Goal 2 for STEM education and Race to the Top Program linkages are shown below.

1) Promote rigorous courses of study in the sciences, technology, engineering and mathematics to ensure success in higher education and the work force, preparing students for a seamless transition to the next level of education and employment without need for remediation. **(Race to the Top Reform Criteria (A) and (B); and Priority 1 and 2.)**
2) Ensure a highly effective STEM teacher work force with strong content knowledge and instructional skills for raising STEM achievement of students. **(Race to the Top Reform Criteria (A), (B) and (D); and Priority 1 and 2.)**
3) Forge strong connections among business, industry, higher education, schools and communities to provide students with opportunities to learn from STEM professionals in classroom settings and the work place, incorporating real-world STEM methods, tools and technologies. **(Race to the Top Reform Criteria (B) and (D); and Priorities 2 and 5.)**
4) Create pathways that promote opportunities for students from underrepresented populations, including females and minorities, to succeed in STEM education and careers, including STEM teaching. **(Race to the Top Reform Criteria (C) and (D); and Priorities 1, 2 and 5.)**

State Goal 3: High Academic Standards, Attainment and Success for All Students Regardless of Race, Ethnicity, Income or Gender. Two important challenges are addressed in this State Goal – Closing the achievement gaps and reducing the number and percentage of student who drop out of school.

Closing Achievement Gaps

Efforts to narrow the gaps have a history beginning with special program support in the Elementary and Secondary Education Act (ESEA) of 1965 through Head Start and now through ESEA reauthorization in 2002. State action on this issue paralleled the national pattern with

support programs and studies. However, in 2009 this changed dramatically with the creation of the Achievement Gap Oversight and Accountability Committee and a new charge to take action on this persistent issue, rather than study it more.

Created by the Legislature to address Washington student achievement gaps, this committee was charged by Second Substitute Senate Bill 5973 with the tasks of synthesizing the findings and recommendations from the five 2008 achievement gap studies into an implementation plan and recommending policies and strategies to the Superintendent of Public Instruction, Professional Educator Standards Board and State Board of Education. As a result, the agencies are to consider five areas: supporting parental involvement; enhancing cultural competency; expanding strategies to prepare and recruit diverse teachers; identifying data systems and needs to monitor progress; and exploring successful innovative school models.

The Committee comprises 13 members: chairs and ranking members of the House and Senate Education committees; four members representing African Americans, Hispanic Americans, Asian Americans and Pacific Islander Americans; and one member each from the House of Representatives, Senate, Office of the Education Ombudsman, Center for the Improvement of Student Learning, and federally recognized Native American tribes.

Closing achievement gaps is related to one of five top priorities of Superintendent of Public instruction Randy Dorn. To support the work of the Achievement Gap Oversight and Accountability Committee and within the work of the Office of the Superintendent of Public Instruction, Superintendent Dorn re-organized several units in the state education agency. The new title is the Achievement Gap Division. Superintendent Dorn's five priorities are: fully fund basic education and schools; increase achievement and reduce dropouts; redesign the assessment system; expand career and technical education; and invest in early learning.

While the achievement gap can be defined in different ways, this division's measurement concentrates on the gap in test score results between white students and students of color, and the difference between current student performance and the standards that have been set. Disaggregated results from the former state assessment, the Washington Assessment of Student Learning, serve as the basis for most of the analyses. Results from the National Assessment of Educational Progress Advanced Placement, Scholastic Aptitude Test and additional data from other analyses are included as appropriate and available.

Although the gap between white students and students of color in Washington State is getting smaller, the Achievement Gap Commission estimates that, at the current rate, it will take between 30 and 40 years for African American, Latino and Native American students to reach Washington math standards. Other stated indicators include:

- Based on the National Assessment of Educational Progress scores, in Washington State a racial achievement gap exists where the average Black or Latino student is more than two years of learning behind the average white student.
- This racial achievement gap grows in magnitude as a child nears entry to the work force (from grade 4 to grade 12). Relative to other countries, black and Latino eighth-graders in the United States perform at the level of transitioning countries in math and science; this trend is amplified as students become older.
- Historically, the racial gap among top performers has held true over time, and the number of black and Latino students in the top tier has not increased in line with overall educational improvements. Recent increases in the number of advanced students were almost exclusively driven by whites and Asians despite black and Latino students becoming a larger proportion of the population.

The Office of Superintendent of Public Instruction will continue to support the creation of a sustained statewide effort by clearly defining the achievement gap in measurable terms; identifying and highlighting local, state and national strategies used to reduce the achievement gap, directing federal and state resources towards the reduction of the gap, and monitoring and reporting progress in state and local efforts to reduce the gap.

The Office of the Superintendent of Public Instruction Achievement Gap Division serves as the primary internal and external catalyst to reduce the achievement gaps in Washington, along with other state agency program units and local education agencies. It will initiate and support the following actions:

1) Partner with external stakeholders, including educational associations, institutions of higher learning, legislative committees, education employee unions, non-profits, and racial and ethnic communities to increase awareness of the issues as to why the achievement gaps persist.
2) Identify resources for reducing the achievement gap.

3) Create a statewide plan for reducing Washington's achievement gaps.
4) Align existing Office of Superintendent of Public Instruction programs, resources and leadership to reduce the achievement gaps.
5) Monitor and take corrective actions to ensure quality practices through proper enforcement of civil rights and non-discrimination policy and law.

The current and future work of the Achievement Gap Division and its offices surrounding State Education Reform Goal 3 and ties to the Race to the Top Program Reform Criteria and Priority areas is provided below.

To address State Reform Goal 3 and the Reform Criteria (A), the Office of the Superintendent of Public Instruction Achievement Gap Division supports and facilitates parent, family and community involvement and outreach by training educators in areas of cultural competence, family engagement, anti-bias and civil rights. Further action to support these criteria will include coordination of current programs and resources that should be redirected to narrow the achievement gap, including special education, teacher support, counseling support, dropout prevention and student services programs.

To address State Reform Goal 3 and the Reform Criteria (C), the Office of Superintendent of Public Instruction Achievement Gap Division identifies data elements and systems needed to monitor progress in closing the gaps through work with the K-12 Data Governance Group to support integration of disaggregated data and achievement gap data into school report card redevelopment efforts. It will employ a client relationship database for equity complaints and technical assistance requests and provide technical assistance. Achievement Gap Division staff participated on the Professional Educators Standards Board Cultural Competencies Committee, which developed standards for preparing teachers. Cultural competence will be developed and cultural competence introductory courses for use with districts, schools and conferences will be developed to align with offerings for teachers in mathematics and science.

In addition, through the Beginning Educator Support Team (BEST) program there will be continued effort to provide very thorough cultural competence and classroom management trainings to new teachers. This will expand pathways and strategies to prepare and recruit diverse teachers and administrators in association with the Troops to Teachers program. The BEST staff will also promote and increase funding and support for the alternative routes to certification

program through which adults in non-education careers can earn a teaching certificate in one year at participating colleges of education.

With respect to Race to the Top Reform Criteria regarding Struggling Schools, closing the achievement gap has become a major part of the school improvement process. This includes continuing the Class Acts project, which captures successful school best practices and collaborating with the Performance Management and Turnaround Office, School Improvement Division. Activities are also designed to support and protect equity and civil rights by monitoring and enforcing corrective actions. This oversight includes enforcement of civil rights and non-discrimination policy and law. Class Acts is a school-to-school program that targets the twin goals of equity and excellence in public schooling. The program addresses problems of practice related to closing the achievement gaps that exist between white and some Asian students' academic performance and that of other ethnic and racial subgroups. Class Acts pairs schools that have made substantial progress in closing racial and ethnic achievement gaps with schools striving to do so in a series of staff and leadership exchanges that result in improved practices for both schools.

Washington's achievement gap legislation requires the Office of Superintendent of Public Instruction to take a number of actions, including identifying school districts that have the most significant achievement gaps among subgroups of students, identifying districts that should receive priority for assistance in advancing cultural competency skills in their workforce, and directing all services, technical assistance and special efforts to these schools.

Furthermore, the Achievement Gap Division is addressing Race to the Top Priority 5, P-20 coordination and alignment, through its coordination work with the Secondary Education and Career and Technical Education Division. The best practice programs being promoted include those designed to prepare students for college through Advancement via Individual Determination (AVID), MESA, GEAR-UP, Upward Bound, Act Six Leadership and Scholarship Initiative, College Spark and College Success efforts.

Dropout Prevention and Student Support System

Making schools work for all students, regardless of their background, condition or circumstances, is a key element to meeting State Education Reform Plan Goal 3. It is also one of the top five priorities for the State Superintendent of Public Instruction. Therefore, the programs,

initiatives and support systems to keep students in school must remain comprehensive and viable. The dropout and achievement gap issues in Washington State are symptoms of larger systemic issues and the consequences of not graduating from high school are serious for both individuals and society as a whole.

The overall four-year cohort graduation rate for Washington State students for the 2008-09 school year was 73.5 percent. At the same time, there was an estimated four-year cohort dropout rate of 19.4 percent. The dropout rate for students from specific ethnic minorities represented the highest percentage of students dropping out. American Indian students dropped out at the highest annual rate of 36.4 percent. African American students dropped out at an annual rate of 28.6 percent. Hispanic students, a growing minority population, dropped out at an annual rate of 27.2 percent.

Early efforts to help students stay in school intensified under the 1990s reform. Key recommendations from Governor's Council on Education Reform and Funding were related to helping students secure support services to stay in school. One program from that time that continues today is the Readiness to Learn Program. This program targets the reduction of barriers to learning through the formation of school, community and family partnerships to ensure students and their families have access to resources and services necessary to help them achieve at their highest learning potential. The goal is that all children and youth are able to attend school each day, ready to learn.

Another effort that started about the same time was provided through the 1992 Alternatives to Suspension program, and 1999 legislation supported grants for programs and services to truant, at-risk and expelled students. More specific efforts for dropout prevention started again with legislation that supported the Dropout Prevention, Intervention and Retrieval System (2005), followed by the Building Bridges Programs of 2007. The primary purpose of the Building Bridges school, families, and community partnerships is to increase the number of Washington students who graduate from high school on time and to re-engage students who have already dropped out of school.

The most recent (2010) development is the passage of Engrossed Substitute Senate Bill 6403, which defines a Dropout Early Warning and Intervention System (DEWIS) and requires recommendations to the legislature and state Quality Education Council by September 15, 2010

for the development of a comprehensive dropout prevention intervention and reengagement system in local communities throughout the state.

Based on national research and models piloted during the 2009-10 school year, the Washington effort will use routinely available data housed at the school that are good predictors of whether a student is likely to drop out of high school, such as course performance, first-month, first-quarter and first-semester absences. Districts and schools will use this information to target interventions that support off-track students while they are still in school, before they drop out and use the information to look for patterns and identify school climate issues that may contribute to disproportionate dropout rates. This program uses technology to monitor student and intervention data. **(Race to the Top Program Reform Criteria (A), (C) and (E); and Priority 5.)**

The Office of Superintendent of Public Instruction has a strong and well-developed partnership with the Washington State Department of Social and Health Services (DSHS). Since the early 1990s, these state agencies plus the Departments of Health, Employment Security and Commerce have worked under a formal agreement to coordinate policy in support of children and youth. Authorized in statute (RCW 70.190.010), the Family Policy Council representatives meet regularly to discuss, address and work together to solve problems that affect the lives of children and families.

In 2010, DSHS identified education as a strategic impact area under the Department's "Framework for the Future." The framework identifies actions that will help the Department achieve its goal of improving an individual's readiness to succeed in school. Areas for cross-agency collaboration include the Building Bridges program, data sharing agreements, Dropout Early Warning System, coordination of mental health programs, policies for vulnerable youth, and the healthy meals and lunch programs, to name just a few. In the true meaning of support throughout the P-20 spectrum of family issues, the Race to the Top Program initiatives have support and commitment from the state's largest agency. **(Race to the Top Program Reform Criteria (A) (C) and Priority 5).**

State Goal 4 – Washington Students will Graduate Ready to Succeed in College, Training and Career and State Priority and Race to the Top Program Reform Criteria (B)

This state goal addresses the preparation of students for success in college and the workplace. Under Goal 4, two important state initiatives are described: State Board of Education efforts to develop a meaningful high school diploma, and career and technical education initiatives and special efforts to support students, through counseling, scholarship and college credit options.

A Meaningful High School Diploma

The State Board of Education has focused on developing the components of a meaningful high school diploma, including revising the purpose of a diploma (January 2008) and approving a Framework of Core 24 graduation requirements (July 2008).

One of the State Board of Education's three goals is to "improve student preparation for postsecondary education and the 21st century world of work and citizenship." In pursuit of this goal, the State Board of Education has taken a fresh look at the purpose of a diploma and the graduation requirements for which it has authority: minimum credit requirements, Culminating Project, and the High School and Beyond Plan.

In January 2008, the State Board of Education approved a revised purpose of a diploma, stating:

> *"The purpose of the diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. The diploma represents a balance between the personalized education needs of each student and society's needs, and reflects, at its core, the state's basic education goals. The diploma is a compact among students, parents, local school districts, the state, and whatever institution or employer the graduate moves on to — a compact that says the graduate has acquired a particular set of knowledge and skills. How the student demonstrates those skills may differ. Whether a student earns the credit by participating in formal instruction or by demonstrating competency through established district policies is immaterial; they are equally acceptable."*

After extensive review of educational and workplace needs for the 21st century, national trends, public feedback and current district practices, the State Board of Education is prepared to take a positive step toward a stronger, more coherent set of graduation requirements through the Core 24 Graduation Requirements Policy Framework. This Framework consists of a set of defined subject-area requirements, a Culminating Project and a High School and Beyond Plan. Implicit in all the requirements are competencies defined by the state's essential academic

learning requirements, grade level expectations, basic education goals, program standards and district-determined policies.

Core 24 will provide students with a strong foundation of core knowledge and the opportunity to personalize their course choices to pursue individual postsecondary and career goals. While all students will be automatically enrolled in Core 24's college and career-ready requirements, students will have the option to pursue a more in-depth career or college emphasis, based on a well thought-out High School and Beyond Plan. The High School and Beyond Plan, subject-area requirements and Culminating Project are separate but related parts that together comprise an integrated, goal-directed course of study that provides sufficient breadth and depth for an education that encompasses the whole student.

Following are the guiding principles and key tenets that are the "core" of Core 24. Six guiding principles shape Core 24:

1) Equip everyone. Prepare all students for life after high school—in gainful employment, an apprenticeship or postsecondary education.
2) Expect more. Align requirements to meet the increased expectations of the 21st century work force.
3) Provide flexibility. Allow students to customize their education, creating relevance to their interests.
4) Give focus. Encourage students to align coursework to achieve their future career goals.
5) Plan ahead. Emphasize the High School and Beyond Plan to offer students personalized guidance to prepare them for work, postsecondary education, or both.
6) Start early. Prepare students to enter high school and create opportunities to meet high school graduation requirements in middle school.

Four key tenets reflect these guiding principles:

1) Core 24 aims to prepare students for postsecondary and career success. There are several ways to meet the Core24 graduation requirements — a college and career ready path, a college emphasis, or a career emphasis.
2) All students are automatically enrolled in a default set of college and career ready Core 24 requirements that meet the Higher Education Coordinating Board minimum entry requirements and complete career preparation requirements.

3) Students are not locked into the default requirements and can choose to pursue a college or career emphasis, based on their High School and Beyond Plan.
4) Flexibility is built into the different paths of Core 24 so that students can personalize their course taking.

A Core 24 Implementation Task Force composed of practitioners provided the State Board of Education with its recommendations for implementation in May 2010.

Career and Technical Education

Compared to the work force of decades ago, Washington's labor force today is older, more racially and ethnically diverse, and has a higher proportion of women. In short, Washington's work force reflects the changing composition of the state's and nation's population. However, the aging of the workforce and lower birthrates of the post-baby boom years suggest a potential labor force shortage. The ability to compete will require the full talents of a diverse and qualified work force. To do that, citizens must obtain the job skills and education required by an increasingly technology-driven, knowledge-based economy.

According to the recent *Institute for a Competitive Workforce* study, nearly 90 percent of the fastest growing jobs in the United States require some form of education beyond high school. Almost 80 percent of all jobs in the foreseeable future will require some type of certification, credential, postsecondary degree or long-term training. Although only 40 percent of these jobs require a four-year college degree, every student needs to plan and prepare for education after high school, how to pay for that education, and how to thrive in and graduate from high school itself.

Career and Technical Education (CTE) programs in Washington support and guide all students, whether they go straight to work following graduation, or to a two- or four-year college. These programs are a way to help all students plan ahead, for two- or four-year college degrees, industry certifications or registered apprenticeship options, "the original four-year degree." Washington State Career and Technical Education Standards, described briefly in this application's Section (B), integrate the common core standards efforts to build career and college readiness with the state's vital and flourishing network. Thirteen skill centers provide students with opportunities to explore in-depth areas of interest for post-high school careers. With a strong connection to K-12 academic learning standards, Career and Technical Education

Program Standards have been designed to empower students to live, learn and work as productive citizens in a global society. All state CTE programs must meet standards established by the Office of Superintendent of Public Instruction.

These Career and Technical Education standards are designed to ensure high quality, consistent, and relevant CTE programs as essential components of educational and career pathways. Further, CTE in Washington is evolving as a delivery system for rigorous mathematics, which important to the preparedness of students for career and college.

Numerous courses provide enriching mathematics to students. Many of these courses provide mathematics credit through equivalency crediting, while other courses provide direct CTE mathematics credit. Examples of CTE education that are closely aligned with rigorous math standards include a Technical Mathematics for the Trades training program; a Financial Fitness / Financial Math course that provides an option for students to meet Algebra I requirements; Advanced Placement Statistics; and Algebra II / CTE. This Algebra II/CTE course is a collaborative effort among the Office of Superintendent of Public Instruction, the State Board of Education, and the State Board for Community and Technical Colleges to develop a course for students who have completed Algebra I and Geometry or Integrated Mathematics I and II, but prefer a context-driven math curriculum. The course will be piloted during the 2010-11 school year to refine the modules. The expectation is that the course will be ready for implementation in September 2011.

Each CTE class falls into one of 16 career clusters, which represent groups of jobs and industries related by skills or products. Within each cluster, there are cluster pathways that correspond to a collection of courses and training opportunities to prepare a student for a given career. Washington continues to be at the forefront of the nation by offering a CTE STEM) career cluster, which meets the criteria above and is organized into two career pathways: Engineering and Technology, and Science and Math. Students in STEM classes learn and practice skills designed to prepare them for diverse post-high school education and training opportunities, from apprenticeships and two-year college programs to four-year college and graduate programs.

The Legislature passed Second Substitute Senate Bill 5676 in 2009, which provides CTE enhanced funding to middle school programs that incorporate the state's STEM standards. This incentive has dramatically increased the attention to STEM standards at the middle school level,

resulting in the approval of many STEM application courses throughout the state, including established models such as Project Lead the Way and FIRST Robotics.

Dual Credit Options

Two major CTE high school programs provide access to dual credit classes: Tech Prep and Running Start. Washington's Tech Prep is well respected and comprehensive. All of the state's 34 community and technical colleges are partners with Tech Prep. In 2007-08, there were 334 public high schools in 204 districts participating in this program. In 2007-08, more than 24,000 high school students earned more than 148,160 community and technical college credits through Tech Prep. Because Tech Prep operates at no or minimal registration costs for families (dependent on local consortia), families in Washington saved nearly $11.5 million in college tuition costs in 2007-08.

The Running Start Program was initiated by the Legislature as a component of the 1990 Parent and Student "Choice" Act (Chapter 9, Laws of 1990, 1st Ex. Sess.) It is intended to provide students a program option consisting of attendance at certain institutions of higher education and the simultaneous earning of high school and college/university credit. Eleventh and 12th grade students have a right granted by the Legislature to participate in Running Start at public expense. The exercise of that right is subject only to minimal eligibility and procedural requirements, which are spelled out in state administrative rules. All Running Start classes are taken on community and technical college campuses. In 2008-09, 18,167 students participated in Running Start. **(Race to the Top Reform Criteria (B); and Priority 5).**

Life Skills Planning: Navigation 101

Navigation 101 is a Web-assisted life skills and planning program for students in grades 6 through 12 to help students develop a High School and Beyond Plan. Developed in Washington State and now used in several other states, Navigation 101 operates on the premise that every student deserves help and attention, not just those who are at high risk or are high achieving. Nearly one-third of the middle and high schools in Washington participate in Navigation 101, and more are participating each year through state financial support. In Navigation 101 schools, each student is assigned to a teacher or administrator who follows the student through the three or four years the student is enrolled. Each advisor serves as advocate for no more than 25 students, and meets with each student every two weeks. Navigation 101 schools support web-

based tools and resources that help students with course planning, career exploration. The program includes five major components: curriculum-delivered advisories, student planning portfolios, student led conferences, student-centered scheduling and evaluation. Navigation 101 on-line provides five web-based lessons linked to specific college readiness skills.

Skills Centers

Skills Centers are an integral part of the K-12 system. They operate as an extension of the high schools in a region. The primary purpose of Skills Centers is to give students industry-based academic and work skills to successfully enter the job market or advanced education and training. Skills Centers provide cost-effective, high-quality job training in areas that would be too expensive to offer at every high school. Instructors use competency-based, individualized instruction to help each student learn occupational, academic and technical skills at a high level. Instructors challenge, motivate and provide opportunities for students to achieve competency in basic skills, critical thinking, leadership and work skills through hands-on education, applied academics and technology training classes in fields ranging from firefighting and police work to audiovisual communications and health care. Not all school districts have easy access to a Skills Center but more centers are being developed.

Many CTE courses, including those taught at Skills Centers, offer credit that meets the academic credits required for graduation. Some CTE courses earn dual credit, meaning students earn college credit as well as high school credit, tuition free. Career and Technical Education Advanced Placement courses such as environmental science and computer design are available in some schools. Students who pass their AP exam following a CTE class may also earn college credit. Washington State has been a leader in increasing the number of Advanced Placement courses linked to high schools with CTE programs and increasing the number of CTE teachers who received College Board training. **(Race to the Top Reform Criteria (B); and Priority 2 and 5).**

Race to the Top Reform Criteria (C) – Building Data Systems that Measure Student Success and Inform – and Priority 5, PK-20 Coordination

The Office of Superintendent of Public Instruction has long maintained financial, enrollment, personnel and assessment information. Early Washington data sets could be

described as labor-intensive silos of isolated data collected for specific purposes and events. By the 1980s, many of these data sets were automated but they were not relational.

By the 1990s, Washington moved to a new level of information technology capability with the completion of a K-20 technology network. The network links districts, regional educational service districts, schools, community colleges and universities to the Internet and each other. The network uses cable, fiber and satellite technologies to enable both digital and point-to-point video services. The values and uses of this network continue to be realized and used as group and individual video viewing sites have expanded across theWashington, enabling telecommunications services in a state where distance and topography often limit travel.

The 2001 reauthorization of the Elementary and Secondary Education Act intensified accountability measures, and required an expanded, relational and interoperable system. The needs for longitudinal data were imperative to support accountability, program improvement, state policy, public transparency and educational program improvements. Approval was granted by the Legislature to develop a secure, encrypted student identifier, and work began in 2002.

By 2002, Washington school districts started monthly uploads of some 57 data elements into the Core Student Record System. The Web-based, comprehensive, multifunction data system Microsoft Framework with Microsoft Visual Studio serves as the development environment. The solutions framework allowed continuous modification, enhancements and expansion to the system's data and architecture over time.

The Office of Superintendent of Public Instruction's core student record system stores student demographic and program data that are linked to student assessment data and other items. As the data elements were expanded and further refined, and reporting time frames, training and data quality increased, the system name evolved to Comprehensive Education Data and Research System (CEDARS). The Office of Superintendent of Public Instruction now collects and stores extensive student and staff schedule data from all 295 school districts in the state. This student/educator data, combined with fiscal and educator data, is used for federal and state reporting requirements, state assessment reports and state reporting currently available on the "State Report Card" web site. In 2009, the report card web site had more than 10.1 million page views. Extensive data is available for download from the report card web site, including demographic, graduation, state assessment, and Annual Yearly Progress data by district and school.

The 2002 Elementary and Secondary Education Act further specified that all student scores must be analyzed and reported by ethnic subcategories. To improve student achievement and meet state and federal reporting requirements, states have needed to further develop their data systems to track the progress of individual students through their education and training lifetimes from pre-K through postsecondary education and employment. To assist states in meeting these new requirements, the U.S. Department of Education authorized the Statewide Longitudinal Data Systems Grant Program through the Educational Technical Assistance Act of 2002.

In September 2008, Washington applied for and was subsequently awarded $5.94 million in round three of the National Center for Education Statistics K-12 Statewide Longitudinal Data System grants. The deliverable product of the grant project includes development of a central data repository or warehouse, which will be created to store the extensive data collected from Washington's 295 school districts and from other internal and external sources.

Another response to the 2007 *Washington Learns* report recommendations was the Washington State Legislature's creation of Education Research Data Center (ERDC) within the Governor's Office of Financial Management. The ERDC conducts analyses of early learning, K-12 and higher education programs and education issues across the P-20 system. The system comprises the following state agencies and institutions:

- Department of Early Learning
- Office of Superintendent of Public Instruction
- Professional Educator Standards Board
- State Board of Education
- Higher Education Coordinating Board
- Council of Presidents (presidents of public four-year higher education institutions)
- Independent Colleges of Washington
- State Board for Community and Technical Colleges
- Workforce Training and Education Coordinating Board
- Employment Security Department

The heart of the state education data system, the Comprehensive Education Data and Research System is being readied for expansion to the next level through the initial state longitudinal data system grant. Washington has just received notification that it will receive $17.3 million, under the provisions of the Statewide Longitudinal Data Systems grant program of American Recovery and Reinvestment Act from the U.S. Department of Education's Institute of Educational Sciences. The grant will foster an interagency data governance system, enhance the source system for early learning, higher education and workforce data, allow for cross-level research and reporting; and establish a state-of-the-art longitudinal data warehouse.

In 2009, Engrossed Substitute House Bill 2261 was passed by the Legislature and is further evidence of the strength of state support. Furthermore, the delineation of the data described below demonstrates how the state will be able to implement teacher/leader evaluation data requirements. The legislation established the K-12 Data Governance Group, whose primary role is to assist in the design and implementation of statewide K-12 longitudinal education data system used by school districts and the state.

The legislation directs the development of:

- Comprehensive educator information, including grade level and courses taught, job assignment, years of experience, higher education institution for degree, compensation, mobility and other variables.
- Capacity to link educator assignment information with educator certification.
- Common coding of secondary courses and major areas of study at the elementary level or standard coding of course content.
- Robust student information, including student characteristics, course and program enrollment, state assessment performance, and performance on college readiness tests.
- A subset of student information elements to serve as a dropout early warning system.
- The capacity to link educator information with student information.
- A common standardized structure for reporting the costs or programs at the school and district level with a focus on the costs of services delivered to students.
- Annual data-driven work force planning by all districts in each regional educational service district.
- Separate accounting of state, federal, and local revenues and costs.

- Information linking state funding formulas to school and district budgeting and accounting procedures.
- The capacity to link program cost information with student performance information to gauge the cost effectiveness of programs.
- Information that is centrally accessible and updated regularly.
- An anonymous, non-identifiable replicated copy of data that is updated at least quarterly and made available to the public by the state.
- Establishment of a K-12 Data Governance Group.

A preliminary report on the work of the Data Governance Group and the statewide K-12 Longitudinal Education Data System was submitted to the Legislature n November 15, 2009. The report provides background information on the legislative expectations for statewide K-12 longitudinal education data system, the progress that has been made in meeting the legislative expectations, and our future actions and plans. A final report, including a continued phase-in plan and cost estimates for continued development of the Statewide K-12 Longitudinal Education Data System, is due September 1, 2010. The work done in preparing this section of the Race to the Top grant request will form the basis for that report.

Reform Criteria D - Great Teachers and Leaders

Reforms of the 1980s and early 1990s included movement to a two-tier licensure system and increased requirements for admission to preparation programs, certification and continuing education. Professional Education Advisory Boards were created to guide each higher education preparation program, an oversight structure unique to Washington. While the importance of highly-qualified teachers in ensuring high-quality levels of learning was considered fundamental in importance, the law and policy changes, however, were focused on state-systems and increased inputs and requirements.

The late 1990s and early 2000s brought significant change with the adoption of new performance-based standards for teacher and principal preparation, which required demonstrated competency rather than completion of course and credit requirements, and the creation of the state's educator-majority Professional Educator Standards Board (PESB) to oversee a new system. Created in 2000 as an advisory board to state policymakers, and based on its track

record of success five years later, Governor Gregoire signed into law Engrossed Substitute Senate Bill 5732, which gave the PESB responsibility and authority for policy and oversight of Washington's system of educator preparation, certification, continuing education and assignment.

Creation of the PESB represents the state's commitment to setting the highest possible standards for all educators as essential to ensuring high standards for all students. The PESB's mission is to establish state policies and requirements for the preparation and certification of education professionals, ensuring that educators competent in the professional knowledge and practice for which they are certified; to equip them with a foundation of skills, knowledge and attitudes necessary to help students with diverse needs, abilities, cultural experiences and learning styles meet or exceed the state learning goals; and be committed to research-based practice and career-long professional development.

Among the accomplishments of the PESB since 2000 that serve as the current context for the state reform plan are:

- Movement of Washington's involvement from a teacher performance-based system to the inclusion of student evidence-based knowledge and skills standards for all prospective teachers.
- Adoption of more rigorous subject knowledge standards and a new subject knowledge assessment for all teaching endorsement areas.
- Establishment of four competency-based alternative routes through which mid-career professionals and experienced paraeducators can become fully certified teachers in subject and geographic shortage areas via field-based mentored internships.
- Implementation of the ProTeach Portfolio, which is required for second-tier teacher certification. It is the first large-scale, consequential portfolio assessment in the country delivered and scored entirely online. An assessment of teacher and student-based evidence, successful passage is required to maintain licensure. The PESB has secured a grant from the Bill and Melinda Gates Foundation for value-added research study linking the ProTeach Portfolio to student gains.

- Creation of the Educator Retooling program to provide incentives and financial support for teachers to gain subject knowledge expertise and credentials in math, science, special education, and for those who work with English Language Learners.
- Adoption of more rigorous and relevant standards for school leaders and an internship-based model of preparation.
- Incorporation of knowledge and skills competencies in second language acquisition and cultural competency into the standards for all teacher preparation program completers in Washington.

All four state goals are supported by great teaching and leadership. They have become the central focus of the 2010 State Education Reform Plan. Unique aspects of the Washington State Race to the Top Program initiatives include the Professional Development Cooperative, and Teacher and Leader Development Clusters.

Race to the Top Reform Criteria E – Support and Assistance to Lowest-Performing Schools

Washington State has extensive experience in delivering improvement services and supports to schools and districts. Since 2001, the state has satisfied federal requirements by providing targeted supports and services. Over the past nine years, more than 200 schools and 100 districts in improvement status have participated in the state's voluntary program of assistance. The primary areas of focus for both school and district improvement assistance initiatives included building organizational capacity and readiness to benefit; conducting and using findings from district- and school-level needs assessments; delivering teacher professional development; increasing parent and community involvement; developing leadership; aligning curriculum and assessments to state standards; implementing evidence-based instructional practices; gathering and using data in decision making; and improving early intervention/special education services.

While programs initially focused on schools as the primary unit of change (e.g., school improvement assistance), recent programs focused on building system-wide capacity for reform, reflecting research highlighting a district's unique and distinctive leadership role in school improvement efforts, the experiences of participants, and the dramatic increase in the numbers of districts and schools not meeting federal requirements.

Programs launched to build system-wide capacity included: District Improvement Assistance, District Improvement Assistance Plus, and most recently, the Summit District Improvement Initiative. Each program received increasing resources and support; these additional resources were accompanied by higher expectations for sustainable improvements in learning and teaching.

In 2005, the newly reconstituted State Board of Education was charged with developing a statewide accountability system, including the development of intervention mechanisms for struggling schools. After significant research, a strong public process with stakeholders across the state, and reviewing the new federal school improvement guidelines, the State Board of Education proposed intervention language for the 2010 Legislature to enable the state to designate those districts with persistently lowest-achieving schools as Required Action Districts. The Legislature passed the bill in March 2010 as part of its Race to the Top Program.

Required Action Districts must create and implement a Required Action Plan using one of four federal intervention models to turn around each of its identified lowest-achieving schools. Required Action Districts and employees may reopen expiring collective bargaining agreements to develop and implement the Required Action Plan. This Plan is implemented in the next school year. The Required Action District's lowest-achieving schools must make significant improvement on reading and math student achievement so they are no longer on the persistently lowest-achieving schools list in three years.

In response to the federal law, the District and School Improvement (DSIA) division in the Office of Superintendent of Public Instruction was created in Washington to provide a range of research-based services and supports to districts and schools in improvement based on Adequate Yearly Progress (AYP) status and schools identified for improvement under federal definitions. Services are offered under DSIA's Washington Performance Management Framework (WPMF). Each year, DSIA uses a variety of data to place districts and schools into support clusters on the WPMF; this placement is based on greatest need and strongest commitment. Specific services are then aligned and matched to district and school needs.

To date, districts and schools identified for services through the WPMF have been invited to apply to participate in the Washington Improvement and Implementation Network (WIIN). This will change to required participation in 2011. Through the WIIN Center, located in Tacoma, Washington, district/school teams can engage in effective professional development

that emphasizes evidence-based practices and other innovations designed to accelerate and substantially improve the academic achievement of all students; close opportunity and achievement gaps; and assist to prioritize needs and invest limited resources in targeted goals. The 2010 State Education Reform Plan includes the extension of services to more schools needed specialized targeted assistance.

The Third Wave – Significant Acceleration on all Fronts (2009 – 2010 to the present)

In 2009, the Legislature adopted Engrossed Substitute House Bill 2261 to redefine basic education and restructure Washington's education finance system. The law is a blueprint for a new education finance system. Three working groups have been established to lay out details and make recommendations on funding formulas, local levy funding and educator compensation. The law also created the Quality Education Council (QEC), an ongoing education reform implementation and oversight body. This 13-member group, composed of legislators and education agency representatives must:

> *"Recommend and inform the ongoing implementation by the Legislature of an evolving program of Basic Education and the financing necessary to support such a program."*

In 2010, the Legislature passed Substitute House Bill 2776, adopting much of the work undertaken by the QEC since its implementation. Specific values were adopted for various elements of the funding formula, including support for class size, staff allocations, categorical programs and others via a prototype school model, and other elements such as student transportation. Timelines are established for the phase-in of the values. Other QEC study items are further defined.

Clear links to student performance are emerging from this work. The legislation requires the Washington State Institute for Public Policy to calculate an annual estimate of the saving to taxpayers resulting from improvements in the extended graduation rate. The QEC membership is also expanded to include a member of the Achievement Gap Oversight and Accountability Committee. Its work for the remainder of this year will include the development of recommendations on specific strategies, programs and funding to close the achievement gap and increase graduation rates.

The 2010 Legislature adopted and the Governor approved significant education reform legislation, Engrossed Second Substitute Senate Bill 6696. There are nine main parts to the legislation:

- Part 1 establishes provisions for the state accountability system. This includes processes for identifying successful schools and districts as well as those schools that are in the 5 percent persistently lowest-achieving schools. Intervention requirements are articulated; an academic audit and approved action plan development process is included in addition to a dispute resolution process. The Legislature will form a joint select committee to consider actions and consequences for districts that do not make expected improvements.

- Part 2 amends statute to create new minimum evaluation criteria for teachers and principals; requires the use of a four-tier rating system; uses student growth data as a factor in the evaluation if such data is available and related to the teacher's assignment; and establishes a timeline for the development and implementation of the new systems. Implementation includes the development of models for rubrics, student growth measurement tools, professional development programs and evaluator training.

- Part 2 also amends statute to increase the length of time of the provisional period for new teachers from two years to three years. Teachers may be removed from provisional status if the district superintendent makes a decision to do so and the teacher has received one of the top two evaluation ratings in the second year. Provisions are also made to require school districts to report employee evaluation ratings and publicly set forth policies related to staff assignment, specifically how the policy supports the learning needs of all students and gives specific attention to high-need schools and classrooms. Attention is also given to examining procedures, timelines, probationary periods, appeal procedures and other items related to the timely exercise of employment decisions and due process provisions for classroom teachers and principals.

- Part 3 creates a new process for moving principals to subordinate positions using evaluation results in the state's largest school district.

- Part 4 provides an encouragement for innovation by amending statute that sets conditions for supplemental salaries. The contracts for additional time, responsibilities and incentives is

expanded to include specific measurable innovative activities related to closing the achievement gap, development of STEM learning opportunities, or providing arts education. School districts will report on these activities and this information will be forwarded to the Legislature.

- Part 5 addresses a number of areas. It covers expansion of alternate route programs in educator preparation to entities outside of higher education and the revision of standards for program approval. It builds upon a state workforce data collection system and creates a process for regional examination of work force data. It establishes regions in the state with corresponding responsibilities to provide educator preparation programs if a need is identified. It requires the Council of Presidents (representing the state colleges and universities) to develop plans to increase the number of mathematics and science teachers endorsements and certificates produced. And it authorizes the implementation of evidence-based assessments for teacher certificate candidates.

- Part 6 authorizes the provisional adoption by August 2, 2010, of a common set of standards for mathematics, reading, writing and communication developed by a multistate consortium in which Washington participated, with additional standards not to exceed 15 percent of the standards for each content area. Additional requirements provide an opportunity for the Legislature to review the standards and the submission of requested information related to the standards and their implementation.

- Part 7 provisions are designed to strengthen family, school and community partnerships. Schools are encouraged to create spaces in buildings for school-related and other services. Schools are also to conduct outreach and seek feedback in their communities and report this feedback in their annual performance report. Model tools for these activities will be developed this summer. The Center for the Improvement of Student Learning at the Office of Superintendent of Public Instruction will also determine measures to evaluate the level of parental involvement in a school, and highlight successful models and practices of parent involvement.

- Part 8 includes amendments to collective bargaining statutes necessary to implement the accountability procedures included in Part 1.

- Part 9 states that the Superintendent of Public Instruction, State Board of Education, Professional Educator Standards Board and Quality Education Council shall work collaboratively with the Achievement Gap Oversight and Accountability Committee to close the achievement gap.

The purpose of this document is to summarize the progress and accomplishments in Washington's education reform history while illustrating the sequencing, chronology and inter-relationship of actions and events. The intent is to clearly present the state's story of progress and change through this most recent landmark legislation, enacted in 2010 Engrossed Second Substitute Senate Bill 6696. This material describes the laws, policy and currently operating programs linked to Race to the Top Program Reform Criteria and Priority areas, and are key to meeting Washington's unique education goals.

Washington State Education Reform Plan Framework

May 28, 2010

Washington's Strengths

Washington has laid a strong foundation for significant and rapid progress:

- Shared goals for education reform in Washington State and among Washington's leaders and partners:

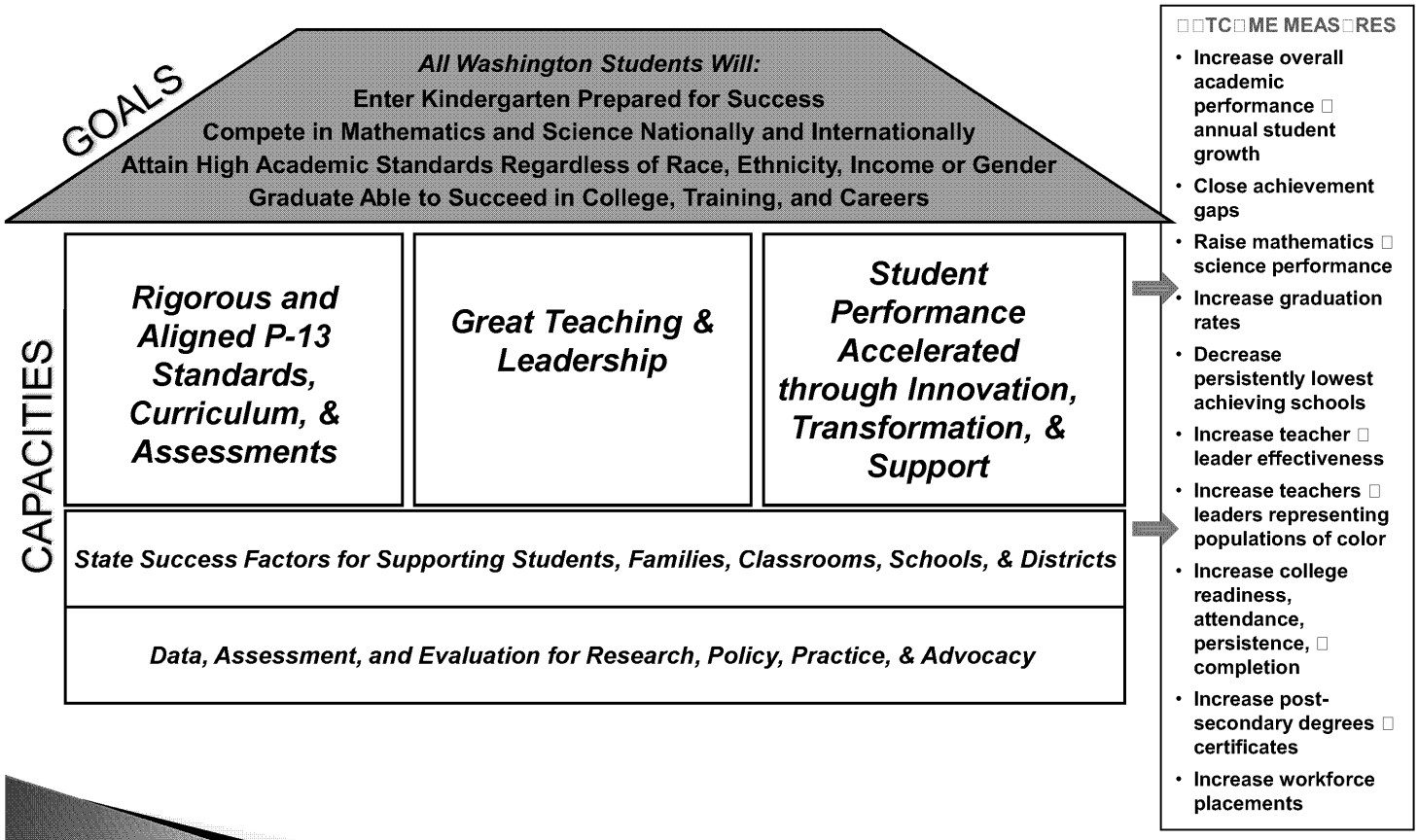
• State Legislature • Quality Education Council • Standards board • State board • Chief state school office • Governor's office • Higher Education Board • Early learning department • State Board for Community and Technical Colleges • Educational Service Districts	• State ethnic commissions • Achievement gap committee • Local and state education association partners • Education advocates • School districts and their employees • Students • Parents • Businesses • Community groups

Vision

All Washington students will be prepared to succeed in the 21st century world of work, learning, and global citizenship

"It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex." – WA State Constitution

Education Reform Plan Framework



Outcome Measures and Performance Targets

Goal	Performance Targets
Students enter kindergarten prepared for success	• Increase percentage of Washington public school Kindergarten students participating in full-day kindergarten* from 33% of total kindergartners in 2009 to 40% in 2013, and 85% in 2018**

*There will be results starting in 2010 from early learning and development benchmarks and a kindergarten readiness assessment process; full-day Kindergarten is used as a proxy to reflect state commitment to early learning

**2018 is used because that is that the new definition of Basic Education is expected to be fully funded as per Engrossed Substitute House Bill 2261 and Substitute House Bill 2776

Outcome Measures and Performance Targets

Goal	Performance Targets
Students compete in mathematics and science nationally and internationally	• Raise math and science performance levels overall by four percentage points per year between 2009 and 2018 ○ Fourth grade increase in passing rates on state mathematics exams from 52.3% overall in 2009 to 68.3% in 2013 and 88.3% in 2018 ○ Fifth grade increase in passing rates on state science exams from 44.9% overall in 2009 to 60.9% in 2013 and 80.9% in 2018 ○ Eighth grade, increase passing rates on state science exams from 51% overall in 2009 to 67% in 2013 and 87% in 2018 ○ Eighth grade increase passing rates on state mathematics exams from 50.8% in 2009 to 66.8% in 2013 and 86.8% in 2018 ○ Tenth grade, increase passing rates on state science exams from 38.8% in 2009 to 54.8% in 2013 and 74.8% in 2018 ○ Tenth grade, increase passing rates on state mathematics exams from 45.4% in 2009 to 61.4% in 2013 and 81.4% in 2018

Outcome Measures and Performance Targets

Goal	Performance Targets
Students attain high academic standards regardless of race, ethnicity, income or gender **Students attain high academic standards regardless of race, ethnicity, income, or gender**	• Close achievement gaps by increasing subgroup performance on state mathematics, science, reading, and writing exams by four percentage points each year per subgroup (Black, Hispanic, American Indian/Alaskan Native and Pacific Island students • Increase absolute student performance (and eventually student growth once those measures are in place) by three percentage points per year between 2009 and 2018 o Fourth grade, increase passing rates on state reading exams from 73.6% overall in 2009 to 85.6% in 2013 and 98% in 2018; and in writing from 60.4% overall in 2009 to 72.4% in 2013 and 87.4% in 2018 o Eighth grade, increase passing rates on state reading exams from 67.5% in 2009 to 79.4% in 2013 and 94.4% in 2018 o Seventh grade, increase passing rates on state writing exams from 69.8% in 2009 to 81.8% in 2013 and 96.8% in 2018 o Tenth grade, increase state passing rates from 81.2% on state reading exams in 2009 to 93.2% in 2013 and 98% in 2018; and in writing from 86.7% in 2009 to 95% in 2013 and 98% in 2018

Outcome Measures and Performance Targets

Goal	Performance Targets
Students graduate able to succeed in college, training, and careers	• Increase AP course and exam participation rates of students of color by five percentage points in each subgroup each year between 2009 and 2018 • Increase AP exam passing rates of students of color with scores of 3, 4 or 5 by two percentage points in each subgroup per year between 2009 and 2018 • Raise cohort (four year) graduation rates from 73.6% overall in 2009 to 80% in 2013 and 87% in 2018 • Reduce cohort dropout rates from 19.4% overall in 2009 to 16% in 2013 and 10% in 2018 • Raise number of students going to postsecondary education and training within one year of high school graduation from 63% in 2008 to 71% in 2013 and 81% in 2018 • Increase first to second year retention in Washington's four year colleges from 83.6% in 2008 to 86% in 2013 and 89% in 2018 • Raise Washington's rank status among states for students going right to college after high school graduation, from the bottom quarter in the nation in 2008 to the US average/national midpoint in 2013, and to above the national average by 2018 (based on NCHEMS data)

Note: Post Secondary degree completion for Washington high school students will be included when the longitudinal data system is fully implemented.

How We Plan to Achieve our Vision & Goals

KEY CAPACITY	SHARED STRATEGIES
Rigorous and Aligned P–13 Standards, Curriculum & Assessment To create a common framework and solid foundation to support educators and boost students to the highest levels of academic achievement	a) Raising academic standards, increasing expectations, and providing rigorous curriculum for students to attain the standards, including adopting and implementing *Common Core Standards* b) Aligning standards that encompass early learning through career and college readiness c) Delivering curriculum, instructional supports, and instructional materials that are differentiated, personalized and aligned d) Increasing the rigor of, and student participation in, mathematics, science and college credit offerings e) Developing, adopting and using assessments that are consistent with state goals and standards, including adopting and implementing assessments from state consortia and providing early, ongoing support for all students to master the standards f) Aligning formative and summative assessment systems into a comprehensive system

How We Plan to Achieve our Vision & Goals

KEY CAPACITY	SHARED STRATEGIES
Great Teaching & Leadership To promote the highest levels of expertise, excellence, professionalism, and accountability among educators	a) Providing multiple, high-quality pathways for teacher and principal development b) Building teacher capacity and leadership expertise through comprehensive P-12 teacher and principal evaluation systems, state-of-the-art professional development delivery, and human resource practices including recruitment, rewards, retention, promotion, and distribution c) Delivering highly effective, differentiated and personalized instruction supported by skilled teachers and building-level leaders d) Delivering exemplary mathematics, science, technology, and engineering instruction that is appropriately integrated in all grades and for all students

How We Plan to Achieve our Vision & Goals

KEY CAPACITY	SHARED STRATEGIES
Student Performance Accelerated through Innovation, Transformation, & Support To generate support and options for delivering innovative, evidence-based school and instructional models spur student academic achievement and support social-emotional growth	a) Implementing district and school improvement and intervention models and processes, through both federal requirements and state supported initiatives b) Implementing transformational school models and programs in partnership with colleges, universities, not-for-profit and private partners, education management organizations, and other national providers c) Aggressively supporting and integrating Science, Technology, Engineering, and Mathematics (STEM) initiatives d) Providing comprehensive guidance, counseling, dropout prevention and retrieval, as well as student academic and social-emotional support systems e) Acknowledging local school district initiative and work through four key innovation clusters and collaboration with i3 grantees

How We Plan to Achieve our Vision & Goals

KEY CAPACITY	SHARED STRATEGIES
State Success Factors for Supporting Students, Families, Classrooms, Schools, & Districts Build a strong foundation for supporting and delivering Washington's education reform agenda	a) Acknowledging parents, communities, advocates, employers, and post-secondary educators as partners in a successful state education reform agenda and plan b) Building capacity at the state, regional, district, school, and classroom levels to implement and support reforms c) Managing performance, projects, accountability and improvement at the school, district, regional and state levels d) Providing cohesive leadership, delivery, and project management structure e) Implementing, monitoring and public reporting of a comprehensive reform plan through all state education entities

How We Plan to Achieve our Vision & Goals

KEY CAPACITY	SHARED STRATEGIES
Data, Assessment, and Evaluation for Research, Policy, Practice, & Advocacy To enable real-time, informed P-20 decision making based on integrated student, educator, human resource, program, and fiscal data	a) Developing and maintaining longitudinal data and information systems that link early learning, K-12, higher education program, and workforce data for effective state, district, school, classroom, and human resource decision making and accountability b) Providing data support to classroom teachers and principals – including rapid results related to state assessments – for informing classroom practice c) Identifying and supporting student growth models d) Developing and supporting local instructional improvement data systems e) Developing and supporting the use of "dashboard tools" for accessing and interpreting data from the state systems, and monitoring common outcomes measures f) Supporting public and researcher authorized access to WA student, educator, school, district, higher education, and statewide data g) Ensuring the equitable distribution of effective teachers and leaders, and other resources

Washington's Race to the Top

Washington State Partnership Agreement between
Office of Superintendent of Public Instruction and a
District (Local Education Agency) Defining Race to the Top Program Participation

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This Partnership Agreement ("Agreement") is entered into by and between the Washington State Office of Superintendent of Public Instruction ("Washington" or "OSPI") and the _____ School District ("Participating School District" or "Participating LEA"). The purpose of this Agreement is to establish a framework of collaboration, as well as to articulate specific roles and responsibilities in support of Washington's Race to the Top grant project implementation.

The Race to the Top grant project and application for funding to the U.S. Department of Education is rooted in the broader Washington State Education Reform Plan – "Washington's Race to the Top!" The State Education Reform Plan incorporates current state law; and the established policies of the Washington State Board of Education, the Washington State Professional Educators Standards Board and the Office of Superintendent of Public Instruction. The State Education Reform Plan outlines the vision, goals, roadmap, and measures for the future of education in Washington State to the Year 2015 and beyond.

The State of Washington will be applying for federal Race to the Top funds in support of specific portions of the State Education Reform Plan in conjunction with its "participating school districts". This Agreement outlines the school district responsibilities that are required to become a "participating school district" in the State Race to the Top application. Becoming a participating school district entitles a school district to a proportionate share of one-half of the state Race to the Top grant funding should Washington State receive a Race to the Top grant award and eligibility to apply for optional/competitive funding.

VISION OF EDUCATION

This Agreement is based on a vision for the future in which all Washington students will be prepared to succeed in the 21st century world of work, learning, and global citizenship.

To realize this vision, common goals, a roadmap, and measures will be established at the student, school and state level. See Table 1 on the following page.

RACE TO THE TOP PROGRAM

In 2009, the U.S. Congress allocated federal funds to support a competitive grant program to help states to implement their education reform efforts through the American Recovery and Reinvestment Act. Within this law, the Race to the Top program was established to reward states that design and implement comprehensive and systematic changes in four areas. The State Education Reform Plan must be comprehensive, address these four areas, and include strong evidence of local education agency agreement to fully participate in the State's application.

- Develop and Adopt Common Standards
- Data Systems for Increased Access and Use of Data
- Support of Effective Teachers and School Leaders
- Turning around Struggling Schools.

TABLE 1: Goals, Roadmap and Measures for Reporting (WA Education Reform Plan)

Education Reform Plan Goals	Roadmap for Achieving Goals	Measures for Reporting
Washington students will…. 1. Enter kindergarten prepared for success 2. Be competitive in math and science nationally and internationally 3. Attain high academic standards regardless of race, ethnicity, income, or gender 4. Graduate college and career ready	• Raise academic standards, increase expectations, and provide rigorous opportunities and curriculum for students to attain the standards • Develop highly-qualified teachers, particularly in the areas of science and math • Increase the rigor of, and student participation in, mathematics and science offerings • Create a variety of assessments that are consistent with our goals and standards and provide early, ongoing support for students to master the standards • Provide higher, more equitable levels of public funding • Catalyze and reward innovation • Partner with stakeholders • Build capacity at the state, regional, district, school, and classroom levels to carry out these reforms: o Instructional Leadership; o Alignment among high school, college, and careers; o School improvement; o Accountability for student performance; and o Systemic improvements in data systems	a) Annual reduction in achievement gaps, including kindergarten entrance b) Annual increase in math and science performance c) Annual increase in low-achieving schools turned around and that sustain improvements d) Annual increase in student annual growth rates and absolute student performance e) Annual increase in teacher and leader effectiveness f) Annual increase in 4 and 5 year graduation rates g) Annual increase in college-going, college persistence, and college graduation rates

This Agreement lists the specific Washington State and local school district responsibilities for implementing a Race to the Top grant under the Project Administration section and Exhibit I.

This Agreement and Exhibit I describe the portions of the proposed Washington State Plan a school district is agreeing to implement (Exhibit I). The signature of the school district superintendent is required for a school district to be considered a "participating LEA".

In addition, to enhance Washington State's Race to the Top application, this Agreement and Exhibit I provide spaces for the signatures of the school board president, a representative principal and the president of the local teachers' bargaining unit. While only the superintendent's signature is required, the broader stakeholder list is critical for successful implementation of the four Race to the Top assurance areas, illustrates broad understanding and support for the plans at the local level, and will greatly enhance Washington's application.

This Agreement and Exhibit I describe the portions of the Washington State Plan that are optional/competitive and over and above the required components. The selection of an optional/competitive component indicates an interest in being considered for participation in a component, and if selected for participation, adhering to the requirements of that component or program.

The signature of the Superintendent of Public Instruction or designee will indicate that the state accepts the LEA as a participant in the State Plan.

If Washington State receives a Race to the Top grant award, at least 50 percent of the total award will be reserved for sub-grants to participating LEAs using the Title I formula for distribution.

Attachment A outlines the projected minimum annual grant award (to continue each year over the course of a four-year grant period) to each of Washington State's school districts if all of the state's 295 school districts agree to participate in the implementation of the plan.

If Washington State is awarded a Race to the Top grant, each participating LEA will have 90 calendar days to develop a specific plan for implementation and explain how it will use Race to the Top grant funds. These approved plans will become Exhibit II of this Agreement. If the LEA has indicated interest in participating in one of the optional/competitive components, participation and additional funding will be determined following the LEA's response to a separate grant application for the optional/competitive activities.

PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

To assist the State in implementing the tasks and activities described in the State's Race to the Top application, the participating LEA subgrantee will:

1) Implement the LEA plan as identified in Exhibit I of this agreement.
2) Actively participate in all agreed-to technical assistance, evaluation, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED").
3) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned and developed using funds associated with the Race to the Top grant.
4) Participate, as requested, in any evaluations of this grant conducted by the State or ED.
5) Respond to State or ED requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered.
6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

In assisting participating LEAs in implementing the identified tasks and activities described in the State's Race to the Top application, the State will:

1) Work collaboratively with, and support the participating LEA in carrying out the LEA Plan as identified in Exhibits I of this agreement.
2) Distribute the LEA's portion of Race to the Top grant funds in a timely manner during the course of the project period and in accordance with the LEA Plan.
3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
4) Provide sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
2) These key contacts from the State and the participating LEA will maintain frequent communication to facilitate cooperation under this Agreement.
3) State and participating LEA key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
4) State and Participating LEA key contacts will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even if the State Race to the Top application requires modifications that may affect the participating LEA, or when the LEA's plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the State determines that an LEA is not meeting its goals, timelines, budget, or annual targets, or is not fulfilling other applicable requirements, the State will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

E. ASSURANCES

The Participating LEA hereby certifies and represents that it:

1) Has all requisite power and authority to execute this Agreement.
2) Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Education Reform Plan.
3) Agrees to be named as a participating LEA and will implement those portions of the State application indicated in Exhibit I, if the State application is funded.

4) Will provide a "Final Scope of Work" to be attached to this Agreement only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan") in a manner that is consistent with the Exhibit I and with the Washington State Education Reform Plan.
5) Will comply with all of the terms of the Grant, the State's sub-grant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

F. MODIFICATIONS

This Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the U.S. Department of Education.

G. COLLECTIVE BARGAINING

The LEA and local collective bargaining agents recognize that aspects of the Race to the Top grant may go beyond current collective bargaining agreements and agree to confer in good faith, and/or, as applicable under the bargaining agent's collective bargaining rights, to negotiate in good faith over those matters within the scope of the partnership agreement, including development and implementation of the LEA's Race to the Top grant.

This Race to the Top Partnership Agreement shall not be construed as authorization to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under federal, state, or local laws, including applicable regulations or court orders, or under the terms of collective bargaining agreements, memoranda of understanding or agreement, or other agreements between the LEA and the local collective bargaining agent.

H. DURATION/TERMINATION

This Agreement shall be effective, beginning with the date of the last signature, and will, if funding is awarded, end on the expiration of the grant project period, or on mutual agreement of the parties, whichever occurs first.

I. NULL AND VOID

With the exception of current law requirements referenced in Exhibit I, the Agreement is null and void if the Washington State Race to the Top application does not receive funding.

EXHIBIT I – Areas of Agreement (Required & Optional/Competitive)

Washington's Race to the Top

EXHIBIT I: REQUIRED & OPTIONAL/COMPETTIVE COMPONENTS FOR PARTICIPATION IN WASHINGTON'S RACE TO THE TOP APPLICATION

Race to the Top Criteria	State Commitment	Specific District Commitment	Optional or Required Component
Standards and Assessments			
Supporting the transition to enhanced standards and high-quality assessments [Relates to Section (B)(3) of Federal Race to the Top application criteria]	S-a. Will formally adopt the Common Core Standards in math and English language arts, and consider adoption of other subject areas when available. S-b. Will participate in summative and formative assessment multi-state consortia. S-c. Will support LEA's implementation of new standards and assessments. S-d. Will develop and implement a Kindergarten assessment process for use by districts in continuing efforts to enhance Pk-3rd grade alignment. S-e. Will formalize a regional implementation support network that will develop and deliver customized and aligned materials, tools, and services for implementing standards (Early Learning Development Benchmarks through 12th grade standards), instructional materials/modules, assessments, and other efforts within reform priority areas. S-f. Will enhance the Online Grade Level Standards and Resources web-based platform for easy access to standards, instructional resources, and assessment tools by educators, parents, and students. S-g. Will revise and align the College Readiness Math Test (CRMT) with new standards and support administration in either 11th or 12th grade (Transition Math Project).	D-a. Will phase-in implementation of the Common Core Standards in math & English language arts, and in other subjects when available. D-b. Will align Early Learning Development Benchmarks to Kindergarten programs. D-c. Will increase teacher utilization of formative and summative assessment data. D-d. Will provide dedicated professional development opportunities for instructional staff to integrate new standards with the use of instructional/curricular frameworks and formative assessment processes, including ensuring access to implementation resources available through the state. D-e. Will identify and implement focused activities on mathematics and science instruction, such as incorporating math and science graduation requirements; D-f. Will support students' access to the revised College Readiness Math Test in either the 11th or 12th grade. D-g. Will increase student participation in courses that earn college credit.	REQUIRED

Race to the Top Criteria	State Commitment	Specific District Commitment	Optional or Required Component
Data Systems to Support Instruction			
Using data to improve instruction • Use of local instructional improvement systems [Relates to Section (C)(3)(i) of Federal Race to the Top application criteria]	S-a. The Office of Superintendent of Public Instruction (OSPI) will provide LEAs that have a technology-based instructional improvement system: • access to web-based components to include instructional materials and formative assessment tools and processes and benchmark assessment tools that may be used in the school district; • access to state-level summative data; • student growth data based on the state's new summative student growth data system; and • access to the Early Warning Dropout Intervention System (DEWIS) S-b. OSPI will provide LEAs that do not have a technology-based instructional improvement system a state-supported system that meets the requirements of the Race to the Top grant. S-c. OSPI will lead a collaborative effort to develop/acquire/customize a student growth data system for aggregating student growth from year-to-year at the classroom, school, and district levels. S-d. OSPI will enhance state, district, and school report cards and develop and launch dashboards to track progress on various indicators and measure and incent schools' and districts' action to attain stated district goals. S-e. OSPI will implement all twelve of the America COMPETES Act (ACA) longitudinal data system elements in support of Washington's data system. S-f. OSPI will complete implementation of the seven remaining state action elements identified as unfulfilled by the Data Quality Campaign in support of Washington's data system.	D-a. LEAs that have a local instructional improvement system will commit to enhancing its usefulness to classroom teachers and ensure it has components included in the Race to the Top definition of an instructional improvement system. D-b. LEAs that do not have a local instructional improvement system will commit to adoption of a qualifying system, which could include the state-supported system.	REQUIRED
Using data to improve instruction • Professional development on the use of data [Relates to Section (C)(3)(ii) of Federal Race to the Top application criteria]	S-a. OSPI will provide professional development opportunities, and place regional data coaches in Educational Service Districts relating to the use of the instructional improvement system, to develop understanding and interpretation of the data, and to apply the findings in districts, schools, and classrooms.	D-a. Will identify a district-level data instructional improvement coordinator who will facilitate the use of the instructional improvement data system within the district and in schools. D-b. Will require classroom teachers and building principals to participate in professional development opportunities on: how to use and apply the results of the instructional improvement system and strategies to make data-informed instructional decisions based on formative, benchmark, and summative assessment results.	REQUIRED
Using data to improve instruction • Availability and accessibility of data to researchers. [Relates to Section (C)(3)(iii) of Federal Race to the Top application criteria]	S-a. OSPI will provide information to school districts regarding safeguards needed to protect student and employee rights to privacy, including the Family Educational Rights and Privacy Act (FERPA). S-b. See also OSPI commitments regarding America COMPETES Act and Data Quality Campaign.	D-a. Will make data from the instructional improvement system available for sanctioned research projects with appropriate safeguards to protect student and employee rights to privacy.	REQUIRED

Race to the Top Criteria	State Commitment	Specific District Commitment	Optional or Required Component
Great Teachers and Leaders			
Improving teacher and principal effectiveness based on performance • Measuring student growth • Developing evaluation systems • Conducting annual evaluations • Using evaluations to inform key decisions [Relates to Section (D)(2)(i-iv) of Federal Race to the Top application criteria]	S-a. OSPI and stakeholders will create models for implementing the revised evaluation system criteria, student growth measurement tools, professional development programs, and evaluator training (per 2010 education reform legislation). S-b. State will prioritize funding for beginning teacher support for those districts participating in evaluation pilots in 2010-2012 (per 2010 education reform legislation). S-c. Office of Financial Management's (OFM) Education Research and Data Center (ERDC) and the Professional Educator Standards Board (PESB) will conduct state data-driven regional workforce planning with LEAs, educator preparation and professional development program providers, and use evidence from new evaluations to inform teacher preparation programs.	D-a. Will implement new principal and teacher evaluation systems, per 2010 education reform legislation, beginning in 2013-14 school year and use evaluation systems to inform decisions regarding professional development, assignment practices, and career advancement. D-b. Will participate in regional workforce planning (per 2010 education reform legislation). D-c. Will use criteria, outlined in state law, for evaluating teacher and principal performance, which will include multiple measures of student growth, if available and relevant (per 2010 education reform legislation).	REQUIRED
Providing effective support to teachers and principals • Quality professional development • Measure effectiveness of professional development [Relates to Section (D)(3) of Federal Race to the Top application criteria]	S-a. OSPI, PESB, and other state partners will, through a newly created state-wide professional development center, identify, develop, and provide technical assistance on effective, targeted delivery of professional development consistent with new evaluation criteria and focused on reform priority areas (for example, continue to build on successful professional development programs such as National Board Certification and Take One!)	D-a. Will select at least one area of focus (from list below) to include in LEA plan re: offering targeted, sustained, long-term teacher professional development based on locally-determined data (including regional workforce data). State education reform plan priority areas: *1. Turning around low performing schools* *2. Closing the P-12 achievement gap* and *reducing dropouts* *3. Enhancing P-12 STEM instruction* *4. Increasing P-12 academic rigor to enhance college & career readiness.*	REQUIRED
Providing high-quality pathways for aspiring teachers and principals [Relates to Section (D)(1) of Federal Race to the Top application criteria]	**INNOVATION CLUSTER FOCUSED ON TEACHER & LEADER DEVELOPMENT AND EFFECTIVENESS**	SEE INNOVATION CLUSTER SECTION BELOW – Page 11	OPTIONAL SEE BELOW
Providing high-quality pathways for aspiring teachers and principals [Relates to Section (D)(1) of Federal Race to the Top application criteria]	S-a. PESB will develop new, district-based educator-preparation models with dual focus of recruiting teacher candidates in hard-to-staff subjects and from underrepresented populations, and improving strategic staffing practices.		

Race to the Top Criteria	State Commitment	Specific District Commitment	Optional or Required Component
Turning Around the Lowest-Achieving Schools			
Intervening in the lowest-achieving schools • Identifying the persistently lowest-achieving schools • Turning around the persistently lowest-achieving schools [Relates to Section (E)(1) and (E)(2) of Federal Race to the Top application criteria]	S-a. State will identify the 5% persistently lowest-achieving (PLA) schools using federally approved metrics. A subset of districts with these schools will be designated as Required Action Districts. S-b. Subject to federal funding, the State will require districts with lowest achieving schools to follow one of four federally-approved intervention models as approved in 2010 education reform legislation; schools that have previously implemented a transformation model and remain in the PLA school category will be required to select from among the three remaining models. S-c. State will provide technical assistance, tools, resources, and a statewide system of support.	D-a. As required in 2010 education reform legislation, subject to federal funding, LEAs designated as required action districts by the State Board of Education (SBE) will develop and implement a required application and action plan that uses a federally approved intervention model.	REQUIRED if district is identified with schools in lowest 5 percent
Turning around the persistently lowest-achieving schools [Relates to Section (E)(2)(ii) of Federal Race to the Top application criteria]	**INNOVATION CLUSTER FOCUSED ON PERSISTENTLY LOWEST-ACHIEVING (PLA) SCHOOLS**	SEE INNOVATION CLUSTER SECTION BELOW – Page 11	OPTIONAL SEE BELOW
State Success Factors Building strong statewide capacity to implement, scale up, and sustain proposed plans • Ensuring capacity to implement [Refers to Section (A)(2)(i) of Federal Race to the Top application criteria]	**INNOVATION CLUSTER FOCUSED ON IMPROVING COLLEGE AND CAREER READINESS AND CLOSING THE ACHIEVEMENT GAP**	SEE INNOVATION CLUSTER SECTION BELOW – Page 12	OPTIONAL SEE BELOW

Elements of State Reform Plan & RTTT Criteria	State Action	Specific District Requirement	Optional or Required Component
Competitive Preference Priority 2: STEM[1]			
Increasing achievement in mathematics and science	S-a. State will provide technical assistance and strategies to align math and science instructional materials with standards and end-of-course assessments. S-b. PESB will develop new elementary math and elementary science specialty endorsements.	D-a. Will ensure that teachers who teach math and science courses, including courses that have high school end-of-course assessments, have access to aligned instructional material. D-b. Will improve science instruction and increase science exposure in the elementary grades.	REQUIRED
Application and Integration of STEM content areas	S-a. OSPI, in collaboration with the Washington State Science, Technology, Engineering, and Math (STEM) Center, will launch a web-based clearinghouse to provide educators information regarding statewide and regional public and private opportunities for applying and integrating STEM content areas.	D-a. Will, with the assistance of the Washington State STEM Center, Educational Service Districts (ESD), museums, industry experts, researchers, and/or other STEM capable partners take actions to: • Support teachers in integrating and applying STEM content across specific grades and disciplines. • Offer increased STEM/applied-learning opportunities and programs.	REQUIRED
Application and Integration of STEM content areas	**INNOVATION CLUSTER FOCUSED ON IMPROVING SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH PERFORMANCE**	SEE INNOVATION CLUSTER SECTION BELOW – page 12	OPTIONAL SEE BELOW

[1] **"STEM"** refers to courses, programs, or other activities to: 1) improve science and mathematics achievement, and 2) to integrate and apply science and mathematics skills through engineering, technology, and other applications.

IF SELECTING OPTIONAL ITEMS, Return pages 12 & 13 along with page 14

Race to the Top Criteria	State Commitment	Specific District Commitment	Optional or Required Component
Washington Innovation 'Clusters"			
Great Teachers and Leaders Providing high-quality pathways for aspiring teachers and principals	**INNOVATION CLUSTER FOCUSED ON TEACHER & LEADER DEVELOPMENT AND EFFECTIVENESS** The State will provide competitive funding opportunities for LEAs to • **Compensation and Evaluation (<u>at least two of the three</u>):** ○ Incentives for highly qualified teacher and principal placement in rural, high-poverty, and/or low-achievement schools; ○ Development of career ladder and/or differential pay options; and ○ Joining pilot districts on early development and implementation of teacher and principal evaluation systems, per state legislation, that include evaluation criteria linked to student growth (based on multiple measures). and/or • **Preparation.** Districts commit to implementing or strengthening partnerships with existing or new field-based alternative route teacher and leader programs with priority on STEM teachers [for example, Teach for America (TFA), New Leaders for New Schools].	Will respond to a competitive grant application to participate in the programs or reforms identified in the ***Teacher & Leader Development and Effectiveness Cluster***.	**OPTIONAL** Requires initials of Superintendent HERE: _____ Name of District HERE: _____
Turning Around the Lowest-Achieving Schools Turning around the persistently lowest-achieving schools	**INNOVATION CLUSTER FOCUSED ON PERSISTENTLY LOWEST-ACHIEVING (PLA) SCHOOLS** State will provide technical and instructional assistance to Title I and Title I eligible schools identified in the lowest 10% of the persistently lowest achieving schools: ○ Implement one of the four federal models, and rapid improvement and turnaround practices. ○ Participate in leadership training through Washington State Leadership Academy. ○ Scale practices within and outside of the cluster.	Will respond to a competitive grant application to participate in the programs or reforms identified in the ***Persistently Lowest-Achieving (PLA) Schools Cluster.***	**OPTIONAL** Requires initials of Superintendent HERE: _____ Name of District HERE: _____

Race to the Top Criteria	State Commitment	Specific District Commitment	Optional or Required Component
Washington Innovation 'Clusters"			
State Success Factors Building strong statewide capacity to implement, scale up, and sustain proposed plans	**INNOVATION CLUSTER FOCUSED ON IMPROVING COLLEGE AND CAREER READINESS AND CLOSING THE ACHIEVEMENT GAP** The State will provide competitive funding opportunities for LEAs to take a comprehensive systemic approach to: • **Close the P-13 Achievement Gap** – focusing on achievement gaps within P-13, early learning, ELL, cultural competency, dropout prevention [for example, using models such as Response to Intervention (RTI)/Positive Behavior Intervention Support (PBIS), Jobs for America's Graduates (JAG), P-3 aligned systems, preK numeracy and literacy, credit retrieval, approaches based on brain research]. and/or • **Increase Academic Rigor to Enhance College and Career Readiness** and the alignment of high school graduation requirements with the minimum Higher Education Coordinating Board's college entry requirements, courses that lead to college credit, and the guidance to prepare for college and careers [for example, AP courses, International Baccalaureate, AP-CTE courses, Project Lead the Way, AVID, and/or college preparation incentives, and/or Navigation 101].	Will respond to a competitive grant application to participate in the programs or reforms identified in the Improving ***College and Career Readiness and Closing the Achievement Gap Cluster***.	**OPTIONAL** Requires initials of Superintendent HERE: _____ Name of District HERE: _____
Competitive Preference Priority 2: STEM Application and Integration of STEM content areas	**INNOVATION CLUSTER FOCUSED ON IMPROVING SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH PERFORMANCE** The State will provide competitive opportunities for LEAs to take a comprehensive systemic approach to support increases in STEM student achievement in the form of: • **Specialized Assistance** ○ Partnering with Washington State STEM Center and other districts to: 1. Implement effective use of curriculum, instruction, and assessment tools 2. Implement rigorous, real-world STEM learning experiences 3. Provide access to and application of relevant and current technology 4. Deploy methods for teachers to encourage learning in and out of school 5. Strengthen education-business-community connections ○ Participation in leadership training through programs such as Washington State Leadership Academy using STEM as "problem of practice." ○ Participation in programs focusing on improving veteran staff content knowledge in STEM areas and to eliminate out-of-area assignments, such as 1. Educator Retooling 2. Elementary mathematics focus using National Board's Take One! process and elementary mathematics specialists ○ Participation in MESA to engage students of color and females in STEM programs on selected university campuses. and/or: • **Grants for** ○ Rigorous new middle and high school courses of study in high-demand STEM areas (for example, courses developed through Project Lead the Way, Robotics, DigiPen, Advanced Placement, dedicated school or academy). ○ Comprehensive Elementary School Science Instruction for teachers and principals to deliver standards-based, hands-on science instruction in elementary schools. ○ School/Community partnerships that implement real-world applications of STEM.	Will respond to a competitive grant application to participate in the programs or reforms identified in the Improving ***Science, Technology, Engineering, and Mathematics Cluster***.	**OPTIONAL** Requires initials of Superintendent HERE: _____ Name of District HERE: _____

For the Participating District:

District Name

District Superintendent – required for participation:

Authorized District Superintendent Signature/Date

Print Name/Title

President of Local School Board:

Authorized School Board President Signature/Date

Print Name/Title

Local Teachers' Union President:

Authorized Teachers' Union President Signature/Date

Print Name/Title

Principal Representative:

Authorized Principal Representative Signature/Date

Print Name/Title

State Superintendent of Public Instruction or designee – required:

Authorized State Signature/Date

Print Name/Title

WASHINGTON STATE WORK PLAN

MAJOR ACTIONS ASSOCIATED WITH COMPLETION OF 2010 STATE EDUCATION REFORM PLAN
MAY 28, 2010

Activity	May	June	July	August	September	October	November	December	2011 Legislative Session & Follow Up
1. Finalize Education Reform Framework	X								
2. Submit Race to the Top Program Application	X								
3. Create transition document outlining summer Race to the Top steps (i.e., presentation preparation, communications, hiring timelines, implementation planning, etc.)		X							
4. Establish Timetable for Finalizing 2010 State Education Reform Plan	X								
5. Post Race to the Top Application, Education Reform Plan Framework, and Timetable		X							
6. Draft 2010 State Education Reform Plan Document		X	X						
7. Assign Lead and Team Responsibility and allocate funding for Coordinating Stakeholder Input, Meetings, and Communication		X							

Activity	May	June	July	August	September	October	November	December	2011 Legislative Session & Follow Up
8. Convene Education Reform and Innovation Steering Committee to Discuss Planning Steps and Process		X							
9. Conduct Education Advocacy Stakeholder Meetings and Focus Groups (philanthropies, businesses, community groups, advocacy organizations)			X	X					
10. Conduct Parent and Student Stakeholder Meetings and Focus Groups in 9 Educational Service Districts				X	X				
11. Conduct meeting with Quality Education Council to review 2010 Education Reform Plan process and draft				X					
12. Convene Education Reform and Innovation Steering Committee to discuss input to date, status of stakeholder input process, and implementation planning – invite other state-level education stakeholders to discuss implementation					X				
13. Conduct Educator Stakeholder Meetings and Focus Groups in 9 Educational Service Districts						X			

Activity	May	June	July	August	September	October	November	December	2011 Legislative Session & Follow Up
14. Conduct State Legislator, Agency, Board, Commission, Committee, and Department Stakeholder Meetings and Focus Groups						X			
15. Convene Education Reform and Innovation Steering Committee to discuss contents of 2010 State Education Reform Plan, and potential legislative agenda – include Quality Education Council in this meeting to discuss implementation of the plan						X			
16. Craft Related Legislative Agenda, Organizational Changes, and Budget						X	X		
17. Write and Edit New Version of 2010 State Education Reform Plan Document; and Implementation Plan							X		
18. Share 2010 Education Reform Plan with Legislative Education Committee Chairs								X	
19. Develop Communication and Dissemination Plan								X	

Activity	May	June	July	August	September	October	November	December	2011 Legislative Session & Follow Up
20. Convene Education Reform and Innovation Steering Committee for Formal Sign Off on 2010 State Education Reform Plan									X
21. Print Formal Document									X
22. Commence Implementation and Communications									X

Achievement Gap Targets for Increasing Subgroup Performance by Four Percentage Points Each Year between 2009 and 2018

Grade Level & Subject	2009	2013	2018
4th grade math			
Black	30.2%	46.2%	66.2%
Hispanic	29.4%	45.4%	65.4%
AI/AN	34.2%	50.2%	79.2%
Pacific Islanders disaggregated*	37.8%	53.8%	73.8%
5th grade science			
Black	24.8%	40.8%	60.8%
Hispanic	22.8%	38.8%	58.8%
AI/AN	25.3%	41.3%	61.3%
Pacific Islanders disaggregated*	20.8%	36.8%	56.8%
8th grade math			
Black	26.8%	42.8%	62.8%
Hispanic	29.1%	45.1%	65.1%
AI/AN	31.4%	47.4%	67.4%
Pacific Islanders disaggregated*	36.6%	52.6%	72.6%
8th grade science			
Black	28.6%	44.6%	64.6%
Hispanic	25.3%	41.3%	61.3%
AI/AN	29.2%	45.2%	65.2%
Pacific Islanders disaggregated*	30.6%	46.6%	66.6%
10th grade mathematics			
Black	20.9%	36.9%	56.9%
Hispanic	23.5%	39.5%	59.5%
AI/AN	25.3%	41.3%	61.3%
Pacific Islanders disaggregated*	25.6%	41.6%	61.6%
10th grade science			
Black	17.8%	33.8%	53.8%
Hispanic	18.9%	34.9%	54.9%
AI/AN	19.4%	35.4%	54.4%
Pacific Islanders disaggregated*	18.8%	34.8%	54.8%
4th grade Reading			
Black	59.9%	79.9%	98%
Hispanic	55.9%	75.9%	98%
AI/AN	60.8%	80.8%	98%
Pacific Islanders disaggregated*	60.4%		
4th grade Writing			
Black	49.2%	69.2%	98%
Hispanic	45.4%	65.4%	98%
AI/AN	42.0%	62.0%	98%
Pacific Islanders disaggregated*	58.1%	78.1%	98%

Grade Level & Subject	2009	2013	2018
8th grade Reading			
Black	43.0%	59.0%	79.0%
Hispanic	41.6%	57.6%	77.6%
AI/AN	42.8%	58.8%	78.8%
Pacific Islanders disaggregated*	56.4%	72.4%	92.4%
7th grade Writing			
Black	59.0%	75.0%	95.0%
Hispanic	41.6%	57.6%	77.6%
AI/AN	42.8%	58.8%	78.8%
Pacific Islanders disaggregated*	63.7%	79.7%	99.7%
10th grade Reading			
Black	69.8%	85.8%	98.0%
Hispanic	71.2%	87.2%	98.0%
AI/AN	67.9%	83.9%	98.0%
Pacific Islanders disaggregated*	67.7%	83.7%	98.0%
10th grade Writing			
Black	79.4%	95.4%	98.0%
Hispanic	78.2%	94.2%	98.0%
AI/AN	76.2%	92.2%	98.0%
Pacific Islanders disaggregated*	78.6%	94.6%	98.0%

*disaggregated from Asian students

Increase by five percentage points in AP exam participation rate per year per subgroup between 09 and 18

Percentage of Exams Taken by each ethnic group (public school students)							
Category	**2005**	**2006**	**2007**	**2008**	**2009**	**2013 (4 yrs)**	**2018 (5 yrs)**
Amer. Indian	0.6%	0.7%	0.7%	0.6%	0.8%	20.8%	45.8%
Asian	16.1%	16.0%	17.3%	17.8%	17.9%	37.8%	62.8%
Black	1.9%	2.2%	2.0%	2.0%	2.2%	22.8%	47.8%
Hispanic	4.3%	4.6%	5.0%	5.4%	5.7%	25.7%	50.7%
Not Stated	3.2%	5.1%	3.1%	2.5%	2.9%	22.9%	47.9%
Other	3.9%	3.7%	4.0%	4.4%	4.3%	24.3%	49.3%

Increase by two percentage points in AP 3,4,5 grades per year between 09 and 18

Percentage (within) of AP examinations taken with grades of 3, 4, or 5, by each ethnic group (public school students)							
Category	2005	2006	2007	2008	2009	2013 (4 yrs)	2018 (5 yrs)
Amer. Indian	50.5%	50.4%	55.6%	43.2%	46.1%	54.1%	64.1%
Asian	57.6%	54.3%	58.3%	57.4%	58.9%	66.9%	76.9%
Black	34.8%	40.2%	35.3%	34.1%	32.8%	40.8%	50.8%
Hispanic	48.2%	48.2%	44.2%	42.4%	40.6%	48.6%	58.6%
Not Stated	60.5%	61.7%	55.7%	49.7%	55.4%	63.4%	73.4%
Other	62.5%	59.1%	59.9%	58.3%	60.5%	68.5%	78.5%

SUMMARY OF FOUR INNOVATION CLUSTERS

STEM Innovation Cluster (Science, Technology, Engineering and Mathematics)

The STEM Innovation Cluster is designed to provide assistance to school and districts that are committed to providing students the knowledge and skills they will need to be college and career ready in the fields of science, technology, engineering, and mathematics (STEM). Interested participants will be those who are in the process of implementing, bold, innovative approaches and are interested in validating and scaling up evidence-based practices.

STEM cluster participants will need to show the relationship between innovative practices in STEM fields and their relationship to the 2010 State Education Reform Plan—by aligning with the goals and outcome measures of improving student achievement in science and mathematics. Projects related to the use of technology for the improvement of student learning in any core subject area and projects related to increasing the number of students prepared for engineering will be highly encouraged.

Projects should demonstrate: district leader, school leader and staff commitment to the initiative; a high likelihood of significant increases in achievement gains for students in one or more STEM content area; clear outcome measures for underrepresented students to achieve in STEM; and engaging program models to attract students to further STEM study. Of the highest priority will be projects that put forth strategies for closing the achievement gaps.

Cluster coordinators and participants will benefit from the input of key advisers from STEM fields and organizations. Such input is designed to ensure that cluster participants embrace dynamic practices intended to trigger dramatic improvements in STEM teaching and learning. The advisors will include representatives of practicing teachers, principals, and curriculum directors; higher education (four and two-year colleges/universities); corporations, business; STEM industries; philanthropic organizations; STEM related museums; and Educational Service Districts.

Over the four-year grant period, the following outcomes are expected:

1. Direct linkage of the STEM cluster project approaches to positive change in support of the state goals and outcome measures

2. Validation of innovative approaches that increase student achievement on the 2010 State Education Reform Plan student outcome measures and performance targets
3. The STEM cluster project models will be judged as worthy of being scalable—able to be used in other school setting used in different settings
4. Dissemination of lessons learned from the STEM Innovation Cluster

Innovation Cluster: College and Career Readiness, P-20 Coordination and Closing Achievement Gaps

Building and supporting a strong P-20 system is critical for the success of Washington's children. By beginning with a strong foundation of support in the early years of schooling, and progressing into secondary and post-secondary support, a strong system can propel students to achieve careers and/or college following high school. This cluster continues the commitment of the Washington Learns effort, which placed a prime emphasis on an aligned P-20 system. Support systems, partnerships and rigorous academics are keys to creating a seamless system for youth—extending from early learning, to intermediate, middle, high school, and through to graduate school and work.

It is difficult to conceptualize how innovative practices can affect such a broad vision. For the purposes of Washington's Race to the Top Program application, as noted throughout the narrative, this has been done by focusing on the important transition points: early learning to Kindergarten; early grade to middle grade programs; middle to high school; high school to all secondary options, graduate education and work. Therefore, the innovation cluster projects for this topic area must also choose a transition point for the focus of their strategy.

Overarching criteria for the selection of these cluster participants will be their ability to show the relationship between innovative practices and strategies for helping students make key transitions and the relationship to the goals, outcome measures and performance targets of the 2010 State education Reform plan. Cluster applicants will align with the outcome measures related to student access to programs and preparation for the next level of education. Projects related to horizontally and vertically aligned programs across communities, systems, and districts, those showing the use of data from the state longitudinal data system, and those employing unique instructional delivery will be encouraged. Of highest priority will be those

projects with innovative strategies to close the achievement gap as well as those tied to dropout prevention and increasing graduation rates.

This cluster will engage advisers from a wide range of areas including early learning; curriculum; higher education and research (four and two-year colleges/universities); business and community; foundations; college readiness; and more.

Over the four year period of the cluster, the following outcomes are expected:

1. Direct linkage of the cluster project approaches to positive change in support of the state goals, outcome measures and performance targets
2. Validation of innovative approaches that close achievement gaps
3. Validation of specific strategies used to help students stay in school and graduate
4. Validation of strategies that increase student commitment to post high school education and training

Innovation Cluster - Teacher and Leader Development and Effectiveness

The Teacher and Leader Development and Effectiveness Innovation Cluster will encourage school districts to challenge the usual practices of thinking about teacher and leadership development, related human resource and financial resource connections. Participants in this Innovation Cluster will serve as exemplars in the design of new career continuum(s) that address recruitment, preparation, licensure, and professional growth. New pathways are encouraged that challenge the current steps of career succession and define opportunities that are more closely related to teaching and leading effective practices. Two areas of emphasis are included: 1) Compensation and Evaluation, and 2) Preparation.

Participants in the Compensation and Evaluation emphasis area will address at least two of the following three areas:

1. Incentives for highly qualified teacher and principal placement in rural, high-poverty, and/or low achievement schools;
2. Career ladder and/or differential pay options; and,
3. Join with districts piloting the new evaluation systems.

Through grant activities, participants will have the opportunity to examine these issues in detail, try out new practices, and in turn inform state policy makers. The Quality Education Council has created a technical work group to recommend details of an enhanced salary

allocation model that aligns state expectations for educator development and certification. Their work begins July 1, 2011. The models, practices, recommendations and efforts of the school districts in this Innovation Cluster will inform the work of the Quality Education Council.

Washington State is unique among state Race to the Top applicants in that a fourth signature line was requested of the state's Partnership Agreement – that of a Principal representative. Understanding that principal leadership is important to meaningful school change, innovation cluster projects related to the role of the principal and building and/or district leadership will be highly encouraged.

Participants in the Preparation emphasis area will focus on developing strong partnerships between preparation programs and school districts that are an integral part of the districts' workforce development and student learning improvement strategy. Districts will take this opportunity to partner with an alternative route provider to create and implement a residency-model teacher preparation or principal preparation program specific to the needs of the district or multiple districts that join together as a consortium. The alternative route partnerships will concentrate on preparation of teachers of science, technology, engineering and mathematics (STEM) and/or teachers and leaders of schools with an integrated STEM approach or theme. Interested participants will be those who are in the process of planning or implementing new approaches or are interested in validating and scaling up evidence-based practices.

Funding will be provided to initiatives that exhibit strong commitments from district leaders, school leaders and staff, and have a high likelihood of being used as a model for other districts. The Teacher/Leader Innovation Cluster will be coordinated with other cluster work through the Race to the Top Education Reform and Innovation Office; the Professional Educator Standards Board and program specialists within the Office of Superintendent of Public Instruction. Efforts will be made to link the cluster work associated with the preparation of teachers in STEM fields to the STEM innovation cluster participants.

The Teacher/Leader Cluster will be supported and given technical assistance from advisers to ensure that the cluster members go beyond traditional approaches to evaluation, alternative routes and professional development and building leadership models. The advisors will include representatives from practicing teachers, principals, and curriculum directors; higher education (four and two-year colleges/universities); business; STEM fields; philanthropic

organizations with priorities on teacher effectiveness and school leadership; Educational Service Districts; and state associations and organizations with shared goals.

Cluster participants will greatly contribute to the use of promising evidence-based practices and transformational change that will improve teaching and learning throughout the State of Washington and reinforce the ability to meet or exceed the ambitious state goals listed in Section (A). Over the four-year period, the following outcomes are expected:

- Validation of connected, innovative approaches that increase teacher and leader effectiveness, as reflected in student outcomes, through the use of new evaluation models; employment of alternative route preparation programs; and leadership training and professional development
- Models that can be replicated or adjusted to other school district settings
- Lessons learned become part of the education innovation knowledge management system and inform state policy makers.

Over the four year period of the Race to the Top Program grant, $20.4 million will be available for project grants in this cluster. Grant awards will range in size and be dependent on the grant activities. Grant support will be balanced between the two emphasis areas.

Innovation Cluster – Struggling Schools

The Struggling Schools Innovation Cluster is designed to encourage rapid improvements in schools that are persistently low achieving. This cluster has to align with federal school improvement directives, definitions and resources administered through the School Improvement Division of the Office of Superintendent of Public Instruction, and the policies established by the State Board of Education. As such, this cluster differs from the others in that only districts with schools meeting the definitions of persistently low achieving will be invited to participate.

Up to 15 schools in the bottom 6-10% of persistently lowest-achieving schools and their districts will be eligible for technical assistance and support focused on the required and permissible elements of the federal intervention models through an Innovation Cluster. The intent is to prevent those schools that have the potential to become persistently lowest-achieving schools in the future. Struggling School Innovation Cluster participants will be expected to: 1) collaborate with state leadership to maximize goal setting and accountability; 2) share effective innovations and expertise with their peers; and 3) support state efforts to scale-up practices

effective in closing persistent achievement gaps and turning around student achievement in their schools.

Participating districts/schools will engage an external team of practitioners to conduct assessments and gap analyses in reading and mathematics and participate in an action planning process resulting in several targeted goals. Specific services and supports will be based on the findings of the assessment and gap analyses, align with action plan goals, and emphasize implementing rapid turnaround and improvement practices consistent with the transformation and turnaround intervention models. Ancillary services and research-based technical assistance will be delivered to participating school/district teams through the Washington Improvement and Implementation Network (WIIN).

Professional development and guidance offered through the Washington Improvement and Implementation Network are designed to engage teachers and educational leaders in ongoing reflection around instructional practice and next steps to improve student learning at the teacher, leader and organizational levels. Technical assistance will be delivered in content areas and in meeting the needs of English Language Learners. District cluster participants will be provided extensive training in building capacity for collecting and analyzing data for use in monitoring implementation and impact of action plans and changes in instructional and leadership practice.

Struggling Schools Cluster districts will learn to implement a performance management system at the district and school level. The performance management system is designed to enable districts to provide timely, relevant, and accessible student, school, and district achievement data and supports aligned services to ensure substantial progress toward annual and long-term achievement goals.

Struggling Schools Innovation Cluster participants will be expected to: 1) collaborate with state leadership to maximize the impact of ancillary services and technical assistance; 2) share insights, effective innovations, and expertise with their peers; and 3) support state efforts to scale-up practices effective in closing persistent achievement gaps and turning around the state's chronically low-performing schools.

This innovation cluster is geared toward supporting implementation and rapid improvement and turnaround practices beginning in 2011-12 and again in 2012-13. The research-based technical assistance is aligned to federal turnaround and transformation models requirements and will include:

1. Implementing rigorous and aligned curriculum, assessments, instruction, and interventions
2. Building teacher and leader capacity for effective and rapid school turnaround
3. Using student data to inform and differentiate instruction
4. Creating district/school structures and conditions for ensuring equitable distribution of effective teachers, leaders, and other resources.

Cluster participants will greatly contribute to the use of promising evidence-based practices and transformational change that will improvement teaching and learning throughout the State of Washington and reinforce the ability to meet or exceed the ambitious state goals listed in Section (A). Over the four year period of the cluster, the following outcome is expected: direct linkage of the Struggling Schools Innovation Cluster project approaches to positive change in the student outcome measures and school improvement status related to Race to the Top Reform Criteria (E)

RACE TO THE TOP PROJECT STRUCTURE

Committees & Working Teams

Steering Committee	
Governor Chris Gregoire **Randy Dorn,** superintendent of public instruction **Jeffrey Vincent,** chair, State Board of Education (March 2010-present) **Mary Jean Ryan,** past chair, State Board of Education (April 2006-March 2010)	• Sets vision and proposal direction • Approves and signs final proposal • Ensures stakeholder feedback is solicited
Coordinating Committee	
Judy Hartmann, education policy advisor, Office of the Governor, project lead **Alan Burke,** deputy superintendent for K-12 education, Office of the Superintendent of Public Instruction **Edie Harding,** executive director, State Board of Education **Jennifer Wallace,** executive director, Professional Educator Standards Board	• Sets clear direction and expectations for working team • Reviews progress • Recommends a final proposal to the steering committee • Removes application development roadblocks • Collects feedback from stakeholders and ensures viewpoints are considered
Working Team Leads	
Jessica Vavrus & Joe Willhoft, Standards and assessments **Bob Butts & Robin Munson,** Data systems to support instruction **Judy Hartmann & Jennifer Wallace,** Great teachers and leaders **Edie Harding & Janell Newman,** Turning around struggling schools **Bob Butts,** Emphasis on science, technology, engineering & mathematics (STEM) **Jessica Vavrus,** Early learning **Alan Burke, Dan Newell, Erin Jones,** Reducing dropouts & closing the achievement gap	• Drives day-to-day project activity • Organizes project and milestones • Synthesizes and develops recommendations • Prepares for meetings with coordinating and steering committees • Conducts analyses • Assists in proposal preparation
Project Support	
Kathleen Plato, proposal writer and data request coordinator, Office of the Superintendent of Public Instruction **Kate Lykins Brown,** public relations and communications, Office of the Governor **Randi Schaff,** program and research coordinator, Office of the Governor **Jana Carlisle,** independent project manager	

SELECTED BIOGRAPHIES FOR RACE TO THE TOP TEAM

Governor Chris Gregoire was raised in Auburn, Washington. She graduated from the University of Washington with a Bachelor of Arts degree in speech and sociology and a teaching certificate. She met her husband Mike in September 1971 when they were caseworkers for the state. Governor Gregoire received her law degree in 1977 from Gonzaga University and worked on child abuse cases as an Assistant Attorney General in Spokane.

In 1988, Governor Booth Gardner appointed her as Director of the Washington Department of Ecology. Governor Gregoire then was elected to three terms as Attorney General, the first woman to be elected to the position in Washington. She was elected Governor in 2004 and re-elected in 2008.

Gov. Gregoire and Mike have two daughters, Courtney and Michelle.

Randy Dorn, Superintendent of Public Instruction, is a lifelong resident of Washington State, taught at elementary and middle schools, and served as an elementary and high school principal. As a member of the state House of Representatives, he was a key sponsor of the Education Reform Bill. For 10 years Dorn was executive director of Public School Employees of Washington. In 2008, he was elected Superintendent of Public Instruction. Dorn and his wife, Kaye, live in Eatonville and have three grown sons.

Jeff Vincent, Chair of the State Board of Education, is the Chief Executive Officer and President of the Laird Norton Company LLC. He leads the Laird Norton investment team in the oversight of current investments, the development of new investment opportunities, and in the day-to-day management of Company activities. Jeff joined the Laird Norton Company LLC in January of 2001. Jeff has more than 30 years of business experience in such roles as CEO, CFO, and corporate development officer. During 15 years of this experience, he worked with privately held family companies where he developed a fundamental understanding of how to successfully manage these types of entities.

Jeff also built a solid operating background, especially in the area of manufacturing and distribution. In his various positions, he has restructured business operations, bought and sold more than 15 companies, and has directed a variety of strategic initiatives in such areas as product development and international expansion. Jeff likes his current challenge of leading Laird Norton, a company with 150 years of history, forward into the 21st century.

Jeff received his BSBA from Drake University, *summa cum laude*, and received his MBA from the Harvard Business School where he was a Baker Scholar. Upon graduating from the Harvard Business School, he was a consultant with McKinsey and Company.

Alan Burke is the Deputy Superintendent for K-12 Education at the Office of the Superintendent of Instruction (OSPI). In this role he has supervisory responsibility for six agency divisions: Teaching and Learning, Assessment, Special Programs and Accountability, Support Services, District and School Improvement, and Career and Technical Education. Before coming to OSPI in February of 2009, Alan held a number of positions over a 35 year career in public education, including middle school teacher and principal, assistant superintendent, and, from 1998 through 2009, superintendent of the Yelm School District in Washington. Alan earned his Ed.D. from the University of Washington in 1990. His dissertation described middle level practices in the state and outlined steps to complete a successful junior high to middle school transition. That research work, coupled with day to day experience in middle level schools, generated consulting requests that eventually led him to visit over thirty schools and districts to provide professional development activities focusing on the middle level.

Robert Butts is the Assistant Superintendent for Policy and Planning for the Washington Office of Superintendent of Public Instruction. In this role, he provides policy advice to the State Superintendent, represents the Superintendent before the Legislature, coordinates cross-agency issues, and serves as the Chair of the Washington Data Governance Committee. Other positions he has held have included Executive Director of the Washington Academic Achievement and Accountability Commission; Interim Executive Director of the Washington State Board of Education; Adjunct Professor, The Evergreen State College, and Senior Analyst, Washington House of Representatives Education Committee. In these roles, he has been involved in a large number of policy issues, including education reform, school and district accountability, data

governance, standards and assessment, high school graduation requirements, and online learning. He received his master's degree in public administration at the University of Washington in 1980.

Jana L. Carlisle has served since March 2010 as the independent project manager for Washington's Race to the Top application development and submission process. Prior to her work with the state of Washington, she served for two years as a Senior Program Officer and Team Leader at the Bill & Melinda Gates Foundation on the College Ready Team. There her work included translating the new College Ready strategy into implementation plans, objectives, and outcomes; managing many Washington State grantees as well as academy of engineering and higher education grantees; and overseeing large-scale evaluations, including early college high school, the Texas High School Project, and New York City small schools.

Prior to relocating to the west coast, she worked for seven years at the Rochester City School District in Rochester, New York, where she defined, led, and launched major projects from the Superintendent's Office. In earlier, third-party roles, she bridged business, post-secondary education, and K-12 education through management of two programs designed to increase teachers' and students' knowledge about the connection between school and work, or education and careers. She was also an integral member of the National Center on Education and the Economy's team to define the skills, standards, competencies, and educational and workplace experiences/connections required to redress lagging American competitiveness.

Jana holds a Bachelor's of Arts degree in political science from James Madison College, Michigan State University; a Master's of Science degree in public policy analysis from the University of Rochester; and her Doctorate in Educational Leadership from the University of Pennsylvania.

Edie Harding is Executive Director of the State Board of Education and manages the staff, budget, research, legislative, and administrative functions for the State Board. Major initiatives include: creating a statewide accountability system, revising changes to the state's math and science standards and curriculum, developing new high school graduation requirements. From 2001-2006 Edie was Director of Government Relations and Policy at The Evergreen State College where she managed the College's legislative agenda and policy initiatives to the Higher

Education Coordinating Board, the Governor and the State Legislature. Edie held the position of Project Manager of Education Research at the Washington State Institute for Public Policy from 1994-2001. She received her MPA from the University of Washington, Seattle, Washington and her BA, Political Science, from The Colorado College, Colorado Springs, Colorado.

Judy Hartmann is Executive Policy Advisor for K-12 Education to Governor Chris Gregoire and also served in this capacity to Governor Gary Locke. She has previously served as: Director of Labor Relations and Legislative Affairs for the Tacoma School District, responsible for bargaining and maintenance of all district labor agreements and the legislative program; as governmental relations staff of the Washington Education Association focusing on education reform and teacher development issues; Governmental Relations Assistant to former State Superintendent of Public Instruction Frank Brouillet; Interim Executive Director of the Seattle Education Association; and, an elementary teacher. Judy is a graduate of Washington State University.

Erin Jones is the Assistant Superintendent for Student Achievement at OSPI. In this role she oversees the Center for the Improvement of Student Learning (CISL), the Beginning Educator Support Team (BEST), and Troops to Teachers, as well as provides advice to educators, communities and legislators on issues related to the academic achievement of students of color. Before coming to OSPI in August 2008, Erin was a literacy coach, a French Immersion teacher and an English teacher in a variety of ethnic and socioeconomic communities. Erin received state recognition as the most innovative foreign language teacher in 2006 and then national recognition as the Milken Educator for Washington State in 2007. Erin received her BA from Bryn Mawr College, her teacher certificate from PLU and a language immersion certification from Concordia College.

Kate Lykins Brown has worked for the Office of Financial Management since 2007, when she was hired as deputy communications director. She now serves as executive communications advisor for the Executive Policy Office. She has also worked for The Evergreen State College, Washington State Board of Education and the Senate Democratic Caucus of the Washington State Senate, among several agencies. Her background includes extensive experience in

legislative and public affairs as well as communications and publications. Kate earned a master's degree in public administration from the University of Washington's Evans School of Public Affairs. She loves what she does and strives to serve the Governor, the public and her colleagues with exceptional professionalism and good cheer.

Robin Munson is Director of Student Information within the Division of Assessment and Student Information at the Office of the Superintendent of Public Instruction. In this role she has responsibility for the collection, analysis and reporting of all aspects of student data. Her team processes and reports all state assessment results, facilitates the ongoing collection of data for the Comprehensive Education Data and Research System, and provides quality assurance for federal and state reporting of enrollment, demographic, and outcome data. Robin has a M.Ed. in special education from the University of Washington and a Ph.D. in Educational Psychology from Stanford University. She has worked in the field of developmental disabilities at the University of Washington and spent seventeen years in Research and Evaluation in Tacoma School District, Washington's second largest LEA.

Dan Newell is the Assistant Superintendent of Secondary Education within the Career and Technical Education division at the Office of Superintendent of Public Instruction (OSPI). In this role he provides statewide leadership for shaping education initiatives, as well as providing oversight regarding the implementation requirements for high school programs. Furthermore, Dan supervises work related to graduation requirements, dropout prevention, dual enrollment programs, and the administration of Navigation 101, a life skills and planning program for students in grades K through 12. Dan has held a number of positions over a 33 year career in public education, including teacher's assistant, teacher, vice principal and principal, before joining the OSPI leadership staff in January of 2009. Dan received both his BA and Masters degree from Western Washington University.

Janell Newman is the Assistant Superintendent of School and District Improvement and Accountability at the Office of Superintendent of Public Instruction in Olympia, Washington. Janell manages district and school improvement assistance initiatives, administers private contract and professional association partnerships, and develops draft models of support and

accountability with State Board of Education. From 2001-06 as Executive Director for Curriculum and Instruction in the Central Kitsap School District, Janell was responsible for instructional programs including implementation of standards-based educational programs, selection and purchase of instructional materials; staff development for certified and classified staff; library services; research, evaluation and assessment; and technology and information services. She earned her Ph.D. in Educational Administration from the University of Kansas in 1990.

Mary Jean Ryan, Past Chair of the State Board of Education, serves as director for the Community Center for Education Results. The Center works to strengthen and support the growing coalition of organizations, parents and civic leaders who want to dramatically accelerate student achievement — especially in South Seattle and South King County neighborhoods. Prior to this, Ms. Ryan served as the Director of the City of Seattle's Office of Policy and Management. Her office led many of the City's high-profile policy development and project management efforts such as the Mayor's Children and Youth Strategy, Northgate revitalization, South Lake Union, University of Washington partnership, etc. Prior to that, she was Seattle's Economic Development Director. Mayor Norm Rice hired Mary Jean to create Seattle's Economic Development Office in 1992. Mary Jean has a deep interest in education and work force development. She currently serves on the Board of the Seattle Jobs Initiative and on the Seattle School District's Community Advisory Committee for Investing in Educational Excellence.

Mary Jean served in Washington, D.C., in the Clinton Administration as the Associate Deputy Administrator for Economic Development for the U.S. Small Business Administration. Early in her career she was the Director of the Evergreen Community Development Association (1986-1992). She is a 1988 graduate of the Seattle Chamber/United Way Leadership Tomorrow Program.

Mary Jean has a B.A. from Georgetown University and a M.P.A. from the University of Southern California

Randi Schaff, MIT, is the Program and Research Coordinator with the Governor's Executive Policy Office since 2007. She manages several education public-private partnerships on behalf

of Governor Gregoire, including implementation of the Microsoft Partners in Learning grant and establishing a multi-stakeholder partnership for a statewide Confucius Institute, which includes higher education, K-12 schools, business and government entities. In addition, she is the State Health Access Program grant coordinator for a Health Resources and Services Administration federal grant program. Prior to government service, she worked in public elementary schools for 10 years and Special Olympics programs for 6 years. She has an undergraduate degree from Southern Illinois University-Carbondale and master's degree in teaching from St. Martin's University.

Kathe Taylor is the Policy Director for the State Board of Education. In Washington, she has worked at the state level in both K-12 (State Board of Education) and higher education policy (Higher Education Coordinating Board). She has taught at the high school, undergraduate, and graduate levels, including in the Master in Teaching program at The Evergreen State College. She has also been a grants administrator (GEAR UP, Preparing Tomorrow's Teachers to Use Technology) and served as ombudsman for a four-year college in Virginia, Longwood. She is the co-author of a book on assessment entitled, "Children at the Center," and earned her MA and Ph.D. in Adult Development and Learning from the University of Maryland.

Jessica Vavrus is the director of Teaching and Learning for the Office of Superintendent of Public Instruction. Teaching and Learning provides leadership, service and support for the development and implementation of research-based learning standards and curriculum to ensure that all learners achieve at high levels in Washington state. Prior to her leadership within Teaching and Learning, Jessica's experience includes serving as an administrator for Washington's nationally recognized Reading First program, leading the Washington Reading Corps, and serving as a statewide program manager for the state's department of employment security. She received her master's degree in public administration with an emphasis on education policy from The Evergreen State College.

Jennifer Wallace is executive director for the Washington State Professional Educator Standards Board (PESB). Created in 2000, the PESB is responsible for state policy and regulation governing preparation, certification, continuing education and assignment of

educators. Prior to directing the PESB, Jennifer's experience includes serving as K-12 education policy advisor to Washington Governor Gary Locke, Policy Center Director for the Northeast Regional Laboratory at Brown University, Research Associate at the Education Commission of the States in Denver, Colorado, and Government Relations Director for the Evergreen State College. Jennifer received her master's in education policy from Stanford University.

Joe Willhoft has served as Assistant Superintendent for Assessment and Student Information at the Office of Superintendent of Public Instruction for Washington State for the past six years. His responsibilities include directing the design and implementation of Washington's student assessment program and the collection and reporting of student information for the state's longitudinal student database. Before moving to the state level, Joe directed assessment and evaluation activities at the local school district level for more than twenty years, primarily in Tacoma Public Schools in Washington and the Charles County schools in Maryland.

Joe earned his doctorate in educational measurement and statistics from the University of Maryland. He is past president of both the Maryland Assessment Group and the Washington Educational Research Association and has been involved in several collaborative data and assessment efforts, including serving on technical advisory committees for several states and the Technical Work Group for a congressionally-mandated evaluation of the National Assessment of Educational Progress (NAEP). Joe currently chairs a NAEP Policy Task Force for the National Assessment Governing Board, which is a collaborative effort co-sponsored by the Board and the Council of Chief State School Officers.

STANDARDS AND ASSESSMENT

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STEM

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Gary Kipp
Association of Washington School Principals

Paul Rosier
Washington Association of School Administrators

EARLY LEARNING

TEAM MEMBERS

Jessica Vavrus
Early Learning Lead
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Dr. Bette Hyde
Director
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Bob Hamilton
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Nina Auerbauch
Executive Director
Thrive by Five Washington

Kelli Bohanon
Director of Early Learning
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Mary Seaton
Former OSPI Director of Early Learning
Director of Early Learning, Seattle Public Schools

Janice Kelly
Early Learning Programs Manager
Office of Superintendent of Public Instruction

REDUCING DROPOUTS & CLOSING THE ACHIEVEMENT GAP

TEAM MEMBERS

Alan Burke
Dropout Co-Lead
Deputy Superintendent, K-12 Education
Office of the Superintendent of Instruction

Dan Newell
Dropout Co-Lead
Assistant Superintendent, Secondary Education, Career and College Readiness
Office of the Superintendent of Instruction

Erin Jones
Achievement Gap Lead
Assistant Superintendent of Student Achievement
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Arcella Hall
Contractor
District and School Improvement and Accountability

Tonya Middling
Director of Project Development, Management & Implementation,
District and School Improvement and Accountability

Kathleen Plato
Resource and Grant Development Manager
Financial Resources

John-Paul Chaisson-Cardenas
Director of Equity & Civil Rights
Operations and External Relations

Rudi Bertschi
Senior Policy Analyst
Operations and External Relations

Greta Bornemann
K-12 Mathematics Director
Teaching and Learning Division

Mary Seaton
Former Director of Early Learning
Teaching and Learning Division

Sarah Rich
Reading First Administrator
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Cheryl Young
K-12 Reading Specialist
Teaching and Learning Division

Helen Malagon
Interim Director of Migrant and Bilingual Special Programs and Federal Accountability

Leslie Pyper
Compliance Monitor Specialist
Special Programs and Federal Accountability

Denny Hurtado
Indian Education Program Specialist
Special Programs and Federal Accountability

Reginald Reid
Program Supervisor
Special Programs and Federal Accountability

Martin Mueller
Assistant Superintendent, Student Support

Mona Johnson
Learning and Teaching Support Director
Student Support

Annie Blackledge
Building Bridges Program Supervisor
Student Support

Ron Hertel
Readiness to Learn Program Supervisor
Student Support

CERTIFICATION OF ENROLLMENT

ENGROSSED SUBSTITUTE HOUSE BILL 2261

Chapter 548, Laws of 2009

(partial veto)

61st Legislature
2009 Regular Session

EDUCATION, GENERALLY

EFFECTIVE DATE: 07/26/09 - Except sections 101 through 110 and 701 through 710, which become effective 09/01/11; sections 304 through 311, which become effective 09/01/13; and section 112, which becomes effective 05/19/09.

Passed by the House April 20, 2009
Yeas 67 Nays 31

FRANK CHOPP

Speaker of the House of Representatives

Passed by the Senate April 16, 2009
Yeas 26 Nays 23

BRAD OWEN

President of the Senate

Approved May 19, 2009, 10:28 a.m., with the exception of Sections 115 and 709 which are vetoed.

CHRISTINE GREGOIRE

Governor of the State of Washington

CERTIFICATE

I, Barbara Baker, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **ENGROSSED SUBSTITUTE HOUSE BILL 2261** as passed by the House of Representatives and the Senate on the dates hereon set forth.

BARBARA BAKER

Chief Clerk

FILED

May 20, 2009

Secretary of State
State of Washington

ENGROSSED SUBSTITUTE HOUSE BILL 2261

AS AMENDED BY THE SENATE

Passed Legislature - 2009 Regular Session

State of Washington 61st Legislature 2009 Regular Session

By House Education Appropriations (originally sponsored by Representatives Sullivan, Priest, Hunter, Anderson, Maxwell, White, Quall, Liias, Dammeier, Rodne, Wallace, Pedersen, Kelley, Goodman, Springer, Hope, Nelson, Miloscia, Carlyle, Hunt, Morris, Morrell, Probst, Pettigrew, Eddy, Simpson, Kenney, Moeller, Smith, Condotta, McCoy, Kagi, Chase, Rolfes, Clibborn, Ormsby, Haler, and Cox)

READ FIRST TIME 03/03/09.

1 AN ACT Relating to education; amending RCW 28A.150.200,
2 28A.150.210, 28A.150.220, 28A.150.250, 28A.150.260, 28A.150.315,
3 28A.150.390, 28A.150.380, 28A.230.090, 43.41.400, 28A.195.010,
4 28A.160.150, 28A.160.160, 28A.160.170, 28A.160.180, 28A.160.190,
5 28A.415.360, 28A.305.130, 28A.165.005, 28A.165.015, 28A.165.055,
6 28A.180.010, 28A.180.080, 28A.225.200, 28A.185.010, and 28A.185.020;
7 adding new sections to chapter 28A.150 RCW; adding new sections to
8 chapter 28A.300 RCW; adding a new section to chapter 28A.655 RCW;
9 adding new sections to chapter 43.41 RCW; adding a new section to
10 chapter 28A.500 RCW; adding new sections to chapter 28A.160 RCW; adding
11 a new section to chapter 28A.410 RCW; adding a new section to chapter
12 28A.305 RCW; adding a new section to chapter 28A.185 RCW; adding a new
13 chapter to Title 28A RCW; creating new sections; repealing RCW
14 28A.150.030, 28A.150.060, 28A.150.100, 28A.150.040, 28A.150.370, and
15 28A.155.180; providing effective dates; and declaring an emergency.

16 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

17 NEW SECTION. **Sec. 1.** (1) Public education in Washington state has
18 evolved since the enactment of the Washington basic education act of
19 1977. Decisions by the courts have played a part in this evolution, as

have studies and research about education practices and education funding. The legislature finds ample evidence of a need for continuing to refine the program of basic education that is funded by the state and delivered by school districts.

(2) The legislature reaffirms the work of Washington Learns and other educational task forces that have been convened over the past four years and their recommendations to make bold reforms to the entire educational system in order to educate all students to a higher level; to focus on the individualized instructional needs of students; to strive towards closing the achievement gap and reducing dropout rates; and to prepare students for a constantly evolving workforce and increasingly demanding global economy. In enacting this legislation, the legislature intends to continue to review, evaluate, and revise the definition and funding of basic education in order to continue to fulfill the state obligation under Article IX of the state Constitution. The legislature also intends to continue to strengthen and modify the structure of the entire K-12 educational system, including nonbasic education programmatic elements, in order to build the capacity to anticipate and support potential future enhancements to basic education as the educational needs of our citizens continue to evolve.

(3) The legislature recognizes that the first step in revising the definition and funding of basic education is to create a transparent funding system for both allocations and expenditures so that not only policymakers and educators understand how the state supports basic education but also taxpayers. An adequate data system that enables the legislature to make rational, data-driven decisions on which educational programs impact student learning in order to more effectively and efficiently deliver the resources necessary to provide an ample program of basic education is also a necessity. A new prototypical funding system will allow the legislature to better understand how current resources are being used. A more complete and accurate educational data system will allow the legislature to understand whether current basic education programs are supporting student learning. Only with both of these systems in place can the legislature make informed decisions on how to best implement a dynamic and evolving system of basic education.

(4) For practical and educational reasons, major changes of the program of basic education and the funding formulas to support it cannot occur instantaneously. The legislature intends to build upon the previous efforts of the legislature and the basic education task force in order to develop a realistic implementation strategy for a new instructional program after technical experts develop the details of the prototypical schools funding formulas and the data and reporting system that will support a new instructional program. The legislature also intends to establish a formal structure for monitoring the implementation by the legislature of an evolving program of basic education and the financing necessary to support such a program. The legislature intends that the redefined program of basic education and funding for the program be fully implemented by 2018.

(5) It is the further intent of the legislature to also address additional issues that are of importance to the legislature but are not part of basic education.

NEW SECTION. **Sec. 2.** It is the intent of the legislature that specified policies and allocation formulas adopted under this act will constitute the legislature's definition of basic education under Article IX of the state Constitution once fully implemented. The legislature intends, however, to continue to review and revise the formulas and schedules and may make additional revisions, including revisions for technical purposes and consistency in the event of mathematical or other technical errors.

PART I
PROGRAM AND FUNDING OF BASIC EDUCATION

Sec. 101. RCW 28A.150.200 and 1990 c 33 s 104 are each amended to read as follows:

((~~This 1977 amendatory act shall be known and may be cited as "The Washington Basic Education Act of 1977." The program evolving from the Basic Education Act shall include (1) the goal of the school system as defined in RCW 28A.150.210, (2) those program requirements enumerated in RCW 28A.150.220, and (3) the determination and distribution of state resources as defined in RCW 28A.150.250 and 28A.150.260.~~

~~The requirements of the Basic Education Act are~~)) (1) The program of basic education established under this chapter is deemed by the legislature to comply with the requirements of Article IX, section 1 of the state Constitution, which states that "It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex," and ((~~are~~)) is adopted pursuant to Article IX, section 2 of the state Constitution, which states that "The legislature shall provide for a general and uniform system of public schools."

(2) The legislature defines the program of basic education under this chapter as that which is necessary to provide the opportunity to develop the knowledge and skills necessary to meet the state-established high school graduation requirements that are intended to allow students to have the opportunity to graduate with a meaningful diploma that prepares them for postsecondary education, gainful employment, and citizenship. Basic education by necessity is an evolving program of instruction intended to reflect the changing educational opportunities that are needed to equip students for their role as productive citizens and includes the following:

(a) The instructional program of basic education the minimum components of which are described in RCW 28A.150.220;

(b) The program of education provided by chapter 28A.190 RCW for students in residential schools as defined by RCW 28A.190.020 and for juveniles in detention facilities as identified by RCW 28A.190.010;

(c) The program of education provided by chapter 28A.193 RCW for individuals under the age of eighteen who are incarcerated in adult correctional facilities; and

(d) Transportation and transportation services to and from school for eligible students as provided under RCW 28A.160.150 through 28A.160.180.

NEW SECTION. **Sec. 102.** The definitions in this section apply throughout this chapter unless the context clearly requires otherwise.

(1) "Basic education goal" means the student learning goals and the student knowledge and skills described under RCW 28A.150.210.

(2) "Certificated administrative staff" means all those persons who

are chief executive officers, chief administrative officers, confidential employees, supervisors, principals, or assistant principals within the meaning of RCW 41.59.020(4).

(3) "Certificated employee" as used in this chapter and RCW 28A.195.010, 28A.405.100, 28A.405.210, 28A.405.240, 28A.405.250, 28A.405.300 through 28A.405.380, and chapter 41.59 RCW, means those persons who hold certificates as authorized by rule of the Washington professional educator standards board.

(4) "Certificated instructional staff" means those persons employed by a school district who are nonsupervisory certificated employees within the meaning of RCW 41.59.020(8).

(5) "Class size" means an instructional grouping of students where, on average, the ratio of students to teacher is the number specified.

(6) "Classified employee" means a person who does not hold a professional education certificate or is employed in a position that does not require such a certificate.

(7) "Classroom teacher" means a person who holds a professional education certificate and is employed in a position for which such certificate is required whose primary duty is the daily educational instruction of students. In exceptional cases, people of unusual competence but without certification may teach students so long as a certificated person exercises general supervision, but the hiring of such classified employees shall not occur during a labor dispute, and such classified employees shall not be hired to replace certificated employees during a labor dispute.

(8) "Instructional program of basic education" means the minimum program required to be provided by school districts and includes instructional hour requirements and other components under RCW 28A.150.220.

(9) "Program of basic education" means the overall program under RCW 28A.150.200 and deemed by the legislature to comply with the requirements of Article IX, section 1 of the state Constitution.

(10) "School day" means each day of the school year on which pupils enrolled in the common schools of a school district are engaged in academic and career and technical instruction planned by and under the direction of the school.

(11) "School year" includes the minimum number of school days required under RCW 28A.150.220 and begins on the first day of September

and ends with the last day of August, except that any school district may elect to commence the annual school term in the month of August of any calendar year and in such case the operation of a school district for such period in August shall be credited by the superintendent of public instruction to the succeeding school year for the purpose of the allocation and distribution of state funds for the support of such school district.

(12) "Teacher planning period" means a period of a school day as determined by the administration and board of the directors of the district that may be used by teachers for instruction-related activities including but not limited to preparing instructional materials; reviewing student performance; recording student data; consulting with other teachers, instructional assistants, mentors, instructional coaches, administrators, and parents; or participating in professional development.

Sec. 103. RCW 28A.150.210 and 2007 c 400 s 1 are each amended to read as follows:

((~~The goal of the basic education act for the schools of the state of Washington set forth in this chapter shall be~~)) A basic education is an evolving program of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well- being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Additionally, the state of Washington intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:

(1) Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;

(2) Know and apply the core concepts and principles of mathematics;

social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;

(3) Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and

(4) Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

Sec. 104. RCW 28A.150.220 and 1993 c 371 s 2 are each amended to read as follows:

(1) ((~~Satisfaction of the basic education program requirements identified in RCW 28A.150.210 shall be considered to be implemented by the following program:~~

~~(a) Each school district shall make available to students enrolled in kindergarten at least a total instructional offering of four hundred fifty hours. The program shall include instruction in the essential academic learning requirements under RCW 28A.630.885 and such other subjects and such activities as the school district shall determine to be appropriate for the education of the school district's students enrolled in such program;~~

~~(b)~~)) In order for students to have the opportunity to develop the basic education knowledge and skills under RCW 28A.150.210, school districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship. The program established under this section shall be the minimum instructional program of basic education offered by school districts.

(2) Each school district shall make available to students the following minimum instructional offering each school year:

(a) For students enrolled in grades one through twelve, at least a district-wide annual average ((~~total instructional hour offering~~)) of one thousand hours((~~. The state board of education may define alternatives to classroom instructional time for students in grades nine through twelve enrolled in alternative learning experiences. The state board of education shall establish rules to determine annual~~

~~average instructional hours for districts including fewer than twelve grades. The program shall include the essential academic learning requirements under RCW 28A.630.885 and such other subjects and such activities as the school district shall determine to be appropriate for the education of the school district's students enrolled in such group~~)), which shall be increased to at least one thousand eighty instructional hours for students enrolled in each of grades seven through twelve and at least one thousand instructional hours for students in each of grades one through six according to an implementation schedule adopted by the legislature; and

(b) For students enrolled in kindergarten, at least four hundred fifty instructional hours, which shall be increased to at least one thousand instructional hours according to the implementation schedule under RCW 28A.150.315.

(3) The instructional program of basic education provided by each school district shall include:

(a) Instruction in the essential academic learning requirements under RCW 28A.655.070;

(b) Instruction that provides students the opportunity to complete twenty-four credits for high school graduation, subject to a phased-in implementation of the twenty-four credits as established by the legislature. Course distribution requirements may be established by the state board of education under RCW 28A.230.090;

(c) If the essential academic learning requirements include a requirement of languages other than English, the requirement may be met by students receiving instruction in one or more American Indian languages;

(d) Supplemental instruction and services for underachieving students through the learning assistance program under RCW 28A.165.005 through 28A.165.065;

(e) Supplemental instruction and services for eligible and enrolled students whose primary language is other than English through the transitional bilingual instruction program under RCW 28A.180.010 through 28A.180.080;

(f) The opportunity for an appropriate education at public expense as defined by RCW 28A.155.020 for all eligible students with disabilities as defined in RCW 28A.155.020; and

(g) Programs for highly capable students under RCW 28A.185.010 through 28A.185.030.

((~~(2)~~)) (4) Nothing contained in ((~~subsection (1) of~~)) this section shall be construed to require individual students to attend school for any particular number of hours per day or to take any particular courses.

((~~(3)~~)) (5) Each school district's kindergarten through twelfth grade basic educational program shall be accessible to all students who are five years of age, as provided by RCW 28A.225.160, and less than twenty-one years of age and shall consist of a minimum of one hundred eighty school days per school year in such grades as are conducted by a school district, and one hundred eighty half-days of instruction, or equivalent, in kindergarten((~~: PROVIDED, That~~)), to be increased to a minimum of one hundred eighty school days per school year according to the implementation schedule under RCW 28A.150.315. However, effective May 1, 1979, a school district may schedule the last five school days of the one hundred and eighty day school year for noninstructional purposes in the case of students who are graduating from high school, including, but not limited to, the observance of graduation and early release from school upon the request of a student, and all such students may be claimed as a full-time equivalent student to the extent they could otherwise have been so claimed for the purposes of RCW 28A.150.250 and 28A.150.260.

((~~(4)~~)) (6) Nothing in this section precludes a school district from enriching the instructional program of basic education, such as offering additional instruction or providing additional services, programs, or activities that the school district determines to be appropriate for the education of the school district's students.

(7) The state board of education shall adopt rules to implement and ensure compliance with the program requirements imposed by this section, RCW 28A.150.250 and 28A.150.260, and such related supplemental program approval requirements as the state board may establish.

Sec. 105. RCW 28A.150.250 and 1990 c 33 s 107 are each amended to read as follows:

(1) From those funds made available by the legislature for the current use of the common schools, the superintendent of public instruction shall distribute annually as provided in RCW 28A.510.250 to

each school district of the state operating a basic education instructional program approved by the state board of education an amount based on the formulas provided in RCW 28A.150.260, 28A.150.390, and section 109 of this act which, when combined with an appropriate portion of such locally available revenues, other than receipts from federal forest revenues distributed to school districts pursuant to RCW 28A.520.010 and 28A.520.020, as the superintendent of public instruction may deem appropriate for consideration in computing state equalization support, excluding excess property tax levies, will constitute a basic education allocation in dollars for each annual average full-time equivalent student enrolled((~~, based upon one full school year of one hundred eighty days, except that for kindergartens one full school year shall be one hundred eighty half days of instruction, or the equivalent as provided in RCW 28A.150.220~~)).

(2) The instructional program of basic education shall be considered to be fully funded by those amounts of dollars appropriated by the legislature pursuant to RCW ((~~28A.150.250 and~~)) 28A.150.260, 28A.150.390, and section 109 of this act to fund those program requirements identified in RCW 28A.150.220 in accordance with the formula ((~~and ratios~~)) provided in RCW 28A.150.260 and those amounts of dollars appropriated by the legislature to fund the salary requirements of RCW ((~~28A.150.100 and~~)) 28A.150.410.

((~~Operation of a program approved by the state board of education, for the purposes of this section, shall include a finding that the ratio of students per classroom teacher in grades kindergarten through three is not greater than the ratio of students per classroom teacher in grades four and above for such district: PROVIDED, That for the purposes of this section, "classroom teacher" shall be defined as an instructional employee possessing at least a provisional certificate, but not necessarily employed as a certificated employee, whose primary duty is the daily educational instruction of students: PROVIDED FURTHER, That the state board of education shall adopt rules and regulations to insure compliance with the student/teacher ratio provisions of this section, and such rules and regulations shall allow for exemptions for those special programs and/or school districts which may be deemed unable to practicably meet the student/teacher ratio requirements of this section by virtue of a small number of students.~~))

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(3) If a school district's basic education program fails to meet the basic education requirements enumerated in RCW ((~~28A.150.250,~~)) 28A.150.260((~~,~~)) and 28A.150.220, the state board of education shall require the superintendent of public instruction to withhold state funds in whole or in part for the basic education allocation until program compliance is assured((~~: PROVIDED, That~~)). However, the state board of education may waive this requirement in the event of substantial lack of classroom space.

Sec. 106. RCW 28A.150.260 and 2006 c 263 s 322 are each amended to read as follows:

((~~The basic education allocation for each annual average full time equivalent student shall be determined in accordance with the following procedures~~)) The purpose of this section is to provide for the allocation of state funding that the legislature deems necessary to support school districts in offering the minimum instructional program of basic education under RCW 28A.150.220. The allocation shall be determined as follows:

(1) The governor shall and the superintendent of public instruction may recommend to the legislature a formula ((~~based on a ratio of students to staff~~)) for the distribution of a basic education instructional allocation for each ((~~annual average full time equivalent student enrolled in a~~)) common school district. ((~~The distribution formula shall have the primary objective of equalizing educational opportunities and shall provide appropriate recognition of the following costs among the various districts within the state:~~

~~(a) Certificated instructional staff and their related costs;~~

~~(b) Certificated administrative staff and their related costs;~~

~~(c) Classified staff and their related costs;~~

~~(d) Nonsalary costs;~~

~~(e) Extraordinary costs, including school facilities, of remote and necessary schools as judged by the superintendent of public instruction, with recommendations from the school facilities citizen advisory panel under RCW 28A.525.025, and small high schools, including costs of additional certificated and classified staff; and~~

~~(f) The attendance of students pursuant to RCW 28A.335.160 and 28A.225.250 who do not reside within the servicing school district.~~))

(2)((~~(a)~~)) The distribution formula under this section shall be for allocation purposes only. Except as may be required under chapter 28A.165, 28A.180, or 28A.155 RCW, or federal laws and regulations, nothing in this section requires school districts to use basic education instructional funds to implement a particular instructional approach or service. Nothing in this section requires school districts to maintain a particular classroom teacher-to-student ratio or other staff-to-student ratio or to use allocated funds to pay for particular types or classifications of staff. Nothing in this section entitles an individual teacher to a particular teacher planning period.

(3)(a) To the extent the technical details of the formula have been adopted by the legislature, the distribution formula for the basic education instructional allocation shall be based on minimum staffing and nonstaff costs the legislature deems necessary to support instruction and operations in prototypical schools serving high, middle, and elementary school students as provided in this section. The use of prototypical schools for the distribution formula does not constitute legislative intent that schools should be operated or structured in a similar fashion as the prototypes. Prototypical schools illustrate the level of resources needed to operate a school of a particular size with particular types and grade levels of students using commonly understood terms and inputs, such as class size, hours of instruction, and various categories of school staff. It is the intent that the funding allocations to school districts be adjusted from the school prototypes based on the actual number of annual average full-time equivalent students in each grade level at each school in the district and not based on the grade-level configuration of the school to the extent that data is available. The allocations shall be further adjusted from the school prototypes with minimum allocations for small schools and to reflect other factors identified in the omnibus appropriations act.

(b) For the purposes of this section, prototypical schools are defined as follows:

(i) A prototypical high school has six hundred average annual full-time equivalent students in grades nine through twelve;

(ii) A prototypical middle school has four hundred thirty-two average annual full-time equivalent students in grades seven and eight; and

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(iii) A prototypical elementary school has four hundred average annual full-time equivalent students in grades kindergarten through six.

(c) The minimum allocation for each level of prototypical school shall be based on the number of full-time equivalent classroom teachers needed to provide instruction over the minimum required annual instructional hours under RCW 28A.150.220 and provide at least one teacher planning period per school day, and based on an average class size as specified in the omnibus appropriations act. The omnibus appropriations act shall at a minimum specify:

(i) Basic average class size;

(ii) Basic average class size in schools where more than fifty percent of the students are eligible for free and reduced-price meals;

(iii) Average class size for exploratory and preparatory career and technical education, laboratory science, advanced placement, and international baccalaureate courses; and

(iv) Average class size in grades kindergarten through three.

(d) The minimum allocation for each level of prototypical school shall include allocations for the following types of staff in addition to classroom teachers:

(i) Principals, including assistant principals, and other certificated building-level administrators;

(ii) Teacher librarians, performing functions including information literacy, technology, and media to support school library media programs;

(iii) Student health services, a function that includes school nurses, whether certificated instructional or classified employee, and social workers;

(iv) Guidance counselors, performing functions including parent outreach and graduation advisor;

(v) Professional development coaches;

(vi) Teaching assistance, which includes any aspect of educational instructional services provided by classified employees;

(vii) Office support, technology support, and other noninstructional aides;

(viii) Custodians, warehouse, maintenance, laborer, and professional and technical education support employees; and

(ix) Classified staff providing student and staff safety.

(4)(a) The minimum allocation for each school district shall include allocations per annual average full-time equivalent student for the following materials, supplies, and operating costs: Student technology; utilities; curriculum, textbooks, library materials, and instructional supplies; instructional professional development for both certificated and classified staff; other building-level costs including maintenance, custodial, and security; and central office administration.

(b) The annual average full-time equivalent student amounts in (a) of this subsection shall be enhanced based on full-time equivalent student enrollment in exploratory career and technical education courses for students in grades seven through twelve; laboratory science courses for students in grades nine through twelve; preparatory career and technical education courses for students in grades nine through twelve offered in a high school; and preparatory career and technical education courses for students in grades eleven and twelve offered through a skill center.

(5) The allocations provided under subsections (3) and (4) of this section shall be enhanced as follows to provide additional allocations for classroom teachers and maintenance, supplies, and operating costs:

(a) To provide supplemental instruction and services for underachieving students through the learning assistance program under RCW 28A.165.005 through 28A.165.065, allocations shall be based on the percent of students in each school who are eligible for free and reduced-price meals. The minimum allocation for the learning assistance program shall provide an extended school day and extended school year for each level of prototypical school and a per student allocation for maintenance, supplies, and operating costs.

(b) To provide supplemental instruction and services for students whose primary language is other than English, allocations shall be based on the number of students in each school who are eligible for and enrolled in the transitional bilingual instruction program under RCW 28A.180.010 through 28A.180.080. The minimum allocation for each level of prototypical school shall provide for supplemental instruction based on percent of the school day a student is assumed to receive supplemental instruction and a per student allocation for maintenance, supplies, and operating costs.

(6) The allocations provided under subsections (3) and (4) of this section shall be enhanced to provide additional allocations to support programs for highly capable students under RCW 28A.185.010 through 28A.185.030, based on two and three hundred fourteen one-thousandths percent of each school district's full-time equivalent enrollment. The minimum allocation for the programs shall provide an extended school day and extended school year for each level of prototypical school and a per student allocation for maintenance, supplies, and operating costs.

(7) The allocations under subsections (3)(b), (c)(i), and (d), (4), and (8) of this section shall be enhanced as provided under RCW 28A.150.390 on an excess cost basis to provide supplemental instructional resources for students with disabilities.

(8) The distribution formula shall include allocations to school districts to support certificated and classified staffing of central office administration. The minimum allocation shall be calculated as a percentage, identified in the omnibus appropriations act, of the total allocations for staff under subsections (3) and (6) of this section for all schools in the district.

(9)(a) For the purposes of allocations for prototypical high schools and middle schools under subsections (3) and (5) of this section that are based on the percent of students in the school who are eligible for free and reduced-price meals, the actual percent of such students in a school shall be adjusted by a factor identified in the omnibus appropriations act to reflect underreporting of free and reduced-price meal eligibility among middle and high school students.

(b) Allocations or enhancements provided under subsections (3) and (4) of this section for exploratory and preparatory career and technical education courses shall be provided only for courses approved by the office of the superintendent of public instruction under chapter 28A.700 RCW.

(10)(a) This formula for distribution of basic education funds shall be reviewed biennially by the superintendent and governor. The recommended formula shall be subject to approval, amendment or rejection by the legislature. ((~~The formula shall be for allocation purposes only. While the legislature intends that the allocations for additional instructional staff be used to increase the ratio of such~~

~~staff to students, nothing in this section shall require districts to reduce the number of administrative staff below existing levels.~~

~~(b) The formula adopted by the legislature shall reflect the following ratios at a minimum: (i) Forty-nine certificated instructional staff to one thousand annual average full time equivalent students enrolled in grades kindergarten through three; (ii) forty-six certificated instructional staff to one thousand annual average full time equivalent students in grades four through twelve; (iii) four certificated administrative staff to one thousand annual average full time equivalent students in grades kindergarten through twelve; and (iv) sixteen and sixty-seven one-hundredths classified personnel to one thousand annual average full time equivalent students enrolled in grades kindergarten through twelve.~~

~~(c)~~)) (b) In the event the legislature rejects the distribution formula recommended by the governor, without adopting a new distribution formula, the distribution formula for the previous school year shall remain in effect((~~: PROVIDED, That the distribution formula developed pursuant to this section shall be for state apportionment and equalization purposes only and shall not be construed as mandating specific operational functions of local school districts other than those program requirements identified in RCW 28A.150.220 and 28A.150.100~~)).

(c) The enrollment of any district shall be the annual average number of full-time equivalent students and part-time students as provided in RCW 28A.150.350, enrolled on the first school day of each month ((~~and shall exclude full time equivalent students with disabilities recognized for the purposes of allocation of state funds for programs under RCW 28A.155.010 through 28A.155.100~~)), including students who are in attendance pursuant to RCW 28A.335.160 and 28A.225.250 who do not reside within the servicing school district. The definition of full-time equivalent student shall be determined by rules of the superintendent of public instruction((~~: PROVIDED, That the definition~~)) and shall be included as part of the superintendent's biennial budget request((~~: PROVIDED, FURTHER, That~~)). The definition shall be based on the minimum instructional hour offerings required under RCW 28A.150.220. Any revision of the present definition shall not take effect until approved by the house ((~~appropriations~~)) ways and

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means committee and the senate ways and means committee((~~: PROVIDED, FURTHER, That~~)).

(d) The office of financial management shall make a monthly review of the superintendent's reported full-time equivalent students in the common schools in conjunction with RCW 43.62.050.

((~~(3)(a) Certificated instructional staff shall include those persons employed by a school district who are nonsupervisory employees within the meaning of RCW 41.59.020(8): PROVIDED, That in exceptional cases, people of unusual competence but without certification may teach students so long as a certificated person exercises general supervision: PROVIDED, FURTHER, That the hiring of such classified people shall not occur during a labor dispute and such classified people shall not be hired to replace certificated employees during a labor dispute.~~

~~(b) Certificated administrative staff shall include all those persons who are chief executive officers, chief administrative officers, confidential employees, supervisors, principals, or assistant principals within the meaning of RCW 41.59.020(4).~~))

Sec. 107. RCW 28A.150.315 and 2007 c 400 s 2 are each amended to read as follows:

(1) Beginning with the 2007-08 school year, funding for voluntary all-day kindergarten programs shall be phased-in beginning with schools with the highest poverty levels, defined as those schools with the highest percentages of students qualifying for free and reduced-price lunch support in the prior school year. Once a school receives funding for the all-day kindergarten program, that school shall remain eligible for funding in subsequent school years regardless of changes in the school's percentage of students eligible for free and reduced-price lunches as long as other program requirements are fulfilled. Additionally, schools receiving all-day kindergarten program support shall agree to the following conditions:

(a) Provide at least a one thousand-hour instructional program;

(b) Provide a curriculum that offers a rich, varied set of experiences that assist students in:

(i) Developing initial skills in the academic areas of reading, mathematics, and writing;

(ii) Developing a variety of communication skills;

(iii) Providing experiences in science, social studies, arts, health and physical education, and a world language other than English;

(iv) Acquiring large and small motor skills;

(v) Acquiring social and emotional skills including successful participation in learning activities as an individual and as part of a group; and

(vi) Learning through hands-on experiences;

(c) Establish learning environments that are developmentally appropriate and promote creativity;

(d) Demonstrate strong connections and communication with early learning community providers; and

(e) Participate in kindergarten program readiness activities with early learning providers and parents.

(2) Subject to funds appropriated for this purpose, the superintendent of public instruction shall designate one or more school districts to serve as resources and examples of best practices in designing and operating a high-quality all-day kindergarten program. Designated school districts shall serve as lighthouse programs and provide technical assistance to other school districts in the initial stages of implementing an all-day kindergarten program. Examples of topics addressed by the technical assistance include strategic planning, developing the instructional program and curriculum, working with early learning providers to identify students and communicate with parents, and developing kindergarten program readiness activities.

((~~(3) Any funds allocated to support all-day kindergarten programs under this section shall not be considered as basic education funding.~~))

Sec. 108. RCW 28A.150.390 and 1995 c 77 s 6 are each amended to read as follows:

(1) The superintendent of public instruction shall submit to each regular session of the legislature during an odd-numbered year a programmed budget request for special education programs for students with disabilities. Funding for programs operated by local school districts shall be on an excess cost basis from appropriations provided by the legislature for special education programs for students with disabilities and shall take account of state funds accruing through RCW ((~~28A.150.250,~~)) 28A.150.260((~~,~~)) (3) (b), (c)(i), and (d), (4), and

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(8) and federal medical assistance and private funds accruing under RCW 74.09.5249 through 74.09.5253 and 74.09.5254 through 74.09.5256((~~, and other state and local funds, excluding special excess levies~~)).

(2) The excess cost allocation to school districts shall be based on the following:

(a) A district's annual average headcount enrollment of students ages birth through four and those five year olds not yet enrolled in kindergarten who are eligible for and enrolled in special education, multiplied by the district's base allocation per full-time equivalent student, multiplied by 1.15; and

(b) A district's annual average full-time equivalent basic education enrollment, multiplied by the district's funded enrollment percent, multiplied by the district's base allocation per full-time equivalent student, multiplied by 0.9309.

(3) As used in this section:

(a) "Base allocation" means the total state allocation to all schools in the district generated by the distribution formula under RCW 28A.150.260 (3) (b), (c)(i), and (d), (4), and (8), to be divided by the district's full-time equivalent enrollment.

(b) "Basic education enrollment" means enrollment of resident students including nonresident students enrolled under RCW 28A.225.225 and students from nonhigh districts enrolled under RCW 28A.225.210 and excluding students residing in another district enrolled as part of an interdistrict cooperative program under RCW 28A.225.250.

(c) "Enrollment percent" means the district's resident special education annual average enrollment, excluding students ages birth through four and those five year olds not yet enrolled in kindergarten, as a percent of the district's annual average full-time equivalent basic education enrollment.

(d) "Funded enrollment percent" means the lesser of the district's actual enrollment percent or twelve and seven-tenths percent.

NEW SECTION. **Sec. 109.** (1) To the extent necessary, funds shall be made available for safety net awards for districts with demonstrated needs for special education funding beyond the amounts provided through the special education funding formula under RCW 28A.150.390. If the federal safety net awards based on the federal eligibility threshold exceed the federal appropriation in any fiscal year, then the

superintendent shall expend all available federal discretionary funds necessary to meet this need. Safety net funds shall be awarded by the state safety net oversight committee subject to the following conditions and limitations:

(a) The committee shall consider additional funds for districts that can convincingly demonstrate that all legitimate expenditures for special education exceed all available revenues from state funding formulas. In the determination of need, the committee shall also consider additional available revenues from federal sources. Differences in program costs attributable to district philosophy, service delivery choice, or accounting practices are not a legitimate basis for safety net awards. In the determination of need, the committee shall require that districts demonstrate that they are maximizing their eligibility for all state revenues related to services for special education-eligible students and all federal revenues from federal impact aid, medicaid, and the individuals with disabilities education act-Part B and appropriate special projects. Awards associated with (b) and (c) of this subsection shall not exceed the total of a district's specific determination of need.

(b) The committee shall then consider the extraordinary high cost needs of one or more individual special education students. Differences in costs attributable to district philosophy, service delivery choice, or accounting practices are not a legitimate basis for safety net awards.

(c) Using criteria developed by the committee, the committee shall then consider extraordinary costs associated with communities that draw a larger number of families with children in need of special education services, which may include consideration of proximity to group homes, military bases, and regional hospitals. Safety net awards under this subsection (1)(c) shall be adjusted to reflect amounts awarded under (b) of this subsection.

(d) The maximum allowable indirect cost for calculating safety net eligibility may not exceed the federal restricted indirect cost rate for the district plus one percent.

(e) Safety net awards shall be adjusted based on the percent of potential medicaid eligible students billed as calculated by the superintendent of public instruction in accordance with chapter 318, Laws of 1999.

(f) Safety net awards must be adjusted for any audit findings or exceptions related to special education funding.

(2) The superintendent of public instruction may adopt such rules and procedures as are necessary to administer the special education funding and safety net award process. Before revising any standards, procedures, or rules, the superintendent shall consult with the office of financial management and the fiscal committees of the legislature. In adopting and revising the rules, the superintendent shall ensure the application process to access safety net funding is streamlined, timelines for submission are not in conflict, feedback to school districts is timely and provides sufficient information to allow school districts to understand how to correct any deficiencies in a safety net application, and that there is consistency between awards approved by school district and by application period. The office of the superintendent of public instruction shall also provide technical assistance to school districts in preparing and submitting special education safety net applications.

(3) On an annual basis, the superintendent shall survey districts regarding their satisfaction with the safety net process and consider feedback from districts to improve the safety net process. Each year by December 1st, the superintendent shall prepare and submit a report to the office of financial management and the appropriate policy and fiscal committees of the legislature that summarizes the survey results and those changes made to the safety net process as a result of the school district feedback.

(4) The safety net oversight committee appointed by the superintendent of public instruction shall consist of:

(a) One staff member from the office of the superintendent of public instruction;

(b) Staff of the office of the state auditor who shall be nonvoting members of the committee; and

(c) One or more representatives from school districts or educational service districts knowledgeable of special education programs and funding.

Sec. 110. RCW 28A.150.380 and 2001 c 3 s 10 are each amended to read as follows:

(1) The state legislature shall, at each regular session in an odd-

numbered year, appropriate ((~~from the state general fund~~)) for the current use of the common schools such amounts as needed for state support to ((~~the common schools~~)) school districts during the ensuing biennium ((~~as provided in this chapter, RCW 28A.160.150 through 28A.160.210, 28A.300.170, and 28A.500.010~~)) for the program of basic education under RCW 28A.150.200.

(2) In addition to those state funds provided to school districts for basic education, the legislature may appropriate funds to be distributed to school districts for other factors and for other special programs to enhance or enrich the program of basic education.

(3) The state legislature shall also, at each regular session in an odd-numbered year, appropriate from the student achievement fund and education construction fund solely for the purposes of and in accordance with the provisions of the student achievement act during the ensuing biennium.

Sec. 111. RCW 28A.230.090 and 2006 c 114 s 3 are each amended to read as follows:

(1) The state board of education shall establish high school graduation requirements or equivalencies for students, except those equivalencies established by local high schools or school districts under RCW 28A.230.097.

(a) Any course in Washington state history and government used to fulfill high school graduation requirements shall consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state.

(b) The certificate of academic achievement requirements under RCW 28A.655.061 or the certificate of individual achievement requirements under RCW 28A.155.045 are required for graduation from a public high school but are not the only requirements for graduation.

(c) Any decision on whether a student has met the state board's high school graduation requirements for a high school and beyond plan shall remain at the local level.

(2)(a) In recognition of the statutory authority of the state board of education to establish and enforce minimum high school graduation requirements, the state board shall periodically reevaluate the graduation requirements and shall report such findings to the legislature in a timely manner as determined by the state board.

(b) The state board shall reevaluate the graduation requirements for students enrolled in vocationally intensive and rigorous career and technical education programs, particularly those programs that lead to a certificate or credential that is state or nationally recognized. The purpose of the evaluation is to ensure that students enrolled in these programs have sufficient opportunity to earn a certificate of academic achievement, complete the program and earn the program's certificate or credential, and complete other state and local graduation requirements. ((~~The board shall reports [report] its findings and recommendations for additional flexibility in graduation requirements, if necessary, to the legislature by December 1, 2007.~~))

(c) The state board shall forward any proposed changes to the high school graduation requirements to the education committees of the legislature for review and to the quality education council established under section 114 of this act. The legislature shall have the opportunity to act during a regular legislative session before the changes are adopted through administrative rule by the state board. Changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by the office of the superintendent of public instruction, shall take effect only if formally authorized and funded by the legislature through the omnibus appropriations act or other enacted legislation.

(3) Pursuant to any requirement for instruction in languages other than English established by the state board of education or a local school district, or both, for purposes of high school graduation, students who receive instruction in American sign language or one or more American Indian languages shall be considered to have satisfied the state or local school district graduation requirement for instruction in one or more languages other than English.

(4) If requested by the student and his or her family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if:

(a) The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or

(b) The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors.

(5) Students who have taken and successfully completed high school courses under the circumstances in subsection (4) of this section shall not be required to take an additional competency examination or perform any other additional assignment to receive credit.

(6) At the college or university level, five quarter or three semester hours equals one high school credit.

NEW SECTION. **Sec. 112.** (1) The legislature intends to continue to redefine the instructional program of education under RCW 28A.150.220 that fulfills the obligations and requirements of Article IX of the state Constitution. The funding formulas under RCW 28A.150.260 to support the instructional program shall be implemented to the extent the technical details of the formula have been established and according to an implementation schedule to be adopted by the legislature. The object of the schedule is to assure that any increases in funding allocations are timely, predictable, and occur concurrently with any increases in program or instructional requirements. It is the intent of the legislature that no increased programmatic or instructional expectations be imposed upon schools or school districts without an accompanying increase in resources as necessary to support those increased expectations.

(2) The office of financial management, with assistance and support from the office of the superintendent of public instruction, shall convene a technical working group to:

(a) Develop the details of the funding formulas under RCW 28A.150.260;

(b) Recommend to the legislature an implementation schedule for phasing-in any increased program or instructional requirements concurrently with increases in funding for adoption by the legislature; and

(c) Examine possible sources of revenue to support increases in funding allocations and present options to the legislature and the

quality education council created in section 114 of this act for consideration.

(3) The working group shall include representatives of the legislative evaluation and accountability program committee, school district and educational service district financial managers, the Washington association of school business officers, the Washington education association, the Washington association of school administrators, the association of Washington school principals, the Washington state school directors' association, the public school employees of Washington, and other interested stakeholders with expertise in education finance. The working group may convene advisory subgroups on specific topics as necessary to assure participation and input from a broad array of diverse stakeholders.

(4) The working group shall be monitored and overseen by the legislature and the quality education council established in section 114 of this act. The working group shall submit its recommendations to the legislature by December 1, 2009.

NEW SECTION. **Sec. 113.** A new section is added to chapter 28A.300 RCW to read as follows:

(1) As part of the estimates and information submitted to the governor by the superintendent of public instruction under RCW 28A.300.170, the superintendent of public instruction shall biennially make determinations on the educational system's capacity to accommodate increased resources in relation to the elements in the prototypical funding allocation model. In areas where there are specific and significant capacity limitations to providing enhancements to a recommended element, the superintendent of public instruction shall identify those limitations and make recommendations on how to address the issue.

(2) The legislature shall:

(a) Review the recommendations of the superintendent of public instruction submitted under subsection (1) of this section; and

(b) Use the information as it continues to review, evaluate, and revise the definition and funding of basic education in a manner that serves the educational needs of the citizen's of Washington; continues to fulfill the state's obligation under Article IX of the state

Constitution and ensures that no enhancements are imposed on the educational system that cannot be accommodated by the existing system capacity.

(3) "System capacity" for purposes of this section includes, but is not limited to, the ability of schools and districts to provide the capital facilities necessary to support a particular instructional program, the staffing levels necessary to support an instructional program both in terms of actual numbers of staff as well as the experience level and types of staff available to fill positions, the higher education systems capacity to prepare the next generation of educators, and the availability of data and a data system capable of helping the state allocate its resources in a manner consistent with evidence-based practices that are shown to improve student learning.

(4) The office of the superintendent of public instruction shall report to the legislature on a biennial basis beginning December 1, 2010.

NEW SECTION. **Sec. 114.** (1) The quality education council is created to recommend and inform the ongoing implementation by the legislature of an evolving program of basic education and the financing necessary to support such program. The council shall develop strategic recommendations on the program of basic education for the common schools. The council shall take into consideration the capacity report produced under section 113 of this act and the availability of data and progress of implementing the data systems required under section 202 of this act. Any recommendations for modifications to the program of basic education shall be based on evidence that the programs effectively support student learning. The council shall update the statewide strategic recommendations every four years. The recommendations of the council are intended to:

(a) Inform future educational policy and funding decisions of the legislature and governor;

(b) Identify measurable goals and priorities for the educational system in Washington state for a ten-year time period, including the goals of basic education and ongoing strategies for coordinating statewide efforts to eliminate the achievement gap and reduce student dropout rates; and

(c) Enable the state of Washington to continue to implement an evolving program of basic education.

(2) The council may request updates and progress reports from the office of the superintendent of public instruction, the state board of education, the professional educator standards board, and the department of early learning on the work of the agencies as well as educational working groups established by the legislature.

(3) The chair of the council shall be selected from the councilmembers. The council shall be composed of the following members:

(a) Four members of the house of representatives, with two members representing each of the major caucuses and appointed by the speaker of the house of representatives;

(b) Four members of the senate, with two members representing each of the major caucuses and appointed by the president of the senate; and

(c) One representative each from the office of the governor, office of the superintendent of public instruction, state board of education, professional educator standards board, and department of early learning.

(4) In the 2009 fiscal year, the council shall meet as often as necessary as determined by the chair. In subsequent years, the council shall meet no more than four times a year.

(5)(a) The council shall submit an initial report to the governor and the legislature by January 1, 2010, detailing its recommendations, including recommendations for resolving issues or decisions requiring legislative action during the 2010 legislative session, and recommendations for any funding necessary to continue development and implementation of chapter . . . ., Laws of 2009 (this act).

(b) The initial report shall, at a minimum, include:

(i) Consideration of how to establish a statewide beginning teacher mentoring and support system;

(ii) Recommendations for a program of early learning for at-risk children;

(iii) A recommended schedule for the concurrent phase-in of the changes to the instructional program of basic education and the implementation of the funding formulas and allocations to support the new instructional program of basic education as established under

chapter . . . ., Laws of 2009 (this act). The phase-in schedule shall have full implementation completed by September 1, 2018; and

(iv) A recommended schedule for phased-in implementation of the new distribution formula for allocating state funds to school districts for the transportation of students to and from school, with phase-in beginning no later than September 1, 2013.

(6) The council shall be staffed by the office of the superintendent of public instruction and the office of financial management. Additional staff support shall be provided by the state entities with representatives on the committee. Senate committee services and the house of representatives office of program research may provide additional staff support.

(7) Legislative members of the council shall serve without additional compensation but may be reimbursed for travel expenses in accordance with RCW 44.04.120 while attending sessions of the council or on official business authorized by the council. Nonlegislative members of the council may be reimbursed for travel expenses in accordance with RCW 43.03.050 and 43.03.060.

***NEW SECTION.** Sec. 115. (1) The legislature finds that a critical factor in the eventual successful outcome of a K-12 education is for students to begin school ready, both intellectually and socially, to learn. The legislature also finds that, due to a variety of factors, disadvantaged young children need supplemental instruction in preschool to assure that they have the opportunity to meaningfully participate and reach the necessary levels of achievement in the regular program of basic education. Therefore the legislature intends to establish a program of early learning for at-risk children and intends to include this program within the overall program of basic education.*

(2) The office of the superintendent of public instruction, with the support and assistance from the department of early learning, shall convene a working group to develop the basic education program of early learning. The early learning working group shall be composed of representatives from head start and early childhood education and assistance program providers, school districts, thrive by five Washington, and other stakeholders with expertise in early learning. The working group may convene advisory subgroups on specific topics as

necessary to assure participation and input from a broad array of diverse stakeholders.

(3) The early learning working group shall continue the preliminary work of the department of early learning under RCW 43.215.125 to develop a proposal for a statewide Washington head start program. The working group shall:

(a) Recommend student eligibility criteria that focus on children age three and four considered most at-risk;

(b) Develop options for a service delivery system that includes school districts, educational service districts, community and technical colleges, and public and private nonsectarian organizations;

(c) Develop options for shared governance that include the superintendent of public instruction and the department of early learning each with appropriate supervisory and administrative responsibilities;

(d) Develop recommended parameters and minimum standards for the program; and

(e) Continue development of a statewide kindergarten assessment process.

(4) The early learning working group shall be monitored and overseen by the quality education council established in section 114 of this act and shall submit progress reports to the council by September 1, 2010, and September 1, 2011, with a final report by September 1, 2012.

**Sec. 115 was vetoed. See message at end of chapter.*

PART II
EDUCATION DATA IMPROVEMENT SYSTEM

Sec. 201. RCW 43.41.400 and 2007 c 401 s 3 are each amended to read as follows:

(1) An education data center shall be established in the office of financial management. The education data center shall jointly, with the legislative ((~~education — [evaluation]~~)) evaluation and accountability program committee, conduct collaborative analyses of early learning, K-12, and higher education programs and education issues across the P-20 system, which includes the department of early learning, the superintendent of public instruction, the professional educator standards board, the state board of education, the state board

for community and technical colleges, the workforce training and education coordinating board, the higher education coordinating board, public and private nonprofit four-year institutions of higher education, and the employment security department. The education data center shall conduct collaborative analyses under this section with the legislative evaluation and accountability program committee and provide data electronically to the legislative evaluation and accountability program committee, to the extent permitted by state and federal confidentiality requirements. The education data center shall be considered an authorized representative of the state educational agencies in this section under applicable federal and state statutes for purposes of accessing and compiling student record data for research purposes.

(2) The education data center shall:

(a) In consultation with the legislative evaluation and accountability program committee and the agencies and organizations participating in the education data center, identify the critical research and policy questions that are intended to be addressed by the education data center and the data needed to address the questions;

(b) Coordinate with other state education agencies to compile and analyze education data, including data on student demographics that is disaggregated by distinct ethnic categories within racial subgroups, and complete P-20 research projects;

((~~(b)~~)) (c) Collaborate with the legislative evaluation and accountability program committee and the education and fiscal committees of the legislature in identifying the data to be compiled and analyzed to ensure that legislative interests are served;

((~~(c)~~)) (d) Annually provide to the K-12 data governance group a list of data elements and data quality improvements that are necessary to answer the research and policy questions identified by the education data center and have been identified by the legislative committees in (c) of this subsection. Within three months of receiving the list, the K-12 data governance group shall develop and transmit to the education data center a feasibility analysis of obtaining or improving the data, including the steps required, estimated time frame, and the financial and other resources that would be required. Based on the analysis, the education data center shall submit, if necessary, a recommendation

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to the legislature regarding any statutory changes or resources that would be needed to collect or improve the data;

(e) Monitor and evaluate the education data collection systems of the organizations and agencies represented in the education data center ensuring that data systems are flexible, able to adapt to evolving needs for information, and to the extent feasible and necessary, include data that are needed to conduct the analyses and provide answers to the research and policy questions identified in (a) of this subsection;

(f) Track enrollment and outcomes through the public centralized higher education enrollment system;

((~~(d)~~)) (g) Assist other state educational agencies' collaborative efforts to develop a long-range enrollment plan for higher education including estimates to meet demographic and workforce needs; ((~~and~~

~~(e)~~)) (h) Provide research that focuses on student transitions within and among the early learning, K-12, and higher education sectors in the P-20 system; and

(i) Make recommendations to the legislature as necessary to help ensure the goals and objectives of this section and sections 202 and 203 of this act are met.

(3) The department of early learning, superintendent of public instruction, professional educator standards board, state board of education, state board for community and technical colleges, workforce training and education coordinating board, higher education coordinating board, public four-year institutions of higher education, and employment security department shall work with the education data center to develop data-sharing and research agreements, consistent with applicable security and confidentiality requirements, to facilitate the work of the center. Private, nonprofit institutions of higher education that provide programs of education beyond the high school level leading at least to the baccalaureate degree and are accredited by the Northwest association of schools and colleges or their peer accreditation bodies may also develop data-sharing and research agreements with the education data center, consistent with applicable security and confidentiality requirements. The education data center shall make data from collaborative analyses available to the education agencies and institutions that contribute data to the education data

center to the extent allowed by federal and state security and confidentiality requirements applicable to the data of each contributing agency or institution.

NEW SECTION. **Sec. 202.** A new section is added to chapter 28A.655 RCW to read as follows:

(1) It is the legislature's intent to establish a comprehensive K-12 education data improvement system for financial, student, and educator data. The objective of the system is to monitor student progress, have information on the quality of the educator workforce, monitor and analyze the costs of programs, provide for financial integrity and accountability, and have the capability to link across these various data components by student, by class, by teacher, by school, by district, and statewide. Education data systems must be flexible and able to adapt to evolving needs for information, but there must be an objective and orderly data governance process for determining when changes are needed and how to implement them. It is the further intent of the legislature to provide independent review and evaluation of a comprehensive K-12 education data improvement system by assigning the review and monitoring responsibilities to the education data center and the legislative evaluation and accountability program committee.

(2) It is the intent that the data system specifically service reporting requirements for teachers, parents, superintendents, school boards, the legislature, the office of the superintendent of public instruction, and the public.

(3) It is the legislature's intent that the K-12 education data improvement system used by school districts and the state include but not be limited to the following information and functionality:

(a) Comprehensive educator information, including grade level and courses taught, building or location, program, job assignment, years of experience, the institution of higher education from which the educator obtained his or her degree, compensation, class size, mobility of class population, socioeconomic data of class, number of languages and which languages are spoken by students, general resources available for curriculum and other classroom needs, and number and type of instructional support staff in the building;

(b) The capacity to link educator assignment information with educator certification information such as certification number, type of certification, route to certification, certification program, and certification assessment or evaluation scores;

(c) Common coding of secondary courses and major areas of study at the elementary level or standard coding of course content;

(d) Robust student information, including but not limited to student characteristics, course and program enrollment, performance on statewide and district summative and formative assessments to the extent district assessments are used, and performance on college readiness tests;

(e) A subset of student information elements to serve as a dropout early warning system;

(f) The capacity to link educator information with student information;

(g) A common, standardized structure for reporting the costs of programs at the school and district level with a focus on the cost of services delivered to students;

(h) Separate accounting of state, federal, and local revenues and costs;

(i) Information linking state funding formulas to school district budgeting and accounting, including procedures:

(i) To support the accuracy and auditing of financial data; and

(ii) Using the prototypical school model for school district financial accounting reporting;

(j) The capacity to link program cost information with student performance information to gauge the cost-effectiveness of programs;

(k) Information that is centrally accessible and updated regularly; and

(l) An anonymous, nonidentifiable replicated copy of data that is updated at least quarterly, and made available to the public by the state.

(4) It is the legislature's goal that all school districts have the capability to collect state-identified common data and export it in a standard format to support a statewide K-12 education data improvement system under this section.

(5) It is the legislature's intent that the K-12 education data

improvement system be developed to provide the capability to make reports as required under section 203 of this act available.

(6) It is the legislature's intent that school districts collect and report new data elements to satisfy the requirements of RCW 43.41.400, this section, and section 203 of this act, only to the extent funds are available for this purpose.

NEW SECTION. **Sec. 203.** A new section is added to chapter 28A.300 RCW to read as follows:

(1) A K-12 data governance group shall be established within the office of the superintendent of public instruction to assist in the design and implementation of a K-12 education data improvement system for financial, student, and educator data. It is the intent that the data system reporting specifically serve requirements for teachers, parents, superintendents, school boards, the office of the superintendent of public instruction, the legislature, and the public.

(2) The K-12 data governance group shall include representatives of the education data center, the office of the superintendent of public instruction, the legislative evaluation and accountability program committee, the professional educator standards board, the state board of education, and school district staff, including information technology staff. Additional entities with expertise in education data may be included in the K-12 data governance group.

(3) The K-12 data governance group shall:

(a) Identify the critical research and policy questions that need to be addressed by the K-12 education data improvement system;

(b) Identify reports and other information that should be made available on the internet in addition to the reports identified in subsection (5) of this section;

(c) Create a comprehensive needs requirement document detailing the specific information and technical capacity needed by school districts and the state to meet the legislature's expectations for a comprehensive K-12 education data improvement system as described under section 202 of this act;

(d) Conduct a gap analysis of current and planned information compared to the needs requirement document, including an analysis of the strengths and limitations of an education data system and programs currently used by school districts and the state, and specifically the

gap analysis must look at the extent to which the existing data can be transformed into canonical form and where existing software can be used to meet the needs requirement document;

(e) Focus on financial and cost data necessary to support the new K-12 financial models and funding formulas, including any necessary changes to school district budgeting and accounting, and on assuring the capacity to link data across financial, student, and educator systems; and

(f) Define the operating rules and governance structure for K-12 data collections, ensuring that data systems are flexible and able to adapt to evolving needs for information, within an objective and orderly data governance process for determining when changes are needed and how to implement them. Strong consideration must be made to the current practice and cost of migration to new requirements. The operating rules should delineate the coordination, delegation, and escalation authority for data collection issues, business rules, and performance goals for each K-12 data collection system, including:

(i) Defining and maintaining standards for privacy and confidentiality;

(ii) Setting data collection priorities;

(iii) Defining and updating a standard data dictionary;

(iv) Ensuring data compliance with the data dictionary;

(v) Ensuring data accuracy; and

(vi) Establishing minimum standards for school, student, financial, and teacher data systems. Data elements may be specified "to the extent feasible" or "to the extent available" to collect more and better data sets from districts with more flexible software. Nothing in RCW 43.41.400, this section, or section 202 of this act should be construed to require that a data dictionary or reporting should be hobbled to the lowest common set. The work of the K-12 data governance group must specify which data are desirable. Districts that can meet these requirements shall report the desirable data. Funding from the legislature must establish which subset data are absolutely required.

(4)(a) The K-12 data governance group shall provide updates on its work as requested by the education data center and the legislative evaluation and accountability program committee.

(b) The work of the K-12 data governance group shall be periodically reviewed and monitored by the educational data center and the legislative evaluation and accountability program committee.

(5) To the extent data is available, the office of the superintendent of public instruction shall make the following minimum reports available on the internet. The reports must either be run on demand against current data, or, if a static report, must have been run against the most recent data:

(a) The percentage of data compliance and data accuracy by school district;

(b) The magnitude of spending per student, by student estimated by the following algorithm and reported as the detailed summation of the following components:

(i) An approximate, prorated fraction of each teacher or human resource element that directly serves the student. Each human resource element must be listed or accessible through online tunneling in the report;

(ii) An approximate, prorated fraction of classroom or building costs used by the student;

(iii) An approximate, prorated fraction of transportation costs used by the student; and

(iv) An approximate, prorated fraction of all other resources within the district. District-wide components should be disaggregated to the extent that it is sensible and economical;

(c) The cost of K-12 basic education, per student, by student, by school district, estimated by the algorithm in (b) of this subsection, and reported in the same manner as required in (b) of this subsection;

(d) The cost of K-12 special education services per student, by student receiving those services, by school district, estimated by the algorithm in (b) of this subsection, and reported in the same manner as required in (b) of this subsection;

(e) Improvement on the statewide assessments computed as both a percentage change and absolute change on a scale score metric by district, by school, and by teacher that can also be filtered by a student's length of full-time enrollment within the school district;

(f) Number of K-12 students per classroom teacher on a per teacher basis;

(g) Number of K-12 classroom teachers per student on a per student basis;

(h) Percentage of a classroom teacher per student on a per student basis; and

(i) The cost of K-12 education per student by school district sorted by federal, state, and local dollars.

(6) The superintendent of public instruction shall submit a preliminary report to the legislature by November 15, 2009, including the analyses by the K-12 data governance group under subsection (3) of this section and preliminary options for addressing identified gaps. A final report, including a proposed phase-in plan and preliminary cost estimates for implementation of a comprehensive data improvement system for financial, student, and educator data shall be submitted to the legislature by September 1, 2010.

(7) All reports and data referenced in this section, RCW 43.41.400, and section 202 of this act shall be made available in a manner consistent with the technical requirements of the legislative evaluation and accountability program committee and the education data center so that selected data can be provided to the legislature, governor, school districts, and the public.

(8) Reports shall contain data to the extent it is available. All reports must include documentation of which data are not available or are estimated. Reports must not be suppressed because of poor data accuracy or completeness. Reports may be accompanied with documentation to inform the reader of why some data are missing or inaccurate or estimated.

NEW SECTION. **Sec. 204.** A new section is added to chapter 43.41 RCW to read as follows:

The education data center and the superintendent of public instruction shall take all actions necessary to secure federal funds to implement sections 201 through 203 of this act.

PART III
OTHER EDUCATIONAL PROVISIONS

NEW SECTION. **Sec. 301.** A new section is added to chapter 28A.500 RCW to read as follows:

(1) The legislature finds that while the state has the responsibility to provide for a general and uniform system of public schools, there is also a need for some diversity in the public school system. A successful system of public education must permit some variation among school districts outside the basic education provided for by the state to respond to and reflect the unique desires of local communities. The opportunity for local communities to invest in enriched education programs promotes support for local public schools. Further, the ability of local school districts to experiment with enriched programs can inform the legislature's long-term evolution of the definition of basic education. Therefore, local levy authority remains an important component of the overall finance system in support of the public schools even though it is outside the state's obligation for basic education.

(2) However, the value of permitting local levies must be balanced with the value of equity and fairness to students and to taxpayers, neither of whom should be unduly disadvantaged due to differences in the tax bases used to support local levies. Equity and fairness require both an equitable basis for supplemental funding outside basic education and a mechanism for property tax-poor school districts to fairly access supplemental funding. As such, local effort assistance, while also outside the state's obligation for basic education, is another important component of school finance.

NEW SECTION. **Sec. 302.** (1) Beginning July 1, 2010, the office of financial management, with assistance and support from the office of the superintendent of public instruction, shall convene a technical working group to develop options for a new system of supplemental school funding through local school levies and local effort assistance.

(2) The working group shall consider the impact on overall school district revenues of the new basic education funding system established under this act and shall recommend a phase-in plan that ensures that no school district suffers a decrease in funding from one school year to the next due to implementation of the new system of supplemental funding.

(3) The working group shall be composed of representatives from the department of revenue, the legislative evaluation and accountability program committee, school district and educational service district

financial managers, and representatives of the Washington association of school business officers, the Washington education association, the Washington association of school administrators, the association of Washington school principals, the Washington state school directors' association, the public school employees of Washington, and other interested stakeholders with expertise in education finance. The working group may convene advisory subgroups on specific topics as necessary to assure participation and input from a broad array of diverse stakeholders.

(4) The local funding working group shall be monitored and overseen by the legislature and by the quality education council created in section 114 of this act. The working group shall report to the legislature December 1, 2011.

Sec. 303. RCW 28A.195.010 and 2004 c 19 s 106 are each amended to read as follows:

The legislature hereby recognizes that private schools should be subject only to those minimum state controls necessary to insure the health and safety of all the students in the state and to insure a sufficient basic education to meet usual graduation requirements. The state, any agency or official thereof, shall not restrict or dictate any specific educational or other programs for private schools except as hereinafter in this section provided.

Principals of private schools or superintendents of private school districts shall file each year with the state superintendent of public instruction a statement certifying that the minimum requirements hereinafter set forth are being met, noting any deviations. After review of the statement, the state superintendent will notify schools or school districts of those deviations which must be corrected. In case of major deviations, the school or school district may request and the state board of education may grant provisional status for one year in order that the school or school district may take action to meet the requirements. The state board of education shall not require private school students to meet the student learning goals, obtain a certificate of academic achievement, or a certificate of individual achievement to graduate from high school, to master the essential academic learning requirements, or to be assessed pursuant to RCW 28A.655.061. However, private schools may choose, on a voluntary

basis, to have their students master these essential academic learning requirements, take the assessments, and obtain a certificate of academic achievement or a certificate of individual achievement. Minimum requirements shall be as follows:

(1) The minimum school year for instructional purposes shall consist of no less than one hundred eighty school days or the equivalent in annual minimum ((~~program~~)) instructional hour offerings ((~~as prescribed in RCW 28A.150.220~~)), with a school-wide annual average total instructional hour offering of one thousand hours for students enrolled in grades one through twelve, and at least four hundred fifty hours for students enrolled in kindergarten.

(2) The school day shall be the same as ((~~that required in RCW 28A.150.030 and 28A.150.220, except that the percentages of total program hour offerings as prescribed in RCW 28A.150.220 for basic skills, work skills, and optional subjects and activities shall not apply to private schools or private sectarian schools~~)) defined in section 102 of this act.

(3) All classroom teachers shall hold appropriate Washington state certification except as follows:

(a) Teachers for religious courses or courses for which no counterpart exists in public schools shall not be required to obtain a state certificate to teach those courses.

(b) In exceptional cases, people of unusual competence but without certification may teach students so long as a certified person exercises general supervision. Annual written statements shall be submitted to the office of the superintendent of public instruction reporting and explaining such circumstances.

(4) An approved private school may operate an extension program for parents, guardians, or persons having legal custody of a child to teach children in their custody. The extension program shall require at a minimum that:

(a) The parent, guardian, or custodian be under the supervision of an employee of the approved private school who is certified under chapter 28A.410 RCW;

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

(c) The certified person spend a minimum average each month of one contact hour per week with each student under his or her supervision who is enrolled in the approved private school extension program;

(d) Each student's progress be evaluated by the certified person; and

(e) The certified employee shall not supervise more than thirty students enrolled in the approved private school's extension program.

(5) Appropriate measures shall be taken to safeguard all permanent records against loss or damage.

(6) The physical facilities of the school or district shall be adequate to meet the program offered by the school or district: PROVIDED, That each school building shall meet reasonable health and fire safety requirements. A residential dwelling of the parent, guardian, or custodian shall be deemed to be an adequate physical facility when a parent, guardian, or person having legal custody is instructing his or her child under subsection (4) of this section.

(7) Private school curriculum shall include instruction of 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, all in sufficient units for meeting state board of education graduation requirements.

(8) Each school or school district shall be required to maintain up-to-date policy statements related to the administration and operation of the school or school district.

All decisions of policy, philosophy, selection of books, teaching material, curriculum, except as in subsection (7) of this section provided, school rules and administration, or other matters not specifically referred to in this section, shall be the responsibility of the administration and administrators of the particular private school involved.

Sec. 304. RCW 28A.160.150 and 1996 c 279 s 1 are each amended to read as follows:

Funds allocated for transportation costs<u>, except for funds provided for transportation and transportation services to and from school</u> shall be in addition to the basic education allocation. The distribution formula developed in RCW 28A.160.150 through 28A.160.180 shall be for allocation purposes only and shall not be construed as mandating

specific levels of pupil transportation services by local districts. Operating costs as determined under RCW 28A.160.150 through 28A.160.180 shall be funded at one hundred percent or as close thereto as reasonably possible for transportation of an eligible student to and from school as defined in RCW 28A.160.160(3). In addition, funding shall be provided for transportation services for students living within ((~~one radius mile from school~~)) the walk area as determined under RCW ((~~28A.160.180(2)~~)) 28A.160.160(5).

Sec. 305. RCW 28A.160.160 and 1996 c 279 s 2 are each amended to read as follows:

For purposes of RCW 28A.160.150 through 28A.160.190, except where the context shall clearly indicate otherwise, the following definitions apply:

(1) "Eligible student" means any student served by the transportation program of a school district or compensated for individual transportation arrangements authorized by RCW 28A.160.030 whose route stop is ((~~more than one radius mile from the~~)) outside the walk area for a student's school, except if the student to be transported is disabled under RCW 28A.155.020 and is either not ambulatory or not capable of protecting his or her own welfare while traveling to or from the school or agency where special education services are provided, in which case no mileage distance restriction applies.

(2) "Superintendent" means the superintendent of public instruction.

(3) "To and from school" means the transportation of students for the following purposes:

(a) Transportation to and from route stops and schools;

(b) Transportation to and from schools pursuant to an interdistrict agreement pursuant to RCW 28A.335.160;

(c) Transportation of students between schools and learning centers for instruction specifically required by statute; and

(d) Transportation of students with disabilities to and from schools and agencies for special education services.

Academic extended day transportation for the instructional program of basic education under RCW 28A.150.220 shall ((~~not~~)) be considered part of transportation of students "to and from school" for the

purposes of ((~~chapter 61, Laws of 1983 1st ex. sess~~)) this section. Transportation for field trips may not be considered part of transportation of students "to and from school" under this section.

(4) "Transportation services" for students living within ((~~one radius mile from school means school transportation services including the use of buses,~~)) the walk area includes the coordination of walk-to-school programs, the funding of crossing guards, and matching funds for local and state transportation projects intended to mitigate hazardous walking conditions. Priority for transportation services shall be given to students in grades kindergarten through five.

(5) As used in this section, "walk area" means that area around a school with an adequate roadway configuration to provide students access to school with a walking distance of less than one mile. Mileage must be measured along the shortest roadway or maintained public walkway where hazardous conditions do not exist. The hazardous conditions must be documented by a process established in rule by the superintendent of public instruction and must include roadway, environmental, and social conditions. Each elementary school shall identify walk routes within the walk area.

Sec. 306. RCW 28A.160.170 and 2007 c 139 s 1 are each amended to read as follows:

Each district shall submit three times each year to the superintendent of public instruction during October, February, and May of each year a report containing the following:

(1)(a) The number of eligible students transported to and from school as provided for in RCW 28A.160.150 ((~~for the current school year and the number of miles estimated to be driven for pupil transportation services~~)), along with ((~~a — map — describing — student — route~~)) identification of stop locations and school locations, and (b) the number of miles driven for pupil transportation services as authorized in RCW 28A.160.150 the previous school year; and

(2) Other operational data and descriptions as required by the superintendent to determine allocation requirements for each district. The superintendent shall require that districts separate the costs of operating the program for the transportation of eligible students to and from school as defined by RCW 28A.160.160(3) from non-to-and-from-school pupil transportation costs in the annual financial statement.

The cost, quantity, and type of all fuel purchased by school districts for use in to-and-from-school transportation shall be included in the annual financial statement.

Each district shall submit the information required in this section on a timely basis as a condition of the continuing receipt of school transportation moneys.

Sec. 307. RCW 28A.160.180 and 1996 c 279 s 3 are each amended to read as follows:

Each district's annual student transportation allocation shall be ((~~based on differential rates~~)) determined by the superintendent of public instruction in the following manner:

(1) The superintendent shall annually calculate ((~~a standard student mile allocation rate for determining~~)) the transportation allocation for those services provided for in RCW 28A.160.150. ((~~"Standard student mile allocation rate," as used in this chapter, means the per mile allocation rate for transporting an eligible student.~~)) The ((~~standard student mile~~)) allocation ((~~rate~~)) formula may be adjusted to include such additional differential factors as ((~~distance; restricted~~)) basic and special passenger ((~~load; circumstances that require use of special types of transportation vehicles; student with disabilities load; and small fleet maintenance~~)) counts as defined by the superintendent of public instruction, average distance to school, and number of locations served.

(2) ((~~For transportation services for students living within one radius mile from school,~~)) The allocation shall be based on a regression analysis of the number of basic and special students ((~~in grades kindergarten through five living within one radius mile as specified in the biennial appropriations act~~)) transported and as many other site characteristics that are identified as being statistically significant.

(3) ((~~The superintendent of public instruction shall annually calculate allocation rate(s), which shall include vehicle amortization, for determining~~)) The transportation allocation for transporting students in district-owned passenger cars, as defined in RCW 46.04.382, pursuant to RCW 28A.160.010 for services provided for in RCW 28A.160.150 if a school district deems it advisable to use such vehicles after the school district board of directors has considered

the safety of the students being transported as well as the economy of utilizing a district-owned passenger car in lieu of a school bus is the private vehicle reimbursement rate in effect on September 1st of each school year. Students transported in district-owned passenger cars must be included in the corresponding basic or special passenger counts.

(4) Prior to June 1st of each year the superintendent shall submit to the office of financial management, and the education and fiscal committees ((~~on education and ways and means of the senate and house of representatives~~)) of the legislature, a report outlining the methodology and rationale used in determining the statistical coefficients for each site characteristic used to determine the allocation ((~~rates to be used~~)) for the following year.

Sec. 308. RCW 28A.160.190 and 1990 c 33 s 145 are each amended to read as follows:

The superintendent shall notify districts of their student transportation allocation before January 15th. ((~~If the number of eligible students in a school district changes ten percent or more from the October report, and the change is maintained for a period of twenty consecutive school days or more, the district may submit revised eligible student data to the superintendent of public instruction.~~)) The superintendent shall((~~, to the extent funds are available,~~)) recalculate and prorate the district's allocation for the transportation of pupils to and from school.

The superintendent shall make the student transportation allocation in accordance with the apportionment payment schedule in RCW 28A.510.250. Such allocation payments may be based on ((~~estimated amounts~~)) the prior school year's ridership report for payments to be made in September, October, November, December, and January.

NEW SECTION. **Sec. 309.** A new section is added to chapter 28A.160 RCW to read as follows:

The superintendent of public instruction shall ensure that the allocation formula results in adequate appropriation for low enrollment districts, nonhigh districts, districts involved in cooperative transportation agreements, and cooperative special transportation

services operated by educational service districts. If necessary, the superintendent shall develop a separate process to adjust the allocation of the districts.

NEW SECTION. **Sec. 310.** A new section is added to chapter 28A.160 RCW to read as follows:

(1) The superintendent of public instruction shall encourage efficient use of state resources by providing a linear programming process that compares school district transportation operations. If a school district's operation is calculated to be less than ninety percent efficient, the regional transportation coordinators shall provide an individual review to determine what measures are available to the school district to improve efficiency. The evaluation shall include such measures as:

(a) Efficient routing of buses;

(b) Efficient use of vehicle capacity; and

(c) Reasonable controls on compensation costs.

(2) The superintendent shall submit to the fiscal and education committees of the legislature no later than December 1st of each year a report summarizing the efficiency reviews and the resulting changes implemented by school districts in response to the recommendations of the regional transportation coordinators.

NEW SECTION. **Sec. 311.** A new section is added to chapter 28A.160 RCW to read as follows:

(1) The superintendent of public instruction shall phase-in the implementation of the distribution formula under this chapter for allocating state funds to school districts for the transportation of students to and from school. The phase-in shall be according to the implementation schedule adopted by the legislature and shall begin no later than the 2013-14 school year.

(a) The formula must be developed and revised on an ongoing basis using the major cost factors in student transportation, including basic and special student loads, school district land area, average distance to school, roadway miles, and number of locations served. Factors must include all those site characteristics that are statistically significant after analysis of the data required by the revised reporting process.

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(b) The formula must allocate funds to school districts based on the average predicted costs of transporting students to and from school, using a regression analysis.

(2) During the phase-in period, funding provided to school districts for student transportation operations shall be distributed on the following basis:

(a) Annually, each school district shall receive the lesser of the previous school year's pupil transportation operations allocation, or the total of allowable pupil transportation expenditures identified on the previous school year's final expenditure report to the state plus district indirect expenses using the state recovery rate identified by the superintendent; and

(b) Annually, any funds appropriated by the legislature in excess of the maintenance level funding amount for student transportation shall be distributed among school districts on a prorated basis using the difference between the amount identified in (a) of this subsection and the amount determined under the formula in RCW 28A.160.180.

(3) The superintendent shall develop, implement, and provide a copy of the rules specifying the student transportation reporting requirements to the legislature and school districts no later than December 1, 2009.

(4) Beginning in December 2009, and continuing until December 2014, the superintendent shall provide quarterly updates and progress reports to the fiscal committees of the legislature on the implementation and testing of the distribution formula.

PART IV
CERTIFICATION AND PROFESSIONAL DEVELOPMENT

NEW SECTION. **Sec. 401.** The legislature recognizes that the key to providing all students the opportunity to achieve the basic education goal is effective teaching and leadership. Teachers, principals, and administrators must be provided with access to the opportunities they need to gain the knowledge and skills that will enable them to be increasingly successful in their classroom and schools. A system that clearly defines, supports, measures, and recognizes effective teaching and leadership is one of the most important investments to be made.

NEW SECTION. **Sec. 402.** A new section is added to chapter 28A.410 RCW to read as follows:

(1)(a) By January 1, 2010, the professional educator standards board shall adopt a set of articulated teacher knowledge, skill, and performance standards for effective teaching that are evidence-based, measurable, meaningful, and documented in high quality research as being associated with improved student learning. The standards shall be calibrated for each level of certification and along the entire career continuum. In developing the standards, the board shall, to the extent possible, incorporate standards for cultural competency along the entire continuum. For the purposes of this subsection, "cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.

(b) By January 1, 2010, the professional educator standards board shall adopt a definition of master teacher, with a comparable level of increased competency between professional certification level and master level as between professional certification level and national board certification. Within the definition established by the professional educator standards board, teachers certified through the national board for professional teaching standards shall be considered master teachers.

(2) By January 1, 2010, the professional educator standards board shall submit to the governor and the education and fiscal committees of the legislature:

(a) An update on the status of implementation of the professional certificate external and uniform assessment authorized in RCW 28A.410.210;

(b) A proposal for a uniform, statewide, valid, and reliable classroom-based means of evaluating teacher effectiveness as a culminating measure at the preservice level that is to be used during the student-teaching field experience. This assessment shall include multiple measures of teacher performance in classrooms, evidence of positive impact on student learning, and shall include review of artifacts, such as use of a variety of assessment and instructional strategies, and student work. The proposal shall establish a timeline

for when the assessment will be required for successful completion of a Washington state-approved teacher preparation program. The timeline shall take into account the capacity of the K-12 education and higher education systems to accommodate the new assessment. The proposal and timeline shall also address how the assessment will be included in state-reported data on preparation program quality; and

(c) A recommendation on the length of time that a residency certificate issued to a teacher is valid and within what time period a teacher must meet the minimum level of performance for and receive a professional certificate in order to continue being certified as a teacher. In developing this recommendation, the professional educator standards board shall consult with interested stakeholders including the Washington education association, the Washington association of school administrators, association of Washington school principals, and the Washington state school directors' association and shall include with its recommendation a description of each stakeholder's comments on the recommendation.

(3) The update and proposal in subsection (2)(a) and (b) of this section shall include, at a minimum, descriptions of:

(a) Estimated costs and statutory authority needed for further development and implementation of these assessments;

(b) A common and standardized rubric for determining whether a teacher meets the minimum level of performance of the assessments; and

(c) Administration and management of the assessments.

(4) To the extent that funds are appropriated for this purpose and in accordance with the timeline established in subsection (2) of this section, recognizing the capacity limitations of the education systems, the professional educator standards board shall develop the system and process as established in subsections (1), (2), and (3) of this section throughout the remainder of the 2010-11 and 2011-12 school years.

(5) Beginning no earlier than September 1, 2011, award of a professional certificate shall be based on a minimum of two years of successful teaching experience as defined by the board and on the results of the evaluation authorized under RCW 28A.410.210(14) and under this section, and may not require candidates to enroll in a professional certification program.

(6) Beginning July 1, 2011, educator preparation programs approved to offer the residency teaching certificate shall be required to

demonstrate how the program produces effective teachers as evidenced by the measures established under this section and other criteria established by the professional educator standards board.

Sec. 403. RCW 28A.415.360 and 2007 c 402 s 9 are each amended to read as follows:

(1) Subject to funds appropriated for this purpose, targeted professional development programs, to be known as learning improvement days, are authorized to further the development of outstanding mathematics, science, and reading teaching and learning opportunities in the state of Washington. The intent of this section is to provide guidance for the learning improvement days in the omnibus appropriations act. The learning improvement days authorized in this section shall not be considered part of the definition of basic education.

(2) ((~~The expected outcomes of these programs are~~)) A school district is eligible to receive funding for learning improvement days that are limited to specific activities related to student learning that contribute to the following outcomes:

(a) Provision of meaningful, targeted professional development for all teachers in mathematics, science, or reading;

(b) Increased knowledge and instructional skill for mathematics, science, or reading teachers;

(c) Increased use of curriculum materials with supporting diagnostic and supplemental materials that align with state standards;

(d) Skillful guidance for students participating in alternative assessment activities;

(e) Increased rigor of course offerings especially in mathematics, science, and reading;

(f) Increased student opportunities for focused, applied mathematics and science classes;

(g) Increased student success on state achievement measures; and

(h) Increased student appreciation of the value and uses of mathematics, science, and reading knowledge and exploration of related careers.

(3) School districts receiving resources under this section shall submit reports to the superintendent of public instruction ((~~regarding the use of the funds;~~)) documenting how the use of the funds ((~~is~~

~~associated with~~)) contributes to measurable improvement in the ((~~expected~~)) outcomes described under subsection (2) of this section; and how other professional development resources and programs authorized in statute or in the omnibus appropriations act contribute to the expected outcomes. The superintendent of public instruction and the office of financial management shall collaborate on required report content and format.

PART V
SHARED ACCOUNTABILITY FOR SCHOOL AND DISTRICT IMPROVEMENT

NEW SECTION. **Sec. 501.** (1)(a) The legislature intends to develop a system in which the state and school districts share accountability for achieving state educational standards and supporting continuous school improvement. The legislature recognizes that comprehensive education finance reform and the increased investment of public resources necessary to implement that reform must be accompanied by a new mechanism for clearly defining the relationships and expectations for the state, school districts, and schools. It is the legislature's intent that this be accomplished through the development of a proactive, collaborative accountability system that focuses on a school improvement system that engages and serves the local school board, parents, students, staff in the schools and districts, and the community. The improvement system shall be based on progressive levels of support, with a goal of continuous improvement in student achievement and alignment with the federal system of accountability.

(b) The legislature further recognizes that it is the state's responsibility to provide schools and districts with the tools and resources necessary to improve student achievement. These tools include the necessary accounting and data reporting systems, assessment systems to monitor student achievement, and a system of general support, targeted assistance, recognition, and, if necessary, state intervention.

(2) The legislature has already charged the state board of education to develop criteria to identify schools and districts that are successful, in need of assistance, and those where students persistently fail, as well as to identify a range of intervention strategies and a performance incentive system. The legislature finds

that the state board of education should build on the work that the board has already begun in these areas. As development of these formulas, processes, and systems progresses, the legislature should monitor the progress.

Sec. 502. RCW 28A.305.130 and 2008 c 27 s 1 are each amended to read as follows:

The purpose of the state board of education is to provide advocacy and strategic oversight of public education; implement a standards-based accountability ((~~system~~)) framework that creates a unified system of increasing levels of support for schools in order to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promote achievement of the goals of RCW 28A.150.210. In addition to any other powers and duties as provided by law, the state board of education shall:

(1) Hold regularly scheduled meetings at such time and place within the state as the board shall determine and may hold such special meetings as may be deemed necessary for the transaction of public business;

(2) Form committees as necessary to effectively and efficiently conduct the work of the board;

(3) Seek advice from the public and interested parties regarding the work of the board;

(4) For purposes of statewide accountability:

(a) Adopt and revise performance improvement goals in reading, writing, science, and mathematics, by subject and grade level, once assessments in these subjects are required statewide; academic and technical skills, as appropriate, in secondary career and technical education programs; and student attendance, as the board deems appropriate to improve student learning. The goals shall be consistent with student privacy protection provisions of RCW 28A.655.090(7) and shall not conflict with requirements contained in Title I of the federal elementary and secondary education act of 1965, or the requirements of the Carl D. Perkins vocational education act of 1998, each as amended. The goals may be established for all students, economically disadvantaged students, limited English proficient students, students with disabilities, and students from

disproportionately academically underachieving racial and ethnic backgrounds. The board may establish school and school district goals addressing high school graduation rates and dropout reduction goals for students in grades seven through twelve. The board shall adopt the goals by rule. However, before each goal is implemented, the board shall present the goal to the education committees of the house of representatives and the senate for the committees' review and comment in a time frame that will permit the legislature to take statutory action on the goal if such action is deemed warranted by the legislature;

(b) Identify the scores students must achieve in order to meet the standard on the Washington assessment of student learning and, for high school students, to obtain a certificate of academic achievement. The board shall also determine student scores that identify levels of student performance below and beyond the standard. The board shall consider the incorporation of the standard error of measurement into the decision regarding the award of the certificates. The board shall set such performance standards and levels in consultation with the superintendent of public instruction and after consideration of any recommendations that may be developed by any advisory committees that may be established for this purpose. The initial performance standards and any changes recommended by the board in the performance standards for the tenth grade assessment shall be presented to the education committees of the house of representatives and the senate by November 30th of the school year in which the changes will take place to permit the legislature to take statutory action before the changes are implemented if such action is deemed warranted by the legislature. The legislature shall be advised of the initial performance standards and any changes made to the elementary level performance standards and the middle school level performance standards;

(c) ((~~Adopt objective, systematic criteria to identify successful schools and school districts and recommend to the superintendent of public instruction schools and districts to be recognized for two types of accomplishments, student achievement and improvements in student achievement. Recognition for improvements in student achievement shall include consideration of one or more of the following accomplishments:~~

~~(i) An increase in the percent of students meeting standards. The~~

~~level of achievement required for recognition may be based on the achievement goals established by the legislature and by the board under (a) of this subsection;~~

~~(ii) Positive progress on an improvement index that measures improvement in all levels of the assessment; and~~

~~(iii) Improvements despite challenges such as high levels of mobility, poverty, English as a second language learners, and large numbers of students in special populations as measured by either the percent of students meeting the standard, or the improvement index. When determining the baseline year or years for recognizing individual schools, the board may use the assessment results from the initial years the assessments were administered, if doing so with individual schools would be appropriate;~~

~~(d) Adopt objective, systematic criteria to identify schools and school districts in need of assistance and those in which significant numbers of students persistently fail to meet state standards. In its deliberations, the board shall consider the use of all statewide mandated criterion-referenced and norm-referenced standardized tests;~~

~~(e) Identify schools and school districts in which state intervention measures will be needed and a range of appropriate intervention strategies after the legislature has authorized a set of intervention strategies. After the legislature has authorized a set of intervention strategies, at the request of the board, the superintendent shall intervene in the school or school district and take corrective actions. This chapter does not provide additional authority for the board or the superintendent of public instruction to intervene in a school or school district;~~

~~(f) Identify performance incentive systems that have improved or have the potential to improve student achievement;~~

~~(g)~~)) Annually review the assessment reporting system to ensure fairness, accuracy, timeliness, and equity of opportunity, especially with regard to schools with special circumstances and unique populations of students, and a recommendation to the superintendent of public instruction of any improvements needed to the system; and

((~~(h)~~)) (d) Include in the biennial report required under RCW 28A.305.035, information on the progress that has been made in achieving goals adopted by the board;

(5) Accredit, subject to such accreditation standards and procedures as may be established by the state board of education, all private schools that apply for accreditation, and approve, subject to the provisions of RCW 28A.195.010, private schools carrying out a program for any or all of the grades kindergarten through twelve: PROVIDED, That no private school may be approved that operates a kindergarten program only: PROVIDED FURTHER, That no private schools shall be placed upon the list of accredited schools so long as secret societies are knowingly allowed to exist among its students by school officials;

(6) Articulate with the institutions of higher education, workforce representatives, and early learning policymakers and providers to coordinate and unify the work of the public school system;

(7) Hire an executive director and an administrative assistant to reside in the office of the superintendent of public instruction for administrative purposes. Any other personnel of the board shall be appointed as provided by RCW 28A.300.020. The board may delegate to the executive director by resolution such duties as deemed necessary to efficiently carry on the business of the board including, but not limited to, the authority to employ necessary personnel and the authority to enter into, amend, and terminate contracts on behalf of the board. The executive director, administrative assistant, and all but one of the other personnel of the board are exempt from civil service, together with other staff as now or hereafter designated as exempt in accordance with chapter 41.06 RCW; and

(8) Adopt a seal that shall be kept in the office of the superintendent of public instruction.

NEW SECTION. **Sec. 503.** A new section is added to chapter 28A.305 RCW to read as follows:

(1) The state board of education shall continue to refine the development of an accountability framework that creates a unified system of support for challenged schools, that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions.

(2) The state board of education shall develop an accountability index to identify schools and districts for recognition and for additional state support. The index shall be based on criteria that

are fair, consistent, and transparent. Performance shall be measured using multiple outcomes and indicators including, but not limited to, graduation rates and results from statewide assessments. The index shall be developed in such a way as to be easily understood by both employees within the schools and districts, as well as parents and community members. It is the legislature's intent that the index provide feedback to schools and districts to self-assess their progress, and enable the identification of schools with exemplary student performance and those that need assistance to overcome challenges in order to achieve exemplary student performance. Once the accountability index has identified schools that need additional help, a more thorough analysis will be done to analyze specific conditions in the district including but not limited to the level of state resources a school or school district receives in support of the basic education system, achievement gaps for different groups of students, and community support.

(3) Based on the accountability index and in consultation with the superintendent of public instruction, the state board of education shall develop a proposal and timeline for implementation of a comprehensive system of voluntary support and assistance for schools and districts. The timeline must take into account and accommodate capacity limitations of the K-12 educational system. Changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by the office of the superintendent of public instruction, shall take effect only if formally authorized by the legislature through the omnibus appropriations act or other enacted legislation.

(4)(a) The state board of education shall develop a proposal and implementation timeline for a more formalized comprehensive system improvement targeted to challenged schools and districts that have not demonstrated sufficient improvement through the voluntary system. The timeline must take into account and accommodate capacity limitations of the K-12 educational system. The proposal and timeline shall be submitted to the education committees of the legislature by December 1, 2009, and shall include recommended legislation and recommended resources to implement the system according to the timeline developed.

(b) The proposal shall outline a process for addressing performance challenges that will include the following features: (i) An academic performance audit using peer review teams of educators that considers

school and community factors in addition to other factors in developing recommended specific corrective actions that should be undertaken to improve student learning; (ii) a requirement for the local school board plan to develop and be responsible for implementation of corrective action plan taking into account the audit findings, which plan must be approved by the state board of education at which time the plan becomes binding upon the school district to implement; and (iii) monitoring of local district progress by the office of the superintendent of public instruction. The proposal shall take effect only if formally authorized by the legislature through the omnibus appropriations act or other enacted legislation.

(5) In coordination with the superintendent of public instruction, the state board of education shall seek approval from the United States department of education for use of the accountability index and the state system of support, assistance, and intervention, to replace the federal accountability system under P.L. 107-110, the no child left behind act of 2001.

(6) The state board of education shall work with the education data center established within the office of financial management and the technical working group established in section 112 of this act to determine the feasibility of using the prototypical funding allocation model as not only a tool for allocating resources to schools and districts but also as a tool for schools and districts to report to the state legislature and the state board of education on how the state resources received are being used.

PART VI
COMPENSATION

NEW SECTION. **Sec. 601.** A new section is added to chapter 43.41 RCW to read as follows:

(1) The legislature recognizes that providing students with the opportunity to access a world-class educational system depends on our continuing ability to provide students with access to world-class educators. The legislature also understands that continuing to attract and retain the highest quality educators will require increased investments. The legislature intends to enhance the current salary allocation model and recognizes that changes to the current model

cannot be imposed without great deliberation and input from teachers, administrators, and classified employees. Therefore, it is the intent of the legislature to begin the process of developing an enhanced salary allocation model that is collaboratively designed to ensure the rationality of any conclusions regarding what constitutes adequate compensation.

(2) Beginning July 1, 2011, the office of financial management shall convene a technical working group to recommend the details of an enhanced salary allocation model that aligns state expectations for educator development and certification with the compensation system and establishes recommendations for a concurrent implementation schedule. In addition to any other details the technical working group deems necessary, the technical working group shall make recommendations on the following:

(a) How to reduce the number of tiers within the existing salary allocation model;

(b) How to account for labor market adjustments;

(c) How to account for different geographic regions of the state where districts may encounter difficulty recruiting and retaining teachers;

(d) The role of and types of bonuses available;

(e) Ways to accomplish salary equalization over a set number of years; and

(f) Initial fiscal estimates for implementing the recommendations including a recognition that staff on the existing salary allocation model would have the option to grandfather in permanently to the existing schedule.

(3) As part of its work, the technical working group shall conduct or contract for a preliminary comparative labor market analysis of salaries and other compensation for school district employees to be conducted and shall include the results in any reports to the legislature. For the purposes of this subsection, "salaries and other compensation" includes average base salaries, average total salaries, average employee basic benefits, and retirement benefits.

(4) The analysis required under subsection (1) of this section must:

(a) Examine salaries and other compensation for teachers, other

certificated instructional staff, principals, and other building-level certificated administrators, and the types of classified employees for whom salaries are allocated;

(b) Be calculated at a statewide level that identifies labor markets in Washington through the use of data from the United States bureau of the census and the bureau of labor statistics; and

(c) Include a comparison of salaries and other compensation to the appropriate labor market for at least the following subgroups of educators: Beginning teachers and types of educational staff associates.

(5) The working group shall include representatives of the department of personnel, the professional educator standards board, the office of the superintendent of public instruction, the Washington education association, the Washington association of school administrators, the association of Washington school principals, the Washington state school directors' association, the public school employees of Washington, and other interested stakeholders with appropriate expertise in compensation related matters. The working group may convene advisory subgroups on specific topics as necessary to assure participation and input from a broad array of diverse stakeholders.

(6) The working group shall be monitored and overseen by the legislature and the quality education council created in section 114 of this act. The working group shall make an initial report to the legislature by December 1, 2012, and shall include in its report recommendations for whether additional further work of the group is necessary.

PART VII
GENERAL PROVISIONS--PROGRAM OF BASIC EDUCATION

Sec. 701. RCW 28A.165.005 and 2004 c 20 s 1 are each amended to read as follows:

((~~The learning assistance program requirements in~~)) This chapter ((~~are~~)) is designed to: (1) Promote the use of assessment data when developing programs to assist underachieving students; and (2) guide school districts in providing the most effective and efficient practices when implementing ((~~programs~~)) supplemental instruction and

services to assist underachieving students. ((~~Further, this chapter provides the means by which a school district becomes eligible for learning assistance program funds and the distribution of those funds.~~))

Sec. 702. RCW 28A.165.015 and 2004 c 20 s 2 are each amended to read as follows:

Unless the context clearly indicates otherwise the definitions in this section apply throughout this chapter.

(1) "Approved program" means a program submitted to and approved by the office of the superintendent of public instruction and conducted pursuant to the plan that addresses the required elements as provided for in this chapter.

(2) "Basic skills areas" means reading, writing, and mathematics as well as readiness associated with these skills.

(3) "Participating student" means a student in kindergarten through grade ((~~eleven who scores below standard for his or her grade level on the statewide assessments and who is identified in the approved plan to receive services. Beginning with the 2007-2008 school year, "participating student" means a student in kindergarten through grade~~)) twelve who scores below standard for his or her grade level on the statewide assessments and who is identified in the approved plan to receive services.

(4) "Statewide assessments" means one or more of the several basic skills assessments administered as part of the state's student assessment system, and assessments in the basic skills areas administered by local school districts.

(5) "Underachieving students" means students with the greatest academic deficits in basic skills as identified by the statewide assessments.

Sec. 703. RCW 28A.165.055 and 2008 c 321 s 10 are each amended to read as follows:

((~~(1)~~)) Each school district with an approved program is eligible for state funds provided for the learning assistance program. The funds shall be appropriated for the learning assistance program in accordance with RCW 28A.150.260 and the ((~~biennial~~)) omnibus appropriations act. The distribution formula is for school district

allocation purposes only, but funds appropriated for the learning assistance program must be expended for the purposes of RCW 28A.165.005 through 28A.165.065. ((~~The distribution formula shall be based on one or more family income factors measuring economic need.~~

~~(2) In addition to the funds allocated to eligible school districts on the basis of family income factors, enhanced funds shall be allocated for school districts where more than twenty percent of students are eligible for and enrolled in the transitional bilingual instruction program under chapter 28A.180 RCW as provided in this subsection. The enhanced funding provided in this subsection shall take effect beginning in the 2008-09 school year.~~

~~(a) If, in the prior school year, a district's percent of October headcount student enrollment in grades kindergarten through twelve who are enrolled in the transitional bilingual instruction program, based on an average of the program headcount taken in October and May, exceeds twenty percent, twenty percent shall be subtracted from the district's percent transitional bilingual instruction program enrollment and the resulting percent shall be multiplied by the district's kindergarten through twelve annual average full-time equivalent enrollment for the prior school year.~~

~~(b) The number calculated under (a) of this subsection shall be the number of additional funded students for purposes of this subsection, to be multiplied by the per-funded student allocation rates specified in the omnibus appropriations act.~~

~~(c) School districts are only eligible for the enhanced funds under this subsection if their percentage of October headcount enrollment in grades kindergarten through twelve eligible for free or reduced-price lunch exceeded forty percent in the prior school year.~~))

Sec. 704. RCW 28A.180.010 and 1990 c 33 s 163 are each amended to read as follows:

RCW 28A.180.010 through 28A.180.080 shall be known and cited as "the transitional bilingual instruction act." The legislature finds that there are large numbers of children who come from homes where the primary language is other than English. The legislature finds that a transitional bilingual education program can meet the needs of these children. Pursuant to the policy of this state to insure equal educational opportunity to every child in this state, it is the purpose

of RCW 28A.180.010 through 28A.180.080 to provide for the implementation of transitional bilingual education programs in the public schools((~~, and to provide supplemental financial assistance to school districts to meet the extra costs of these programs~~)).

Sec. 705. RCW 28A.180.080 and 1995 c 335 s 601 are each amended to read as follows:

((~~The superintendent of public instruction shall prepare and submit biennially to the governor and the legislature a budget request for bilingual instruction programs.~~)) Moneys appropriated by the legislature for the purposes of RCW 28A.180.010 through 28A.180.080 shall be allocated by the superintendent of public instruction to school districts for the sole purpose of operating an approved bilingual instruction program((~~; priorities for funding shall exist for the early elementary grades. No moneys shall be allocated pursuant to this section to fund more than three school years of bilingual instruction for each eligible pupil within a district: PROVIDED, That such moneys may be allocated to fund more than three school years of bilingual instruction for any pupil who fails to demonstrate improvement in English language skills adequate to remove impairment of learning when taught only in English. The superintendent of public instruction shall set standards and approve a test for the measurement of such English language skills~~)).

Sec. 706. RCW 28A.225.200 and 1990 c 33 s 234 are each amended to read as follows:

(1) A local district may be authorized by the educational service district superintendent to transport and educate its pupils in other districts for one year, either by payment of a compensation agreed upon by such school districts, or under other terms mutually satisfactory to the districts concerned when this will afford better educational facilities for the pupils and when a saving may be effected in the cost of education((~~: PROVIDED, That~~)). Notwithstanding any other provision of law, the amount to be paid by the state to the resident school district for apportionment purposes and otherwise payable pursuant to RCW ((~~28A.150.100,~~)) 28A.150.250 through 28A.150.290, 28A.150.350 through 28A.150.410, 28A.160.150 through 28A.160.200, ((~~28A.160.220~~)) 28A.300.035, and 28A.300.170((~~, and 28A.500.010~~)) shall not be greater

than the regular apportionment for each high school student of the receiving district. Such authorization may be extended for an additional year at the discretion of the educational service district superintendent.

(2) Subsection (1) of this section shall not apply to districts participating in a cooperative project established under RCW 28A.340.030 which exceeds two years in duration.

Sec. 707. RCW 28A.185.010 and 1984 c 278 s 12 are each amended to read as follows:

Pursuant to rules ((~~and regulations~~)) adopted by the superintendent of public instruction for the administration of this chapter, the superintendent of public instruction shall carry out a program for highly capable students. Such program may include conducting, coordinating and aiding in research (including pilot programs), disseminating information to local school districts, providing statewide staff development, and allocating to school districts supplementary funds for additional costs of district programs, as provided by RCW ((~~28A.185.020~~)) 28A.150.260.

Sec. 708. RCW 28A.185.020 and 1990 c 33 s 168 are each amended to read as follows:

(1) The legislature finds that, for highly capable students, access to accelerated learning and enhanced instruction is access to a basic education. There are multiple definitions of highly capable, from intellectual to academic to artistic. The research literature strongly supports using multiple criteria to identify highly capable students, and therefore, the legislature does not intend to prescribe a single method. Instead, the legislature intends to allocate funding based on two and three hundred fourteen one-thousandths percent of each school district's population and authorize school districts to identify through the use of multiple, objective criteria those students most highly capable and eligible to receive accelerated learning and enhanced instruction in the program offered by the district. Access to accelerated learning and enhanced instruction through the program for highly capable students does not constitute an individual entitlement for any particular student.

(2) Supplementary funds ((~~as may be~~)) provided by the state for ((~~this program, in accordance with RCW 28A.150.370,~~)) the program for highly capable students under RCW 28A.150.260 shall be categorical funding ((~~on an excess cost basis based upon a per student amount not to exceed three percent of any district's full-time equivalent enrollment~~)) to provide services to highly capable students as determined by a school district under RCW 28A.185.030.

***NEW SECTION.** Sec. 709. A new section is added to chapter 28A.185 RCW to read as follows:*

To the extent necessary, funds shall be made available for safety net awards for districts with demonstrated needs for funding for a highly capable program beyond the amounts provided through the highly capable funding formula under RCW 28A.150.260 and 28A.185.020. Safety net funds shall be awarded by the state safety net oversight committee subject to the conditions and limitations in subsections (1) through (4) of this section.

(1) The committee shall consider additional funds for districts that can convincingly demonstrate that all legitimate expenditures for the highly capable program exceed all available revenues from state funding formulas. In the determination of need, the committee shall also consider additional available revenues from federal sources. Differences in program costs attributable to district philosophy, service delivery choice, or accounting practices are not a legitimate basis for safety net awards. In the determination of need, the committee shall require that districts demonstrate that they are maximizing their eligibility for all state and federal revenues related to services for students in the highly capable program.

(2) The superintendent of public instruction may adopt such rules and procedures as are necessary to administer the safety net award process for the highly capable program, including determining the maximum allowable indirect cost for calculating safety net eligibility.

(3) The superintendent of public instruction shall provide technical assistance to school districts in preparing and submitting safety net applications for highly capable programs.

(4) The safety net committee for highly capable programs shall be composed of at least the following members:

(a) One staff member from the office of the superintendent of public instruction;

(b) Staff of the office of the state auditor, who shall be nonvoting members of the committee; and

(c) One or more representatives from school districts or educational service districts knowledgeable of highly capable programs and funding.

**Sec. 709 was vetoed. See message at end of chapter.*

NEW SECTION. **Sec. 710.** The following acts or parts of acts are each repealed:

(1) RCW 28A.150.030 (School day) and 1971 ex.s. c 161 s 1 & 1969 ex.s. c 223 s 28A.01.010;

(2) RCW 28A.150.060 (Certificated employee) and 2005 c 497 s 212, 1990 c 33 s 102, 1977 ex.s. c 359 s 17, 1975 1st ex.s. c 288 s 21, & 1973 1st ex.s. c 105 s 1;

(3) RCW 28A.150.100 (Basic education certificated instructional staff--Definition--Ratio to students) and 1990 c 33 s 103 & 1987 1st ex.s. c 2 s 203;

(4) RCW 28A.150.040 (School year--Beginning--End) and 1990 c 33 s 101, 1982 c 158 s 5, 1977 ex.s. c 286 s 1, 1975-'76 2nd ex.s. c 118 s 22, & 1969 ex.s. c 223 s 28A.01.020;

(5) RCW 28A.150.370 (Additional programs for which legislative appropriations must or may be made) and 1995 c 335 s 102, 1995 c 77 s 5, 1990 c 33 s 114, 1982 1st ex.s. c 24 s 1, & 1977 ex.s. c 359 s 7; and

(6) RCW 28A.155.180 (Safety net funds--Application--Technical assistance--Annual survey) and 2007 c 400 s 8.

PART VIII
MISCELLANEOUS PROVISIONS

NEW SECTION. **Sec. 801.** Part headings used in this act are not any part of the law.

NEW SECTION. **Sec. 802.** Sections 1, 102, and 109 of this act are each added to chapter 28A.150 RCW.

NEW SECTION. **Sec. 803.** Section 114 of this act constitutes a new chapter in Title 28A RCW.

NEW SECTION. **Sec. 804.** Sections 101 through 110 and 701 through 710 of this act take effect September 1, 2011.

NEW SECTION. **Sec. 805.** Sections 304 through 311 of this act take effect September 1, 2013.

NEW SECTION. **Sec. 806.** Section 112 of this act is necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and takes effect immediately.

NEW SECTION. **Sec. 807.** If any provision of this act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected.

Passed by the House April 20, 2009.
Passed by the Senate April 16, 2009.
Approved by the Governor May 19, 2009, with the exception of certain items that were vetoed.
Filed in Office of Secretary of State May 20, 2009.

Note: Governor's explanation of partial veto is as follows:

"I have approved, except for Sections 115 and 709, Engrossed Substitute House Bill 2261 entitled:

"AN ACT Relating to education."

In this legislation a number of programs and formulae are to be developed to expand our state's definition of basic education.

Section 115 initiates the development of an early learning program for at-risk three- and four-year olds. The bill indicates that this program is to become part of the definition of basic education. If early childhood education is to become part of our definition of basic education it cannot be made available only to at-risk children. I am deeply and personally committed to providing quality early learning programs for all of our children and will continue to work to develop an early learning program worthy of our earliest learners. I am asking Superintendent of Public Instruction Randy Dorn and Department of Early Learning Director Betty Hyde to work together to bring a proposal forward that ensures all Washington children have the benefit of early childhood education.

One of the several tasks in Engrossed Substitute House Bill 2261 is the creation of funding formulas to support the program components of a new definition of basic education and to develop a timeline for the implementation of the funding formulas along with programmatic changes. Section 709 requires the state to provide a safety net of resources for students identified by school districts as meeting local

requirements for participation in a highly capable program, but for which the allocation does not provide enough support.

Section 709 is not necessary because Section 708 of the bill makes it clear that the highly capable program is not intended to be an entitlement to individual students. This section also has two troubling features: First, local school districts make the determination as to the qualifications for their highly capable programs and the types of programs offered, and by this language locally defined costs are forwarded to the state for payment without regard to other basic education program or other funding needs. Second, the state is required to provide a highly capable program safety net.

As the basic education definition evolves in this legislation, the timeline for implementation of various programs and formulae is left to the Quality Education Council. This specific provision makes the highly capable program the first task for funding, in essence prioritizing this program over all other aspects of basic education funding under consideration. Much work is left to be done to establish standards, guidelines and definitions for what constitutes a highly capable program and what the funding level should be for such a program.

For these reasons I am vetoing Sections 115 and 709 of Engrossed Substitute House Bill 2261.

With the exception of Sections 115 and 709, Engrossed Substitute House Bill 2261 is approved."

CERTIFICATION OF ENROLLMENT

SUBSTITUTE HOUSE BILL 2776

Chapter 236, Laws of 2010

(partial veto)

61st Legislature
2010 Regular Session

K-12 EDUCATION--FUNDING DISTRIBUTION FORMULAS

EFFECTIVE DATE: 06/10/10 - Except section 6, which becomes effective 03/29/10; and sections 2, 3, 4, 8, 10, 13, and 14, which become effective 09/01/11.

Passed by the House March 11, 2010
Yeas 71 Nays 26

FRANK CHOPP

Speaker of the House of Representatives

Passed by the Senate March 11, 2010
Yeas 30 Nays 17

BRAD OWEN

President of the Senate

Approved March 29, 2010, 2:23 p.m., with the exception of Section 11 which is vetoed.

CHRISTINE GREGOIRE

Governor of the State of Washington

CERTIFICATE

I, Barbara Baker, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **SUBSTITUTE HOUSE BILL 2776** as passed by the House of Representatives and the Senate on the dates hereon set forth.

BARBARA BAKER

Chief Clerk

FILED

March 30, 2010

Secretary of State
State of Washington

SUBSTITUTE HOUSE BILL 2776

AS AMENDED BY THE SENATE

Passed Legislature - 2010 Regular Session

State of Washington 61st Legislature 2010 Regular Session

By House Education Appropriations (originally sponsored by Representatives Sullivan, Priest, Maxwell, Dammeier, Carlyle, Finn, Anderson, Eddy, Nelson, Goodman, Orwall, Hunter, Simpson, Jacks, Kagi, Ormsby, Morrell, Probst, and Santos)

READ FIRST TIME 02/02/10.

AN ACT Relating to funding distribution formulas for K-12 education; amending RCW 28A.150.260, 28A.150.390, 28A.150.315, 43.41.398, 28A.160.192, 28A.150.410, 28A.175.010, 28A.150.100, and 28A.290.010; amending 2009 c 548 s 112 (uncodified); amending 2009 c 548 s 302 (uncodified); amending 2009 c 548 s 710 (uncodified); amending 2009 c 548 s 805 (uncodified); adding a new section to chapter 28A.160 RCW; adding a new section to chapter 28A.300 RCW; adding a new section to chapter 28A.290 RCW; adding a new section to chapter 28A.400 RCW; creating a new section; recodifying RCW 43.41.398; providing effective dates; and declaring an emergency.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. **Sec. 1.** (1) It is the legislature's intent to continue implementation of chapter 548, Laws of 2009, by adopting the technical details of a new distribution formula for the instructional program of basic education and authorizing a phase-in of implementation of a new distribution formula for pupil transportation, both to take effect during the 2011-2013 biennium. Unless otherwise stated, the numeric values adopted in section 2 of this act represent the translation of 2009-2010 state funding levels for the basic education

act into the funding factors of the prototypical school funding formula, based on the expert advice and extensive work of the funding formula technical working group established by the legislature for this purpose. The legislature intends to continue to review and revise the formulas and may make revisions as necessary for technical purposes and consistency in the event of mathematical or other technical errors.

(2) The legislature intends that per-pupil basic education funding for a school district shall not be decreased as a result of the transition of basic education funding formulas in effect during the 2009-2011 biennium to the new funding formulas under RCW 28A.150.260 that take effect during the 2011-2013 biennium.

(3) It is also the legislature's intent to begin phasing-in enhancements to the baseline funding levels of 2009-10 in the 2011-2013 biennium for pupil transportation, class size allocations for grades kindergarten through three, full-day kindergarten, and allocations for maintenance, supplies, and operating costs.

(4) Finally, it is the legislature's intent to adjust the timelines for other working groups so that their expertise and advice can be received as soon as possible and to make technical adjustments to certain provisions of chapter 548, Laws of 2009.

Sec. 2. RCW 28A.150.260 and 2009 c 548 s 106 are each amended to read as follows:

The purpose of this section is to provide for the allocation of state funding that the legislature deems necessary to support school districts in offering the minimum instructional program of basic education under RCW 28A.150.220. The allocation shall be determined as follows:

(1) The governor shall and the superintendent of public instruction may recommend to the legislature a formula for the distribution of a basic education instructional allocation for each common school district.

(2) The distribution formula under this section shall be for allocation purposes only. Except as may be required under chapter 28A.155, 28A.165, 28A.180, or ((~~28A.155~~)) 28A.185 RCW, or federal laws and regulations, nothing in this section requires school districts to use basic education instructional funds to implement a particular instructional approach or service. Nothing in this section requires

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school districts to maintain a particular classroom teacher-to-student ratio or other staff-to-student ratio or to use allocated funds to pay for particular types or classifications of staff. Nothing in this section entitles an individual teacher to a particular teacher planning period.

(3)(a) To the extent the technical details of the formula have been adopted by the legislature and except when specifically provided as a school district allocation, the distribution formula for the basic education instructional allocation shall be based on minimum staffing and nonstaff costs the legislature deems necessary to support instruction and operations in prototypical schools serving high, middle, and elementary school students as provided in this section. The use of prototypical schools for the distribution formula does not constitute legislative intent that schools should be operated or structured in a similar fashion as the prototypes. Prototypical schools illustrate the level of resources needed to operate a school of a particular size with particular types and grade levels of students using commonly understood terms and inputs, such as class size, hours of instruction, and various categories of school staff. It is the intent that the funding allocations to school districts be adjusted from the school prototypes based on the actual number of annual average full-time equivalent students in each grade level at each school in the district and not based on the grade-level configuration of the school to the extent that data is available. The allocations shall be further adjusted from the school prototypes with minimum allocations for small schools and to reflect other factors identified in the omnibus appropriations act.

(b) For the purposes of this section, prototypical schools are defined as follows:

(i) A prototypical high school has six hundred average annual full-time equivalent students in grades nine through twelve;

(ii) A prototypical middle school has four hundred thirty-two average annual full-time equivalent students in grades seven and eight; and

(iii) A prototypical elementary school has four hundred average annual full-time equivalent students in grades kindergarten through six.

((~~(c)~~)) (4)(a) The minimum allocation for each level of prototypical school shall be based on the number of full-time equivalent classroom teachers needed to provide instruction over the minimum required annual instructional hours under RCW 28A.150.220 and provide at least one teacher planning period per school day, and based on ((~~an~~)) the following general education average class size ((~~as specified in the omnibus appropriations act.~~)) of full-time equivalent students per teacher:

	General education average class size
Grades K-3	25.23
Grade 4	27.00
Grades 5-6	27.00
Grades 7-8	28.53
Grades 9-12	28.74

(b) During the 2011-2013 biennium and beginning with schools with the highest percentage of students eligible for free and reduced-price meals in the prior school year, the general education average class size for grades K-3 shall be reduced until the average class size funded under this subsection (4) is no more than 17.0 full-time equivalent students per teacher beginning in the 2017-18 school year.

(c) The minimum allocation for each prototypical middle and high school shall also provide for full-time equivalent classroom teachers based on the following number of full-time equivalent students per teacher in career and technical education:

	Career and technical education average class size
Approved career and technical education offered at the middle school and high school level	26.57
Skill center programs meeting the standards established by the office of the superintendent of public instruction	22.76

(d) In addition, the omnibus appropriations act shall at a minimum specify:

(i) ((~~Basic average class size;~~

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~~(ii) Basic~~)) A high-poverty average class size in schools where more than fifty percent of the students are eligible for free and reduced-price meals; and

((~~(iii)~~)) (ii) A specialty average class size for ((~~exploratory and preparatory career and technical education,~~)) laboratory science, advanced placement, and international baccalaureate courses((~~; and~~

~~(iv) Average class size in grades kindergarten through three~~)).

((~~(d)~~)) (5) The minimum allocation for each level of prototypical school shall include allocations for the following types of staff in addition to classroom teachers:

((~~(i) Principals, including assistant principals, and other certificated building-level administrators;~~

~~(ii) Teacher librarians, performing functions including information literacy, technology, and media to support school library media programs;~~

~~(iii) Student health services, a function that includes school nurses, whether certificated instructional or classified employee, and social workers;~~

~~(iv) Guidance counselors, performing functions including parent outreach and graduation advisor;~~

~~(v) Professional development coaches;~~

~~(vi) Teaching assistance, which includes any aspect of educational instructional services provided by classified employees;~~

~~(vii) Office support, technology support, and other noninstructional aides;~~

~~(viii) Custodians, warehouse, maintenance, laborer, and professional and technical education support employees; and~~

~~(ix) Classified staff providing student and staff safety.~~

~~(4)(a)~~))

	Elementary School	Middle School	High School
Principals, assistant principals, and other certificated building-level administrators	1.253	1.353	1.880
Teacher librarians, a function that includes information literacy, technology, and media to support school library media programs	0.663	0.519	0.523
Health and social services:			

School nurses	0.076	0.060	0.096
Social workers	0.042	0.006	0.015
Psychologists	0.017	0.002	0.007
Guidance counselors, a function that includes parent outreach and graduation advising	0.493	1.116	1.909
Teaching assistance, including any aspect of educational instructional services provided by classified employees	0.936	0.700	0.652
Office support and other noninstructional aides	2.012	2.325	3.269
Custodians	1.657	1.942	2.965
Classified staff providing student and staff safety	0.079	0.092	0.141
Parent involvement coordinators	0.00	0.00	0.00

(6)(a) The minimum staffing allocation for each school district to provide district-wide support services shall be allocated per one thousand annual average full-time equivalent students in grades K-12 as follows:

	Staff per 1,000 K-12 students
Technology	0.628
Facilities, maintenance, and grounds	1.813
Warehouse, laborers, and mechanics	0.332

(b) The minimum allocation of staff units for each school district to support certificated and classified staffing of central administration shall be 5.30 percent of the staff units generated under subsections (4)(a) and (b) and (5) of this section and (a) of this subsection.

(7) The distribution formula shall include staffing allocations to school districts for career and technical education and skill center administrative and other school-level certificated staff, as specified in the omnibus appropriations act.

(8)(a) Except as provided in (b) of this subsection, the minimum allocation for each school district shall include allocations per annual average full-time equivalent student for the following materials, supplies, and operating costs, to be adjusted for inflation from the 2008-09 school year: ((~~Student technology; utilities; curriculum, textbooks, library materials, and instructional supplies;~~

~~instructional professional development for both certificated and classified staff; other building-level costs including maintenance, custodial, and security; and central office administration.~~))

	Per annual average full-time equivalent student in grades K-12
Technology	$54.43
Utilities and insurance	$147.90
Curriculum and textbooks	$58.44
Other supplies and library materials	$124.07
Instructional professional development for certified and classified staff	$9.04
Facilities maintenance	$73.27
Security and central office	$50.76

(b) ((~~The annual average full-time equivalent student amounts in (a) of this subsection shall be enhanced~~)) During the 2011-2013 biennium, the minimum allocation for maintenance, supplies, and operating costs shall be increased as specified in the omnibus appropriations act. The following allocations, adjusted for inflation from the 2007-08 school year, are provided in the 2015-16 school year, after which the allocations shall be adjusted annually for inflation as specified in the omnibus appropriations act:

	Per annual average full-time equivalent student in grades K-12
Technology	$113.80
Utilities and insurance	$309.21
Curriculum and textbooks	$122.17
Other supplies and library materials	$259.39
Instructional professional development for certificated and classified staff	$18.89
Facilities maintenance	$153.18
Security and central office administration	$106.12

(9) In addition to the amounts provided in subsection (8) of this section, the omnibus appropriations act shall provide an amount based on full-time equivalent student enrollment in each of the following:

(a) Exploratory career and technical education courses for students in grades seven through twelve;

(b) Laboratory science courses for students in grades nine through twelve;

(c) Preparatory career and technical education courses for students in grades nine through twelve offered in a high school; and

(d) Preparatory career and technical education courses for students in grades eleven and twelve offered through a skill center.

((~~(5)~~)) (10) In addition to the allocations otherwise provided under ((~~subsections (3) and (4) of~~)) this section ((~~shall be enhanced as follows to provide additional allocations for classroom teachers and maintenance, supplies, and operating costs~~)), amounts shall be provided to support the following programs and services:

(a) To provide supplemental instruction and services for underachieving students through the learning assistance program under RCW 28A.165.005 through 28A.165.065, allocations shall be based on the ((~~percent~~)) district percentage of students in ((~~each school~~)) grades K-12 who ((~~are~~)) were eligible for free ((~~and~~)) or reduced-price meals in the prior school year. The minimum allocation for the ((~~learning assistance~~)) program shall provide ((~~an extended school day and extended school year~~)) for each level of prototypical school ((~~and a per student allocation for maintenance, supplies, and operating costs~~)) resources to provide, on a statewide average, 1.5156 hours per week in extra instruction with a class size of fifteen learning assistance program students per teacher.

(b) To provide supplemental instruction and services for students whose primary language is other than English, allocations shall be based on the head count number of students in each school who are eligible for and enrolled in the transitional bilingual instruction program under RCW 28A.180.010 through 28A.180.080. The minimum allocation for each level of prototypical school shall provide ((~~for supplemental instruction based on percent of the school day a student is assumed to receive supplemental instruction and a per student allocation for maintenance, supplies, and operating costs~~)) resources to provide, on a statewide average, 4.7780 hours per week in extra instruction with fifteen transitional bilingual instruction program students per teacher.

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((~~(6) The allocations provided under subsections (3) and (4) of this section shall be enhanced~~)) (c) To provide additional allocations to support programs for highly capable students under RCW 28A.185.010 through 28A.185.030, allocations shall be based on two and three hundred fourteen one-thousandths percent of each school district's full-time equivalent basic education enrollment. The minimum allocation for the programs shall provide ((~~an extended school day and extended school year for each level of prototypical school and a per student allocation for maintenance, supplies, and operating costs~~)) resources to provide, on a statewide average, 2.1590 hours per week in extra instruction with fifteen highly capable program students per teacher.

((~~(7)~~)) (11) The allocations under subsections ((~~(3)~~)) (4)(a) and (b), ((~~(c)(i), and (d), (4),~~)) (5), (6), and (8) of this section shall be enhanced as provided under RCW 28A.150.390 on an excess cost basis to provide supplemental instructional resources for students with disabilities.

((~~(8) The distribution formula shall include allocations to school districts to support certificated and classified staffing of central office administration. The minimum allocation shall be calculated as a percentage, identified in the omnibus appropriations act, of the total allocations for staff under subsections (3) and (6) of this section for all schools in the district.~~

~~(9)~~)) (12)(a) For the purposes of allocations for prototypical high schools and middle schools under subsections ((~~(3)~~)) (4) and ((~~(5)~~)) (10) of this section that are based on the percent of students in the school who are eligible for free and reduced-price meals, the actual percent of such students in a school shall be adjusted by a factor identified in the omnibus appropriations act to reflect underreporting of free and reduced-price meal eligibility among middle and high school students.

(b) Allocations or enhancements provided under subsections ((~~(3) and~~)) (4), (7), and (9) of this section for exploratory and preparatory career and technical education courses shall be provided only for courses approved by the office of the superintendent of public instruction under chapter 28A.700 RCW.

((~~(10)~~)) (13)(a) This formula for distribution of basic education

funds shall be reviewed biennially by the superintendent and governor. The recommended formula shall be subject to approval, amendment or rejection by the legislature.

(b) In the event the legislature rejects the distribution formula recommended by the governor, without adopting a new distribution formula, the distribution formula for the previous school year shall remain in effect.

(c) The enrollment of any district shall be the annual average number of full-time equivalent students and part-time students as provided in RCW 28A.150.350, enrolled on the first school day of each month, including students who are in attendance pursuant to RCW 28A.335.160 and 28A.225.250 who do not reside within the servicing school district. The definition of full-time equivalent student shall be determined by rules of the superintendent of public instruction and shall be included as part of the superintendent's biennial budget request. The definition shall be based on the minimum instructional hour offerings required under RCW 28A.150.220. Any revision of the present definition shall not take effect until approved by the house ways and means committee and the senate ways and means committee.

(d) The office of financial management shall make a monthly review of the superintendent's reported full-time equivalent students in the common schools in conjunction with RCW 43.62.050.

Sec. 3. RCW 28A.150.390 and 2009 c 548 s 108 are each amended to read as follows:

(1) The superintendent of public instruction shall submit to each regular session of the legislature during an odd-numbered year a programmed budget request for special education programs for students with disabilities. Funding for programs operated by local school districts shall be on an excess cost basis from appropriations provided by the legislature for special education programs for students with disabilities and shall take account of state funds accruing through RCW 28A.150.260 ((~~(3)(b), (c)(i), and (d), (4), and (8) and federal medical assistance and private funds accruing under RCW 74.09.5249 through 74.09.5253 and 74.09.5254 through 74.09.5256~~)) (4)(a) and (b), (5), (6), and (8).

(2) The excess cost allocation to school districts shall be based on the following:

(a) A district's annual average headcount enrollment of students ages birth through four and those five year olds not yet enrolled in kindergarten who are eligible for and enrolled in special education, multiplied by the district's base allocation per full-time equivalent student, multiplied by 1.15; and

(b) A district's annual average full-time equivalent basic education enrollment, multiplied by the district's funded enrollment percent, multiplied by the district's base allocation per full-time equivalent student, multiplied by 0.9309.

(3) As used in this section:

(a) "Base allocation" means the total state allocation to all schools in the district generated by the distribution formula under RCW 28A.150.260 ((~~(3) (b), (c)(i), and (d), (4), and (8)~~)) (4)(a) and (b), (5), (6), and (8), to be divided by the district's full-time equivalent enrollment.

(b) "Basic education enrollment" means enrollment of resident students including nonresident students enrolled under RCW 28A.225.225 and students from nonhigh districts enrolled under RCW 28A.225.210 and excluding students residing in another district enrolled as part of an interdistrict cooperative program under RCW 28A.225.250.

(c) "Enrollment percent" means the district's resident special education annual average enrollment, excluding students ages birth through four and those five year olds not yet enrolled in kindergarten, as a percent of the district's annual average full-time equivalent basic education enrollment.

(d) "Funded enrollment percent" means the lesser of the district's actual enrollment percent or twelve and seven-tenths percent.

Sec. 4. RCW 28A.150.315 and 2009 c 548 s 107 are each amended to read as follows:

(1) Beginning with the 2007-08 school year, funding for voluntary all-day kindergarten programs shall be phased-in beginning with schools with the highest poverty levels, defined as those schools with the highest percentages of students qualifying for free and reduced-price lunch support in the prior school year. During the 2011-2013 biennium, funding shall continue to be phased-in each year until full statewide implementation of all-day kindergarten is achieved in the 2017-18 school year. Once a school receives funding for the all-day

kindergarten program, that school shall remain eligible for funding in subsequent school years regardless of changes in the school's percentage of students eligible for free and reduced-price lunches as long as other program requirements are fulfilled. Additionally, schools receiving all-day kindergarten program support shall agree to the following conditions:

(a) Provide at least a one thousand-hour instructional program;

(b) Provide a curriculum that offers a rich, varied set of experiences that assist students in:

(i) Developing initial skills in the academic areas of reading, mathematics, and writing;

(ii) Developing a variety of communication skills;

(iii) Providing experiences in science, social studies, arts, health and physical education, and a world language other than English;

(iv) Acquiring large and small motor skills;

(v) Acquiring social and emotional skills including successful participation in learning activities as an individual and as part of a group; and

(vi) Learning through hands-on experiences;

(c) Establish learning environments that are developmentally appropriate and promote creativity;

(d) Demonstrate strong connections and communication with early learning community providers; and

(e) Participate in kindergarten program readiness activities with early learning providers and parents.

(2) Subject to funds appropriated for this purpose, the superintendent of public instruction shall designate one or more school districts to serve as resources and examples of best practices in designing and operating a high-quality all-day kindergarten program. Designated school districts shall serve as lighthouse programs and provide technical assistance to other school districts in the initial stages of implementing an all-day kindergarten program. Examples of topics addressed by the technical assistance include strategic planning, developing the instructional program and curriculum, working with early learning providers to identify students and communicate with parents, and developing kindergarten program readiness activities.

Sec. 5. 2009 c 548 s 112 (uncodified) is amended to read as follows:

(1) The legislature intends to continue to redefine the instructional program of education under RCW 28A.150.220 that fulfills the obligations and requirements of Article IX of the state Constitution. The funding formulas under RCW 28A.150.260 to support the instructional program shall be implemented to the extent the technical details of the formula have been established and according to an implementation schedule to be adopted by the legislature. The object of the schedule is to assure that any increases in funding allocations are timely, predictable, and occur concurrently with any increases in program or instructional requirements. It is the intent of the legislature that no increased programmatic or instructional expectations be imposed upon schools or school districts without an accompanying increase in resources as necessary to support those increased expectations.

(2) The office of financial management, with assistance and support from the office of the superintendent of public instruction, shall convene a technical working group to:

(a) Develop the details of the funding formulas under RCW 28A.150.260;

(b) Recommend to the legislature an implementation schedule for phasing-in any increased program or instructional requirements concurrently with increases in funding for adoption by the legislature; and

(c) Examine possible sources of revenue to support increases in funding allocations and present options to the legislature and the quality education council created in ((~~section 114 of this act~~)) RCW 28A.290.010 for consideration.

(3) The working group shall include representatives of the legislative evaluation and accountability program committee, school district and educational service district financial managers, the Washington association of school business officers, the Washington education association, the Washington association of school administrators, the association of Washington school principals, the Washington state school directors' association, the public school employees of Washington, and other interested stakeholders with

expertise in education finance. The working group may convene advisory subgroups on specific topics as necessary to assure participation and input from a broad array of diverse stakeholders.

(4) The working group shall be monitored and overseen by the legislature and the quality education council established in ((~~section 114 of this act~~)) RCW 28A.290.010. The working group shall submit its recommendations to the legislature by December 1, 2009.

(5) After the 2009 report to the legislature, the office of financial management and the office of the superintendent of public instruction shall periodically reconvene the working group to monitor and provide advice on further development and implementation of the funding formulas under RCW 28A.150.260 and provide technical assistance to the ongoing work of the quality education council.

Sec. 6. 2009 c 548 s 302 (uncodified) is amended to read as follows:

(1) Beginning ((~~July~~)) April 1, 2010, the office of financial management, with assistance and support from the office of the superintendent of public instruction, shall convene a technical working group to develop options for a new system of supplemental school funding through local school levies and local effort assistance.

(2) The working group shall consider the impact on overall school district revenues of the new basic education funding system established under ((~~this act~~)) chapter 548, Laws of 2009 and shall recommend a phase-in plan that ensures that no school district suffers a decrease in funding from one school year to the next due to implementation of the new system of supplemental funding.

(3) The working group shall also:

(a) Examine local school district capacity to address facility needs associated with phasing-in full-day kindergarten across the state and reducing class size in kindergarten through third grade; and

(b) Provide the quality education council with analysis on the potential use of local funds that may become available for redeployment and redirection as a result of increased state funding allocations for pupil transportation and maintenance, supplies, and operating costs.

(4) The working group shall be composed of representatives from the department of revenue, the legislative evaluation and accountability program committee, school district and educational service district

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financial managers, and representatives of the Washington association of school business officers, the Washington education association, the Washington association of school administrators, the association of Washington school principals, the Washington state school directors' association, the public school employees of Washington, and other interested stakeholders with expertise in education finance. The working group may convene advisory subgroups on specific topics as necessary to assure participation and input from a broad array of diverse stakeholders.

((~~(4)~~)) (5) The local funding working group shall be monitored and overseen by the legislature and by the quality education council created in ((~~section 114 of this act~~)) RCW 28A.290.010. The working group shall report to the legislature ((~~December 1~~)) June 30, 2011.

Sec. 7. RCW 43.41.398 and 2009 c 548 s 601 are each amended to read as follows:

(1) The legislature recognizes that providing students with the opportunity to access a world-class educational system depends on our continuing ability to provide students with access to world-class educators. The legislature also understands that continuing to attract and retain the highest quality educators will require increased investments. The legislature intends to enhance the current salary allocation model and recognizes that changes to the current model cannot be imposed without great deliberation and input from teachers, administrators, and classified employees. Therefore, it is the intent of the legislature to begin the process of developing an enhanced salary allocation model that is collaboratively designed to ensure the rationality of any conclusions regarding what constitutes adequate compensation.

(2) Beginning July 1, 2011, the office of the superintendent of public instruction, in collaboration with the office of financial management, shall convene a technical working group to recommend the details of an enhanced salary allocation model that aligns state expectations for educator development and certification with the compensation system and establishes recommendations for a concurrent implementation schedule. In addition to any other details the technical working group deems necessary, the technical working group shall make recommendations on the following:

(a) How to reduce the number of tiers within the existing salary allocation model;

(b) How to account for labor market adjustments;

(c) How to account for different geographic regions of the state where districts may encounter difficulty recruiting and retaining teachers;

(d) The role of and types of bonuses available;

(e) Ways to accomplish salary equalization over a set number of years; and

(f) Initial fiscal estimates for implementing the recommendations including a recognition that staff on the existing salary allocation model would have the option to grandfather in permanently to the existing schedule.

(3) As part of its work, the technical working group shall conduct or contract for a preliminary comparative labor market analysis of salaries and other compensation for school district employees to be conducted and shall include the results in any reports to the legislature. For the purposes of this subsection, "salaries and other compensation" includes average base salaries, average total salaries, average employee basic benefits, and retirement benefits.

(4) The analysis required under subsection (1) of this section must:

(a) Examine salaries and other compensation for teachers, other certificated instructional staff, principals, and other building-level certificated administrators, and the types of classified employees for whom salaries are allocated;

(b) Be calculated at a statewide level that identifies labor markets in Washington through the use of data from the United States bureau of the census and the bureau of labor statistics; and

(c) Include a comparison of salaries and other compensation to the appropriate labor market for at least the following subgroups of educators: Beginning teachers and types of educational staff associates.

(5) The working group shall include representatives of the department of personnel, the professional educator standards board, the office of the superintendent of public instruction, the Washington education association, the Washington association of school administrators, the association of Washington school principals, the

Washington state school directors' association, the public school employees of Washington, and other interested stakeholders with appropriate expertise in compensation related matters. The working group may convene advisory subgroups on specific topics as necessary to assure participation and input from a broad array of diverse stakeholders.

(6) The working group shall be monitored and overseen by the legislature and the quality education council created in RCW 28A.290.010. The working group shall make an initial report to the legislature by ((~~December 1~~)) June 30, 2012, and shall include in its report recommendations for whether additional further work of the group is necessary.

Sec. 8. RCW 28A.160.192 and 2009 c 548 s 311 are each amended to read as follows:

(1) The superintendent of public instruction shall phase-in the implementation of the distribution formula under this chapter for allocating state funds to school districts for the transportation of students to and from school. The phase-in shall ((~~be according to the implementation schedule adopted by the legislature and shall~~)) begin no later than the ((~~2013-14 school year~~)) 2011-2013 biennium and be fully implemented by the 2013-2015 biennium.

(a) The formula must be developed and revised on an ongoing basis using the major cost factors in student transportation, including basic and special student loads, school district land area, average distance to school, roadway miles, and number of locations served. Factors must include all those site characteristics that are statistically significant after analysis of the data required by the revised reporting process.

(b) The formula must allocate funds to school districts based on the average predicted costs of transporting students to and from school, using a regression analysis.

(2) During the phase-in period, funding provided to school districts for student transportation operations shall be distributed on the following basis:

(a) Annually, each school district shall receive the lesser of the previous school year's pupil transportation operations allocation, or the total of allowable pupil transportation expenditures identified on

the previous school year's final expenditure report to the state plus district indirect expenses using the state recovery rate identified by the superintendent; and

(b) Annually, any funds appropriated by the legislature in excess of the maintenance level funding amount for student transportation shall be distributed among school districts on a prorated basis using the difference between the amount identified in (a) of this subsection and the amount determined under the formula in RCW 28A.160.180.

((~~(3) The superintendent shall develop, implement, and provide a copy of the rules specifying the student transportation reporting requirements to the legislature and school districts no later than December 1, 2009.~~

~~(4) Beginning in December 2009, and continuing until December 2014, the superintendent shall provide quarterly updates and progress reports to the fiscal committees of the legislature on the implementation and testing of the distribution formula.~~))

NEW SECTION. **Sec. 9.** A new section is added to chapter 28A.160 RCW to read as follows:

(1) The superintendent of public instruction shall develop, implement, and provide a copy of the rules specifying the student transportation reporting requirements to the legislature and school districts no later than December 1, 2010.

(2) Beginning in December 2010, and continuing until December 2014, the superintendent shall provide quarterly updates and progress reports to the fiscal committees of the legislature on the implementation and testing of the distribution formula.

(3) This section expires June 30, 2015.

Sec. 10. RCW 28A.150.410 and 2007 c 403 s 1 are each amended to read as follows:

(1) The legislature shall establish for each school year in the appropriations act a statewide salary allocation schedule, for allocation purposes only, to be used to distribute funds for basic education certificated instructional staff salaries under RCW 28A.150.260. For the purposes of this section, the staff allocations for classroom teachers, teacher librarians, guidance counselors, and

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student health services staff under RCW 28A.150.260 are considered allocations for certificated instructional staff.

(2) Salary allocations for state-funded basic education certificated instructional staff shall be calculated by the superintendent of public instruction by determining the district's average salary for certificated instructional staff, using the statewide salary allocation schedule and related documents, conditions, and limitations established by the omnibus appropriations act.

(3) Beginning January 1, 1992, no more than ninety college quarter-hour credits received by any employee after the baccalaureate degree may be used to determine compensation allocations under the state salary allocation schedule and LEAP documents referenced in the omnibus appropriations act, or any replacement schedules and documents, unless:

(a) The employee has a master's degree; or

(b) The credits were used in generating state salary allocations before January 1, 1992.

(4) Beginning in the 2007-08 school year, the calculation of years of service for occupational therapists, physical therapists, speech-language pathologists, audiologists, nurses, social workers, counselors, and psychologists regulated under Title 18 RCW may include experience in schools and other nonschool positions as occupational therapists, physical therapists, speech-language pathologists, audiologists, nurses, social workers, counselors, or psychologists. The calculation shall be that one year of service in a nonschool position counts as one year of service for purposes of this chapter, up to a limit of two years of nonschool service. Nonschool years of service included in calculations under this subsection shall not be applied to service credit totals for purposes of any retirement benefit under chapter 41.32, 41.35, or 41.40 RCW, or any other state retirement system benefits.

Sec. 11. RCW 28A.175.010 and 2005 c 207 s 3 are each amended to read as follows:

Each school district shall account for the educational progress of each of its students. To achieve this, school districts shall be required to report annually to the superintendent of public instruction:

(1) For students enrolled in each of a school district's high school programs:

(a) The number of students who graduate in fewer than four years;

(b) The number of students who graduate in four years;

(c) The number of students who remain in school for more than four years but who eventually graduate and the number of students who remain in school for more than four years but do not graduate;

(d) The number of students who transfer to other schools;

(e) The number of students in the ninth through twelfth grade who drop out of school over a four-year period; and

(f) The number of students whose status is unknown.

(2) Dropout rates of students in each of the grades seven through twelve.

(3) Dropout rates for student populations in each of the grades seven through twelve by:

(a) Ethnicity;

(b) Gender;

(c) Socioeconomic status; and

(d) Disability status.

(4) The causes or reasons, or both, attributed to students for having dropped out of school in grades seven through twelve.

(5) The superintendent of public instruction shall adopt rules under chapter 34.05 RCW to assure uniformity in the information districts are required to report under subsections (1) through (4) of this section. In developing rules, the superintendent of public instruction shall consult with school districts, including administrative and counseling personnel, with regard to the methods through which information is to be collected and reported.

(6) In reporting on the causes or reasons, or both, attributed to students for having dropped out of school, school building officials shall, to the extent reasonably practical, obtain such information directly from students. In lieu of obtaining such information directly from students, building principals and counselors shall identify the causes or reasons, or both, based on their professional judgment.

(7) The superintendent of public instruction shall report annually to the legislature the information collected under subsections (1) through (4) of this section.

(8) The Washington state institute for public policy shall calculate an annual estimate of the savings to taxpayers resulting from any improvement compared to the prior school year in the extended graduation rate, as calculated by the superintendent of public instruction. The superintendent shall include the estimate from the institute in an appendix of the report required under subsection (7) of this section, beginning with the 2010 report.

****Sec. 11 was vetoed. See message at end of chapter.***

NEW SECTION. **Sec. 12.** A new section is added to chapter 28A.300 RCW to read as follows:

The office of the superintendent of public instruction shall implement and maintain an internet-based portal that provides ready public access to the state's prototypical school funding model for basic education under RCW 28A.150.260. The portal must provide citizens the opportunity to view, for each local school building, the staffing levels and other prototypical school funding elements that are assumed under the state funding formula. The portal must also provide a matrix displaying how individual school districts are deploying those same state resources through their allocation of staff and other resources to school buildings, so that citizens are able to compare the state assumptions to district allocation decisions for each local school building.

Sec. 13. RCW 28A.150.100 and 1990 c 33 s 103 are each amended to read as follows:

(1) For the purposes of this section and RCW 28A.150.410 and 28A.400.200, "basic education certificated instructional staff" ((~~shall~~)) means all full-time equivalent classroom teachers, teacher librarians, guidance counselors, certificated student health services staff, and other certificated instructional staff in the following programs as defined for statewide school district accounting purposes: Basic education, secondary vocational education, general instructional support, and general supportive services.

(2) ((~~In the 1988-89 school year and thereafter,~~)) Each school district shall maintain a ratio of at least forty-six basic education certificated instructional staff to one thousand annual average full time equivalent students.

Sec. 14. 2009 c 548 s 710 (uncodified) is amended to read as follows:

(1) RCW 28A.150.030 (School day) and 1971 ex.s. c 161 s 1 & 1969 ex.s. c 223 s 28A.01.010;

(2) RCW 28A.150.060 (Certificated employee) and 2005 c 497 s 212, 1990 c 33 s 102, 1977 ex.s. c 359 s 17, 1975 1st ex.s. c 288 s 21, & 1973 1st ex.s. c 105 s 1;

(3) ((~~RCW 28A.150.100 (Basic education certificated instructional staff--Definition--Ratio to students) and 1990 c 33 s 103 & 1987 1st ex.s. c 2 s 203;~~

~~(4)~~)) RCW 28A.150.040 (School year--Beginning--End) and 1990 c 33 s 101, 1982 c 158 s 5, 1977 ex.s. c 286 s 1, 1975-'76 2nd ex.s. c 118 s 22, & 1969 ex.s. c 223 s 28A.01.020;

((~~(5)~~)) (4) RCW 28A.150.370 (Additional programs for which legislative appropriations must or may be made) and 1995 c 335 s 102, 1995 c 77 s 5, 1990 c 33 s 114, 1982 1st ex.s. c 24 s 1, & 1977 ex.s. c 359 s 7; and

((~~(6)~~)) (5) RCW 28A.155.180 (Safety net funds--Application--Technical assistance--Annual survey) and 2007 c 400 s 8.

Sec. 15. RCW 28A.290.010 and 2009 c 548 s 114 are each amended to read as follows:

(1) The quality education council is created to recommend and inform the ongoing implementation by the legislature of an evolving program of basic education and the financing necessary to support such program. The council shall develop strategic recommendations on the program of basic education for the common schools. The council shall take into consideration the capacity report produced under RCW 28A.300.172 and the availability of data and progress of implementing the data systems required under RCW 28A.655.210. Any recommendations for modifications to the program of basic education shall be based on evidence that the programs effectively support student learning. The council shall update the statewide strategic recommendations every four years. The recommendations of the council are intended to:

(a) Inform future educational policy and funding decisions of the legislature and governor;

(b) Identify measurable goals and priorities for the educational system in Washington state for a ten-year time period, including the

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goals of basic education and ongoing strategies for coordinating statewide efforts to eliminate the achievement gap and reduce student dropout rates; and

(c) Enable the state of Washington to continue to implement an evolving program of basic education.

(2) The council may request updates and progress reports from the office of the superintendent of public instruction, the state board of education, the professional educator standards board, and the department of early learning on the work of the agencies as well as educational working groups established by the legislature.

(3) The chair of the council shall be selected from the councilmembers. The council shall be composed of the following members:

(a) Four members of the house of representatives, with two members representing each of the major caucuses and appointed by the speaker of the house of representatives;

(b) Four members of the senate, with two members representing each of the major caucuses and appointed by the president of the senate; ((~~and~~))

(c) One representative each from the office of the governor, office of the superintendent of public instruction, state board of education, professional educator standards board, and department of early learning; and

(d) One nonlegislative representative from the achievement gap oversight and accountability committee established under RCW 28A.300.136, to be selected by the members of the committee.

(4) In the 2009 fiscal year, the council shall meet as often as necessary as determined by the chair. In subsequent years, the council shall meet no more than four times a year.

(5)(a) The council shall submit an initial report to the governor and the legislature by January 1, 2010, detailing its recommendations, including recommendations for resolving issues or decisions requiring legislative action during the 2010 legislative session, and recommendations for any funding necessary to continue development and implementation of chapter 548, Laws of 2009.

(b) The initial report shall, at a minimum, include:

(i) Consideration of how to establish a statewide beginning teacher mentoring and support system;

(ii) Recommendations for a program of early learning for at-risk children;

(iii) A recommended schedule for the concurrent phase-in of the changes to the instructional program of basic education and the implementation of the funding formulas and allocations to support the new instructional program of basic education as established under chapter 548, Laws of 2009. The phase-in schedule shall have full implementation completed by September 1, 2018; and

(iv) A recommended schedule for phased-in implementation of the new distribution formula for allocating state funds to school districts for the transportation of students to and from school, with phase-in beginning no later than September 1, 2013.

(6) The council shall submit a report to the governor and the legislature by December 1, 2010, that includes:

(a) Recommendations for specific strategies, programs, and funding, including funding allocations through the funding distribution formula in RCW 28A.150.260, that are designed to close the achievement gap and increase the high school graduation rate in Washington public schools. The council shall consult with the achievement gap oversight and accountability committee and the building bridges work group in developing its recommendations; and

(b) Recommendations for assuring adequate levels of state-funded classified staff to support essential school and district services.

(7) The council shall be staffed by the office of the superintendent of public instruction and the office of financial management. Additional staff support shall be provided by the state entities with representatives on the committee. Senate committee services and the house of representatives office of program research may provide additional staff support.

((~~(7)~~)) (8) Legislative members of the council shall serve without additional compensation but may be reimbursed for travel expenses in accordance with RCW 44.04.120 while attending sessions of the council or on official business authorized by the council. Nonlegislative members of the council may be reimbursed for travel expenses in accordance with RCW 43.03.050 and 43.03.060.

Sec. 16. 2009 c 548 s 805 (uncodified) is amended to read as follows:

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Sections 304 through 311 of this act take effect September 1, ((~~2013~~)) 2011.

NEW SECTION. **Sec. 17.** 2009 c 548 s 112, as amended by section 5 of this act, is codified as a section in chapter 28A.290 RCW.

NEW SECTION. **Sec. 18.** RCW 43.41.398 is recodified as a section in chapter 28A.400 RCW.

NEW SECTION. **Sec. 19.** Sections 2, 3, 4, 8, 10, 13, and 14 of this act take effect September 1, 2011.

NEW SECTION. **Sec. 20.** Section 6 of this act is necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and takes effect immediately.

Passed by the House March 11, 2010.
Passed by the Senate March 11, 2010.
Approved by the Governor March 29, 2010, with the exception of certain items that were vetoed.
Filed in Office of Secretary of State March 30, 2010.

Note: Governor's explanation of partial veto is as follows:

"I am returning herewith, without my approval as to Section 11, Substitute House Bill 2776 entitled:

"AN ACT Relating to funding distribution formulas for K-12 education."

Section 11 amends RCW 28.175.010 to add the requirement that the Washington State Institute for Public Policy annually calculate savings to taxpayers resulting from improved graduation rates. Since this provision is also contained in Senate Bill 6403 which I am also signing today, I am vetoing Section 11 in order to avoid a double amendment regarding the same subject.

For this reason, I have vetoed Section 11 of Substitute House Bill 2776.

With the exception of Section 11, Substitute House Bill 2776 is approved."

CERTIFICATION OF ENROLLMENT

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6696

Chapter 235, Laws of 2010

61st Legislature
2010 Regular Session

EDUCATION REFORM

EFFECTIVE DATE: 06/10/10

Passed by the Senate March 11, 2010
YEAS 46 NAYS 1

BRAD OWEN

President of the Senate

Passed by the House March 11, 2010
YEAS 72 NAYS 25

FRANK CHOPP

Speaker of the House of Representatives

CERTIFICATE

I, Thomas Hoemann, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE SENATE BILL 6696** as passed by the Senate and the House of Representatives on the dates hereon set forth.

THOMAS HOEMANN

Secretary

Approved March 29, 2010, 2:19 p.m.

CHRISTINE GREGOIRE

Governor of the State of Washington

FILED

March 30, 2010

Secretary of State
State of Washington

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6696

AS AMENDED BY THE HOUSE

Passed Legislature - 2010 Regular Session

State of Washington 61st Legislature 2010 Regular Session

By Senate Ways & Means (originally sponsored by Senators McAuliffe, King, Gordon, Oemig, Hobbs, Kauffman, McDermott, Roach, Berkey, Murray, Tom, Prentice, Haugen, Fairley, Kline, Rockefeller, Keiser, Marr, Ranker, Regala, Eide, Kilmer, Hargrove, Franklin, Shin, and Kohl-Welles; by request of Governor Gregoire)

READ FIRST TIME 02/09/10.

AN ACT Relating to education reform; amending RCW 28A.305.225, 28A.150.230, 28A.405.100, 28A.405.220, 28A.405.210, 28A.405.230, 28A.405.300, 28A.400.200, 28A.660.020, 28B.76.335, 28A.655.110, 41.56.100, 41.59.120, and 28A.300.136; reenacting and amending RCW 28A.660.040 and 28A.660.050; adding new sections to chapter 28A.405 RCW; adding new sections to chapter 28A.410 RCW; adding a new section to chapter 28B.76 RCW; adding new sections to chapter 28A.655 RCW; adding a new section to chapter 28A.605 RCW; adding a new section to chapter 28A.300 RCW; adding a new section to chapter 41.56 RCW; adding a new section to chapter 41.59 RCW; adding a new chapter to Title 28A RCW; creating new sections; recodifying RCW 28A.305.225; repealing RCW 28A.660.010, 28A.415.100, 28A.415.105, 28A.415.125, 28A.415.130, 28A.415.135, 28A.415.140, 28A.415.145, and 28A.660.030; and providing an expiration date.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

PART I
ACCOUNTABILITY FRAMEWORK

NEW SECTION. **Sec. 101.** The legislature finds that it is the state's responsibility to create a coherent and effective accountability framework for the continuous improvement for all schools and districts. This system must provide an excellent and equitable education for all students; an aligned federal/state accountability system; and the tools necessary for schools and districts to be accountable. These tools include the necessary accounting and data reporting systems, assessment systems to monitor student achievement, and a system of general support, targeted assistance, and if necessary, intervention.

The office of the superintendent of public instruction is responsible for developing and implementing the accountability tools to build district capacity and working within federal and state guidelines. The legislature assigned the state board of education responsibility and oversight for creating an accountability framework. This framework provides a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions. Such a system will identify schools and their districts for recognition as well as for additional state support. For a specific group of challenged schools, defined as persistently lowest-achieving schools, and their districts, it is necessary to provide a required action process that creates a partnership between the state and local district to target funds and assistance to turn around the identified lowest-achieving schools.

Phase I of this accountability system will recognize schools that have done an exemplary job of raising student achievement and closing the achievement gaps using the state board of education's accountability index. The state board of education shall have ongoing collaboration with the achievement gap oversight and accountability committee regarding the measures used to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps. Phase I will also target the lowest five percent of persistently lowest-achieving schools defined under federal guidelines to provide federal funds and federal intervention models through a voluntary option in 2010, and for those who do not volunteer and have not improved student achievement, a required action process beginning in 2011.

Phase II of this accountability system will work toward implementing the state board of education's accountability index for identification of schools in need of improvement, including those that are not Title I schools, and the use of state and local intervention models and state funds through a required action process beginning in 2013, in addition to the federal program. Federal approval of the state board of education's accountability index must be obtained or else the federal guidelines for persistently lowest-achieving schools will continue to be used.

The expectation from implementation of this accountability system is the improvement of student achievement for all students to prepare them for postsecondary education, work, and global citizenship in the twenty-first century.

NEW SECTION. **Sec. 102.** (1) Beginning in 2010, and each year thereafter, by December 1st, the superintendent of public instruction shall annually identify schools as one of the state's persistently lowest-achieving schools if the school is a Title I school, or a school that is eligible for but does not receive Title I funds, that is among the lowest-achieving five percent of Title I or Title I eligible schools in the state.

(2) The criteria for determining whether a school is among the persistently lowest-achieving five percent of Title I schools, or Title I eligible schools, under subsection (1) of this section shall be established by the superintendent of public instruction. The criteria must meet all applicable requirements for the receipt of a federal school improvement grant under the American recovery and reinvestment act of 2009 and Title I of the elementary and secondary education act of 1965, and take into account both:

(a) The academic achievement of the "all students" group in a school in terms of proficiency on the state's assessment, and any alternative assessments, in reading and mathematics combined; and

(b) The school's lack of progress on the mathematics and reading assessments over a number of years in the "all students" group.

NEW SECTION. **Sec. 103.** (1) Beginning in January 2011, the superintendent of public instruction shall annually recommend to the state board of education school districts for designation as required

action districts. A district with at least one school identified as a persistently lowest-achieving school shall be designated as a required action district if it meets the criteria developed by the superintendent of public instruction. However, a school district shall not be recommended for designation as a required action district if the district was awarded a federal school improvement grant by the superintendent in 2010 and for three consecutive years following receipt of the grant implemented a federal school intervention model at each school identified for improvement. The state board of education may designate a district that received a school improvement grant in 2010 as a required action district if after three years of voluntarily implementing a plan the district continues to have a school identified as persistently lowest-achieving and meets the criteria for designation established by the superintendent of public instruction.

(2) The superintendent of public instruction shall provide a school district superintendent with written notice of the recommendation for designation as a required action district by certified mail or personal service. A school district superintendent may request reconsideration of the superintendent of public instruction's recommendation. The reconsideration shall be limited to a determination of whether the school district met the criteria for being recommended as a required action district. A request for reconsideration must be in writing and served on the superintendent of public instruction within ten days of service of the notice of the superintendent's recommendation.

(3) The state board of education shall annually designate those districts recommended by the superintendent in subsection (1) of this section as required action districts. A district designated as a required action district shall be required to notify all parents of students attending a school identified as a persistently lowest-achieving school in the district of the state board of education's designation of the district as a required action district and the process for complying with the requirements set forth in sections 104 through 110 of this act.

NEW SECTION. **Sec. 104.** (1) The superintendent of public instruction shall contract with an external review team to conduct an academic performance audit of the district and each persistently lowest-achieving school in a required action district to identify the

potential reasons for the school's low performance and lack of progress. The review team must consist of persons under contract with the superintendent who have expertise in comprehensive school and district reform and may not include staff from the agency, the school district that is the subject of the audit, or members or staff of the state board of education.

(2) The audit must be conducted based on criteria developed by the superintendent of public instruction and must include but not be limited to an examination of the following:

(a) Student demographics;

(b) Mobility patterns;

(c) School feeder patterns;

(d) The performance of different student groups on assessments;

(e) Effective school leadership;

(f) Strategic allocation of resources;

(g) Clear and shared focus on student learning;

(h) High standards and expectations for all students;

(i) High level of collaboration and communication;

(j) Aligned curriculum, instruction, and assessment to state standards;

(k) Frequency of monitoring of learning and teaching;

(l) Focused professional development;

(m) Supportive learning environment;

(n) High level of family and community involvement;

(o) Alternative secondary schools best practices; and

(p) Any unique circumstances or characteristics of the school or district.

(3) Audit findings must be made available to the local school district, its staff, the community, and the state board of education.

NEW SECTION. **Sec. 105.** (1) The local district superintendent and local school board of a school district designated as a required action district must submit a required action plan to the state board of education for approval. Unless otherwise required by subsection (3) of this section, the plan must be submitted under a schedule as required by the state board. A required action plan must be developed in collaboration with administrators, teachers, and other staff, parents, unions representing any employees within the district, students, and

other representatives of the local community. The superintendent of public instruction shall provide a district with assistance in developing its plan if requested. The school board must conduct a public hearing to allow for comment on a proposed required action plan. The local school district shall submit the plan first to the office of the superintendent of public instruction to review and approve that the plan is consistent with federal guidelines. After the office of the superintendent of public instruction has approved that the plan is consistent with federal guidelines, the local school district must submit its required action plan to the state board of education for approval.

(2) A required action plan must include all of the following:

(a) Implementation of one of the four federal intervention models required for the receipt of a federal school improvement grant, for those persistently lowest-achieving schools that the district will be focusing on for required action. However, a district may not establish a charter school under a federal intervention model without express legislative authority. The intervention models are the turnaround, restart, school closure, and transformation models. The intervention model selected must address the concerns raised in the academic performance audit and be intended to improve student performance to allow a school district to be removed from the list of districts designated as a required action district by the state board of education within three years of implementation of the plan;

(b) Submission of an application for a federal school improvement grant or a grant from other federal funds for school improvement to the superintendent of public instruction;

(c) A budget that provides for adequate resources to implement the federal model selected and any other requirements of the plan;

(d) A description of the changes in the district's or school's existing policies, structures, agreements, processes, and practices that are intended to attain significant achievement gains for all students enrolled in the school and how the district intends to address the findings of the academic performance audit; and

(e) Identification of the measures that the school district will use in assessing student achievement at a school identified as a persistently lowest-achieving school, which include improving mathematics and reading student achievement and graduation rates as

defined by the office of the superintendent of public instruction that enable the school to no longer be identified as a persistently lowest-achieving school.

(3)(a) For any district designated for required action, the parties to any collective bargaining agreement negotiated, renewed, or extended under chapter 41.59 or 41.56 RCW after the effective date of this section must reopen the agreement, or negotiate an addendum, if needed, to make changes to terms and conditions of employment that are necessary to implement a required action plan.

(b) If the school district and the employee organizations are unable to agree on the terms of an addendum or modification to an existing collective bargaining agreement, the parties, including all labor organizations affected under the required action plan, shall request the public employment relations commission to, and the commission shall, appoint an employee of the commission to act as a mediator to assist in the resolution of a dispute between the school district and the employee organizations. Beginning in 2011, and each year thereafter, mediation shall commence no later than April 15th. All mediations held under this section shall include the employer and representatives of all affected bargaining units.

(c) If the executive director of the public employment relations commission, upon the recommendation of the assigned mediator, finds that the employer and any affected bargaining unit are unable to reach agreement following a reasonable period of negotiations and mediation, but by no later than May 15th of the year in which mediation occurred, the executive director shall certify any disputed issues for a decision by the superior court in the county where the school district is located. The issues for determination by the superior court must be limited to the issues certified by the executive director.

(d) The process for filing with the court in this subsection (3)(d) must be used in the case where the executive director certifies issues for a decision by the superior court.

(i) The school district shall file a petition with the superior court, by no later than May 20th of the same year in which the issues were certified, setting forth the following:

(A) The name, address, and telephone number of the school district and its principal representative;

(B) The name, address, and telephone number of the employee organizations and their principal representatives;

(C) A description of the bargaining units involved;

(D) A copy of the unresolved issues certified by the executive director for a final and binding decision by the court; and

(E) The academic performance audit that the office of the superintendent of public instruction completed for the school district.

(ii) Within seven days after the filing of the petition, each party shall file with the court the proposal it is asking the court to order be implemented in a required action plan for the district for each issue certified by the executive director. Contemporaneously with the filing of the proposal, a party must file a brief with the court setting forth the reasons why the court should order implementation of its proposal in the final plan.

(iii) Following receipt of the proposals and briefs of the parties, the court must schedule a date and time for a hearing on the petition. The hearing must be limited to argument of the parties or their counsel regarding the proposals submitted for the court's consideration. The parties may waive a hearing by written agreement.

(iv) The court must enter an order selecting the proposal for inclusion in a required action plan that best responds to the issues raised in the school district's academic performance audit, and allows for the award of a federal school improvement grant or a grant from other federal funds for school improvement to the district from the office of the superintendent of public instruction to implement one of the four federal intervention models. The court's decision must be issued no later than June 15th of the year in which the petition is filed and is final and binding on the parties; however the court's decision is subject to appeal only in the case where it does not allow the school district to implement a required action plan consistent with the requirements for the award of a federal school improvement grant or other federal funds for school improvement by the superintendent of public instruction.

(e) Each party shall bear its own costs and attorneys' fees incurred under this statute.

(f) Any party that proceeds with the process in this section after knowledge that any provision of this section has not been complied with

and who fails to state its objection in writing is deemed to have waived its right to object.

(4) All contracts entered into between a school district and an employee must be consistent with this section and allow school districts designated as required action districts to implement one of the four federal models in a required action plan.

NEW SECTION. **Sec. 106.** A required action plan developed by a district's school board and superintendent must be submitted to the state board of education for approval. The state board must accept for inclusion in any required action plan the final decision by the superior court on any issue certified by the executive director of the public employment relations commission under the process in section 105 of this act. The state board of education shall approve a plan proposed by a school district only if the plan meets the requirements in section 105 of this act and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement. Any addendum or modification to an existing collective bargaining agreement, negotiated under section 105 of this act or by agreement of the district and the exclusive bargaining unit, related to student achievement or school improvement shall not go into effect until approval of a required action plan by the state board of education. If the state board does not approve a proposed plan, it must notify the local school board and local district's superintendent in writing with an explicit rationale for why the plan was not approved. Nonapproval by the state board of education of the local school district's initial required action plan submitted is not intended to trigger any actions under section 108 of this act. With the assistance of the office of the superintendent of public instruction, the superintendent and school board of the required action district shall either: (a) Submit a new plan to the state board of education for approval within forty days of notification that its plan was rejected, or (b) submit a request to the required action plan review panel established under section 107 of this act for reconsideration of the state board's rejection within ten days of the notification that the plan was rejected. If federal funds are not available, the plan is not required to be implemented until such funding becomes available. If federal funds for this purpose are

available, a required action plan must be implemented in the immediate school year following the district's designation as a required action district.

NEW SECTION. **Sec. 107.** (1) A required action plan review panel shall be established to offer an objective, external review of a request from a school district for reconsideration of the state board of education's rejection of the district's required action plan. The review and reconsideration by the panel shall be based on whether the state board of education gave appropriate consideration to the unique circumstances and characteristics identified in the academic performance audit of the local school district whose required action plan was rejected.

(2)(a) The panel shall be composed of five individuals with expertise in school improvement, school and district restructuring, or parent and community involvement in schools. Two of the panel members shall be appointed by the speaker of the house of representatives; two shall be appointed by the president of the senate; and one shall be appointed by the governor.

(b) The speaker of the house of representatives, president of the senate, and governor shall solicit recommendations for possible panel members from the Washington association of school administrators, the Washington state school directors' association, the association of Washington school principals, the achievement gap oversight and accountability committee, and associations representing certificated teachers, classified school employees, and parents.

(c) Members of the panel shall be appointed no later than December 1, 2010, but the superintendent of public instruction shall convene the panel only as needed to consider a school district's request for reconsideration. Appointments shall be for a four-year term, with opportunity for reappointment. Reappointments in the case of a vacancy shall be made expeditiously so that all requests are considered in a timely manner.

(3) The required action plan review panel may reaffirm the decision of the state board of education, recommend that the state board reconsider the rejection, or recommend changes to the required action plan that should be considered by the district and the state board of education to secure approval of the plan. The state board of education

shall consider the recommendations of the panel and issue a decision in writing to the local school district and the panel. If the school district must submit a new required action plan to the state board of education, the district must submit the plan within forty days of the board's decision.

(4) The state board of education and superintendent of public instruction must develop timelines and procedures for the deliberations under this section so that school districts can implement a required action plan within the time frame required under section 106 of this act.

NEW SECTION. **Sec. 108.** The state board of education may direct the superintendent of public instruction to require a school district that has not submitted a final required action plan for approval, or has submitted but not received state board of education approval of a required action plan by the beginning of the school year in which the plan is intended to be implemented, to redirect the district's Title I funds based on the academic performance audit findings.

NEW SECTION. **Sec. 109.** A school district must implement a required action plan upon approval by the state board of education. The office of superintendent of public instruction must provide the required action district with technical assistance and federal school improvement grant funds or other federal funds for school improvement, if available, to implement an approved plan. The district must submit a report to the superintendent of public instruction that provides the progress the district is making in meeting the student achievement goals based on the state's assessments, identifying strategies and assets used to solve audit findings, and establishing evidence of meeting plan implementation benchmarks as set forth in the required action plan.

NEW SECTION. **Sec. 110.** (1) The superintendent of public instruction must provide a report twice per year to the state board of education regarding the progress made by all school districts designated as required action districts.

(2) 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, in reading and mathematics on the state's assessment over the past three consecutive years; 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.

(3) If the state board of education determines that the required action district has not met the requirements for release, the district remains in required action and must submit a new or revised plan under the process in section 105 of this act.

Sec. 111. RCW 28A.305.225 and 2009 c 548 s 503 are each amended to read as follows:

(1) The state board of education shall continue to refine the development of an accountability framework that creates a unified system of support for challenged schools, that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions.

(2) The state board of education shall develop an accountability index to identify schools and districts for recognition, for continuous improvement, and for additional state support. The index shall be based on criteria that are fair, consistent, and transparent. Performance shall be measured using multiple outcomes and indicators including, but not limited to, graduation rates and results from statewide assessments. The index shall be developed in such a way as to be easily understood by both employees within the schools and districts, as well as parents and community members. It is the legislature's intent that the index provide feedback to schools and districts to self-assess their progress, and enable the identification of schools with exemplary student performance and those that need assistance to overcome challenges in order to achieve exemplary student performance. ((~~Once the accountability index has identified schools that need additional help, a more thorough analysis will be done to analyze specific conditions in the district including but not limited to the level of state resources a school or school district receives in~~

~~support of the basic education system, achievement gaps for different groups of students, and community support.~~

~~(3) Based on the accountability index and in consultation with the superintendent of public instruction, the state board of education shall develop a proposal and timeline for implementation of a comprehensive system of voluntary support and assistance for schools and districts. The timeline must take into account and accommodate capacity limitations of the K-12 educational system. Changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by the office of the superintendent of public instruction, shall take effect only if formally authorized by the legislature through the omnibus appropriations act or other enacted legislation.~~

~~(4)(a) The state board of education shall develop a proposal and implementation timeline for a more formalized comprehensive system improvement targeted to challenged schools and districts that have not demonstrated sufficient improvement through the voluntary system. The timeline must take into account and accommodate capacity limitations of the K-12 educational system. The proposal and timeline shall be submitted to the education committees of the legislature by December 1, 2009, and shall include recommended legislation and recommended resources to implement the system according to the timeline developed.~~

~~(b) The proposal shall outline a process for addressing performance challenges that will include the following features: (i) An academic performance audit using peer review teams of educators that considers school and community factors in addition to other factors in developing recommended specific corrective actions that should be undertaken to improve student learning; (ii) a requirement for the local school board plan to develop and be responsible for implementation of corrective action plan taking into account the audit findings, which plan must be approved by the state board of education at which time the plan becomes binding upon the school district to implement; and (iii) monitoring of local district progress by the office of the superintendent of public instruction. The proposal shall take effect only if formally authorized by the legislature through the omnibus appropriations act or other enacted legislation.~~

~~(5)~~)) (3) The state board of education, in cooperation with the office of the superintendent of public instruction, shall annually recognize schools for exemplary performance as measured on the state

board of education accountability index. The state board of education shall have ongoing collaboration with the achievement gap oversight and accountability committee regarding the measures used to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps.

(4) In coordination with the superintendent of public instruction, the state board of education shall seek approval from the United States department of education for use of the accountability index and the state system of support, assistance, and intervention, to replace the federal accountability system under P.L. 107-110, the no child left behind act of 2001.

((~~(6)~~)) (5) The state board of education shall work with the education data center established within the office of financial management and the technical working group established in section 112, chapter 548, Laws of 2009 to determine the feasibility of using the prototypical funding allocation model as not only a tool for allocating resources to schools and districts but also as a tool for schools and districts to report to the state legislature and the state board of education on how the state resources received are being used.

NEW SECTION. **Sec. 112.** The definitions in this section apply throughout this chapter unless the context clearly requires otherwise.

(1) "All students group" means those students in grades three through eight and high school who take the state's assessment in reading and mathematics required under 20 U.S.C. Sec. 6311(b)(3).

(2) "Title I" means Title I, part A of the federal elementary and secondary education act of 1965 (ESEA) (20 U.S.C. Secs. 6311-6322).

NEW SECTION. **Sec. 113.** The superintendent of public instruction and the state board of education may each adopt rules in accordance with chapter 34.05 RCW as necessary to implement this chapter.

NEW SECTION. **Sec. 114.** (1) The legislature finds that a unified and equitable system of education accountability must include expectations and benchmarks for improvement, along with support for schools and districts to make the necessary changes that will lead to success for all students. Such a system must also clearly address the consequences for persistent lack of improvement. Establishing a

process for school districts to prepare and implement a required action plan is one such consequence. However, to be truly accountable to students, parents, the community, and taxpayers, the legislature must also consider what should happen if a required action district continues not to make improvement after an extended period of time. Without an answer to this significant question, the state's system of education accountability is incomplete. Furthermore, accountability must be appropriately shared among various levels of decision makers, including in the building, in the district, and at the state.

(2)(a) A joint select committee on education accountability is established beginning no earlier than May 1, 2012, with the following members:

(i) The president of the senate shall appoint two members from each of the two largest caucuses of the senate.

(ii) The speaker of the house of representatives shall appoint two members from each of the two largest caucuses of the house of representatives.

(b) The committee shall choose its cochairs from among its membership.

(3) The committee shall:

(a) Identify and analyze options for a complete system of education accountability, particularly consequences in the case of persistent lack of improvement by a required action district;

(b) Identify and analyze appropriate decision-making responsibilities and accompanying consequences at the building, district, and state level within such an accountability system;

(c) Examine models and experiences in other states;

(d) Identify the circumstances under which significant state action may be required; and

(e) Analyze the financial, legal, and practical considerations that would accompany significant state action.

(4) Staff support for the committee must be provided by the senate committee services and the house of representatives office of program research.

(5) The committee shall submit an interim report to the education committees of the legislature by September 1, 2012, and a final report with recommendations by September 1, 2013.

(6) This section expires June 30, 2014.

PART II
EVALUATIONS

Sec. 201. RCW 28A.150.230 and 2006 c 263 s 201 are each amended to read as follows:

(1) It is the intent and purpose of this section to guarantee that each common school district board of directors, whether or not acting through its respective administrative staff, be held accountable for the proper operation of their district to the local community and its electorate. In accordance with the provisions of Title 28A RCW, as now or hereafter amended, each common school district board of directors shall be vested with the final responsibility for the setting of policies ensuring quality in the content and extent of its educational program and that such program provide students with the opportunity to achieve those skills which are generally recognized as requisite to learning.

(2) In conformance with the provisions of Title 28A RCW, as now or hereafter amended, it shall be the responsibility of each common school district board of directors to adopt policies to:

(a) Establish performance criteria and an evaluation process for its superintendent, classified staff, certificated personnel, including administrative staff, and for all programs constituting a part of such district's curriculum. Each district shall report annually to the superintendent of public instruction the following for each employee group listed in this subsection (2)(a): (i) Evaluation criteria and rubrics; (ii) a description of each rating; and (iii) the number of staff in each rating;

(b) Determine the final assignment of staff, certificated or classified, according to board enumerated classroom and program needs and data, based upon a plan to ensure that the assignment policy: (i) Supports the learning needs of all the students in the district; and (ii) gives specific attention to high-need schools and classrooms;

(c) Provide information to the local community and its electorate describing the school district's policies concerning hiring, assigning, terminating, and evaluating staff, including the criteria for evaluating teachers and principals;

(d) Determine the amount of instructional hours necessary for any student to acquire a quality education in such district, in not less

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than an amount otherwise required in RCW 28A.150.220, or rules of the state board of education;

((~~(d)~~)) (e) Determine the allocation of staff time, whether certificated or classified;

((~~(e)~~)) (f) Establish final curriculum standards consistent with law and rules of the superintendent of public instruction, relevant to the particular needs of district students or the unusual characteristics of the district, and ensuring a quality education for each student in the district; and

((~~(f)~~)) (g) Evaluate teaching materials, including text books, teaching aids, handouts, or other printed material, in public hearing upon complaint by parents, guardians or custodians of students who consider dissemination of such material to students objectionable.

Sec. 202. RCW 28A.405.100 and 1997 c 278 s 1 are each amended to read as follows:

(1)(a) Except as provided in subsection (2) of this section, the superintendent of public instruction shall establish and may amend from time to time minimum criteria for the evaluation of the professional performance capabilities and development of certificated classroom teachers and certificated support personnel. For classroom teachers the criteria shall be developed in the following categories: Instructional skill; classroom management, professional preparation and scholarship; effort toward improvement when needed; the handling of student discipline and attendant problems; and interest in teaching pupils and knowledge of subject matter.

(b) Every board of directors shall, in accordance with procedure provided in RCW 41.59.010 through 41.59.170, 41.59.910 and 41.59.920, establish evaluative criteria and procedures for all certificated classroom teachers and certificated support personnel. The evaluative criteria must contain as a minimum the criteria established by the superintendent of public instruction pursuant to this section and must be prepared within six months following adoption of the superintendent of public instruction's minimum criteria. The district must certify to the superintendent of public instruction that evaluative criteria have been so prepared by the district.

(2)(a) Pursuant to the implementation schedule established in subsection (7)(b) of this section, every board of directors shall, in

accordance with procedures provided in RCW 41.59.010 through 41.59.170, 41.59.910, and 41.59.920, establish revised evaluative criteria and a four-level rating system for all certificated classroom teachers.

(b) The minimum criteria shall include: (i) Centering instruction on high expectations for student achievement; (ii) demonstrating effective teaching practices; (iii) recognizing individual student learning needs and developing strategies to address those needs; (iv) providing clear and intentional focus on subject matter content and curriculum; (v) fostering and managing a safe, positive learning environment; (vi) using multiple student data elements to modify instruction and improve student learning; (vii) communicating and collaborating with parents and school community; and (viii) exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

(c) The four-level rating system used to evaluate the certificated classroom teacher must describe performance along a continuum that indicates the extent to which the criteria have been met or exceeded. When student growth data, if available and relevant to the teacher and subject matter, is referenced in the evaluation process it must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools. As used in this subsection, "student growth" means the change in student achievement between two points in time.

(3)(a) Except as provided in subsection ((~~(5)~~)) (10) of this section, it shall be the responsibility of a principal or his or her designee to evaluate all certificated personnel in his or her school. During each school year all classroom teachers and certificated support personnel((~~, hereinafter referred to as "employees" in this section,~~)) shall be observed for the purposes of evaluation at least twice in the performance of their assigned duties. Total observation time for each employee for each school year shall be not less than sixty minutes. An employee in the third year of provisional status as defined in RCW 28A.405.220 shall be observed at least three times in the performance of his or her duties and the total observation time for the school year shall not be less than ninety minutes. Following each observation, or series of observations, the principal or other evaluator shall promptly document the results of the observation in writing, and shall provide the employee with a copy thereof within three days after such report is

prepared. New employees shall be observed at least once for a total observation time of thirty minutes during the first ninety calendar days of their employment period.

(b) As used in this subsection and subsection (4) of this section, "employees" means classroom teachers and certificated support personnel.

(4)(a) At any time after October 15th, an employee whose work is not judged ((~~unsatisfactory~~)) satisfactory based on district evaluation criteria shall be notified in writing of the specific areas of deficiencies along with a reasonable program for improvement. During the period of probation, the employee may not be transferred from the supervision of the original evaluator. Improvement of performance or probable cause for nonrenewal must occur and be documented by the original evaluator before any consideration of a request for transfer or reassignment as contemplated by either the individual or the school district. A probationary period of sixty school days shall be established. The establishment of a probationary period does not adversely affect the contract status of an employee within the meaning of RCW 28A.405.300. The purpose of the probationary period is to give the employee opportunity to demonstrate improvements in his or her areas of deficiency. The establishment of the probationary period and the giving of the notice to the employee of deficiency shall be by the school district superintendent and need not be submitted to the board of directors for approval. During the probationary period the evaluator shall meet with the employee at least twice monthly to supervise and make a written evaluation of the progress, if any, made by the employee. The evaluator may authorize one additional certificated employee to evaluate the probationer and to aid the employee in improving his or her areas of deficiency; such additional certificated employee shall be immune from any civil liability that might otherwise be incurred or imposed with regard to the good faith performance of such evaluation. The probationer may be removed from probation if he or she has demonstrated improvement to the satisfaction of the principal in those areas specifically detailed in his or her initial notice of deficiency and subsequently detailed in his or her improvement program. Lack of necessary improvement during the established probationary period, as specifically documented in writing

with notification to the probationer and shall constitute grounds for a finding of probable cause under RCW 28A.405.300 or 28A.405.210.

(b) Immediately following the completion of a probationary period that does not produce performance changes detailed in the initial notice of deficiencies and improvement program, the employee may be removed from his or her assignment and placed into an alternative assignment for the remainder of the school year. This reassignment may not displace another employee nor may it adversely affect the probationary employee's compensation or benefits for the remainder of the employee's contract year. If such reassignment is not possible, the district may, at its option, place the employee on paid leave for the balance of the contract term.

((~~(2)~~)) (5) Every board of directors shall establish evaluative criteria and procedures for all superintendents, principals, and other administrators. It shall be the responsibility of the district superintendent or his or her designee to evaluate all administrators. Except as provided in subsection (6) of this section, such evaluation shall be based on the administrative position job description. Such criteria, when applicable, shall include at least the following categories: Knowledge of, experience in, and training in recognizing good professional performance, capabilities and development; school administration and management; school finance; professional preparation and scholarship; effort toward improvement when needed; interest in pupils, employees, patrons and subjects taught in school; leadership; and ability and performance of evaluation of school personnel.

((~~(3)~~)) (6)(a) Pursuant to the implementation schedule established by subsection (7)(b) of this section, every board of directors shall establish revised evaluative criteria and a four-level rating system for principals.

(b) The minimum criteria shall include: (i) Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff; (ii) demonstrating commitment to closing the achievement gap; (iii) providing for school safety; (iv) leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements; (v) assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals; (vi) monitoring, assisting, and evaluating effective

instruction and assessment practices; (vii) managing both staff and fiscal resources to support student achievement and legal responsibilities; and (viii) partnering with the school community to promote student learning.

(c) The four-level rating system used to evaluate the principal must describe performance along a continuum that indicates the extent to which the criteria have been met or exceeded. When available, student growth data that is referenced in the evaluation process must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools. As used in this subsection, "student growth" means the change in student achievement between two points in time.

(7)(a) The superintendent of public instruction, in collaboration with state associations representing teachers, principals, administrators, and parents, shall create models for implementing the evaluation system criteria, student growth tools, professional development programs, and evaluator training for certificated classroom teachers and principals. Human resources specialists, professional development experts, and assessment experts must also be consulted. Due to the diversity of teaching assignments and the many developmental levels of students, classroom teachers and principals must be prominently represented in this work. The models must be available for use in the 2011-12 school year.

(b) A new certificated classroom teacher evaluation system that implements the provisions of subsection (2) of this section and a new principal evaluation system that implements the provisions of subsection (6) of this section shall be phased-in beginning with the 2010-11 school year by districts identified in (c) of this subsection and implemented in all school districts beginning with the 2013-14 school year.

(c) A set of school districts shall be selected by the superintendent of public instruction to participate in a collaborative process resulting in the development and piloting of new certificated classroom teacher and principal evaluation systems during the 2010-11 and 2011-12 school years. These school districts must be selected based on: (i) The agreement of the local associations representing classroom teachers and principals to collaborate with the district in this developmental work and (ii) the agreement to participate in the

full range of development and implementation activities, including: Development of rubrics for the evaluation criteria and ratings in subsections (2) and (6) of this section; identification of or development of appropriate multiple measures of student growth in subsections (2) and (6) of this section; development of appropriate evaluation system forms; participation in professional development for principals and classroom teachers regarding the content of the new evaluation system; participation in evaluator training; and participation in activities to evaluate the effectiveness of the new systems and support programs. The school districts must submit to the office of the superintendent of public instruction data that is used in evaluations and all district-collected student achievement, aptitude, and growth data regardless of whether the data is used in evaluations. If the data is not available electronically, the district may submit it in nonelectronic form. The superintendent of public instruction must analyze the districts' use of student data in evaluations, including examining the extent that student data is not used or is underutilized. The superintendent of public instruction must also consult with participating districts and stakeholders, recommend appropriate changes, and address statewide implementation issues. The superintendent of public instruction shall report evaluation system implementation status, evaluation data, and recommendations to appropriate committees of the legislature and governor by July 1, 2011, and at the conclusion of the development phase by July 1, 2012. In the July 1, 2011 report, the superintendent shall include recommendations for whether a single statewide evaluation model should be adopted, whether modified versions developed by school districts should be subject to state approval, and what the criteria would be for determining if a school district's evaluation model meets or exceeds a statewide model. The report shall also identify challenges posed by requiring a state approval process.

(8) Each certificated ((~~employee~~)) classroom teacher and certificated support personnel shall have the opportunity for confidential conferences with his or her immediate supervisor on no less than two occasions in each school year. Such confidential conference shall have as its sole purpose the aiding of the administrator in his or her assessment of the employee's professional performance.

((~~(4)~~)) (9) The failure of any evaluator to evaluate or supervise or cause the evaluation or supervision of certificated ((~~employees~~)) classroom teachers and certificated support personnel or administrators in accordance with this section, as now or hereafter amended, when it is his or her specific assigned or delegated responsibility to do so, shall be sufficient cause for the nonrenewal of any such evaluator's contract under RCW 28A.405.210, or the discharge of such evaluator under RCW 28A.405.300.

((~~(5)~~)) (10) After ((~~an employee~~)) a certificated classroom teacher or certificated support personnel has four years of satisfactory evaluations under subsection (1) of this section or has received one of the two top ratings for four years under subsection (2) of this section, a school district may use a short form of evaluation, a locally bargained evaluation emphasizing professional growth, an evaluation under subsection (1) or (2) of this section, or any combination thereof. The short form of evaluation shall include either a thirty minute observation during the school year with a written summary or a final annual written evaluation based on the criteria in subsection (1) or (2) of this section and based on at least two observation periods during the school year totaling at least sixty minutes without a written summary of such observations being prepared. A locally bargained short-form evaluation emphasizing professional growth must provide that the professional growth activity conducted by the certificated classroom teacher be specifically linked to one or more of the certificated classroom teacher evaluation criteria. However, the evaluation process set forth in subsection (1) or (2) of this section shall be followed at least once every three years unless this time is extended by a local school district under the bargaining process set forth in chapter 41.59 RCW. The employee or evaluator may require that the evaluation process set forth in subsection (1) or (2) of this section be conducted in any given school year. No evaluation other than the evaluation authorized under subsection (1) or (2) of this section may be used as a basis for determining that an employee's work is ((~~unsatisfactory~~)) not satisfactory under subsection (1) or (2) of this section or as probable cause for the nonrenewal of an employee's contract under RCW 28A.405.210 unless an evaluation process developed under chapter 41.59 RCW determines otherwise.

Sec. 203. RCW 28A.405.220 and 2009 c 57 s 2 are each amended to read as follows:

(1) Notwithstanding the provisions of RCW 28A.405.210, every person employed by a school district in a teaching or other nonsupervisory certificated position shall be subject to nonrenewal of employment contract as provided in this section during the first ((~~two~~)) three years of employment by such district, unless: (a) The employee has previously completed at least two years of certificated employment in another school district in the state of Washington, in which case the employee shall be subject to nonrenewal of employment contract pursuant to this section during the first year of employment with the new district; or (b) the school district superintendent may make a determination to remove an employee from provisional status if the employee has received one of the top two evaluation ratings during the second year of employment by the district. Employees as defined in this section shall hereinafter be referred to as "provisional employees((~~"~~)))."

(2) In the event the superintendent of the school district determines that the employment contract of any provisional employee should not be renewed by the district for the next ensuing term such provisional employee shall be notified thereof in writing on or before May 15th preceding the commencement of such school term, or if the omnibus appropriations act has not passed the legislature by May 15th, then notification shall be no later than June 15th, which notification shall state the reason or reasons for such determination. Such notice shall be served upon the provisional employee personally, or by certified or registered mail, or by leaving a copy of the notice at the place of his or her usual abode with some person of suitable age and discretion then resident therein. The determination of the superintendent shall be subject to the evaluation requirements of RCW 28A.405.100.

(3) Every such provisional employee so notified, at his or her request made in writing and filed with the superintendent of the district within ten days after receiving such notice, shall be given the opportunity to meet informally with the superintendent for the purpose of requesting the superintendent to reconsider his or her decision. Such meeting shall be held no later than ten days following the receipt of such request, and the provisional employee shall be

given written notice of the date, time and place of meeting at least three days prior thereto. At such meeting the provisional employee shall be given the opportunity to refute any facts upon which the superintendent's determination was based and to make any argument in support of his or her request for reconsideration.

(4) Within ten days following the meeting with the provisional employee, the superintendent shall either reinstate the provisional employee or shall submit to the school district board of directors for consideration at its next regular meeting a written report recommending that the employment contract of the provisional employee be nonrenewed and stating the reason or reasons therefor. A copy of such report shall be delivered to the provisional employee at least three days prior to the scheduled meeting of the board of directors. In taking action upon the recommendation of the superintendent, the board of directors shall consider any written communication which the provisional employee may file with the secretary of the board at any time prior to that meeting.

(5) The board of directors shall notify the provisional employee in writing of its final decision within ten days following the meeting at which the superintendent's recommendation was considered. The decision of the board of directors to nonrenew the contract of a provisional employee shall be final and not subject to appeal.

(6) This section applies to any person employed by a school district in a teaching or other nonsupervisory certificated position after June 25, 1976. This section provides the exclusive means for nonrenewing the employment contract of a provisional employee and no other provision of law shall be applicable thereto, including, without limitation, RCW 28A.405.210 and chapter 28A.645 RCW.

NEW SECTION. **Sec. 204.** A new section is added to chapter 28A.405 RCW to read as follows:

(1) Representatives of the office of the superintendent of public instruction and statewide associations representing administrators, principals, human resources specialists, and certificated classroom teachers shall analyze how the evaluation systems in RCW 28A.405.100 (2) and (6) affect issues related to a change in contract status.

(2) The analysis shall be conducted during each of the phase-in years of the certificated classroom teacher and principal evaluation

systems. The analysis shall include: Procedures, timelines, probationary periods, appeal procedures, and other items related to the timely exercise of employment decisions and due process provisions for certificated classroom teachers and principals.

NEW SECTION. **Sec. 205.** A new section is added to chapter 28A.405 RCW to read as follows:

If funds are provided for professional development activities designed specifically for first through third-year teachers, the funds shall be allocated first to districts participating in the evaluation systems in RCW 28A.405.100 (2) and (6) before the required implementation date under that section.

PART III
PRINCIPAL PERFORMANCE

NEW SECTION. **Sec. 301.** The legislature finds that the presence of highly effective principals in schools has never been more important than it is today. To enable students to meet high academic standards, principals must lead and encourage teams of teachers and support staff to work together, align curriculum and instruction, use student data to target instruction and intervention strategies, and serve as the chief school officer with parents and the community. Greater responsibility should come with greater authority over personnel, budgets, resource allocation, and programs. But greater responsibility also comes with greater accountability for outcomes. Washington is putting into place an updated and rigorous system of evaluating principal performance, one that will measure what matters. This system will never be truly effective unless the results are meaningfully used.

NEW SECTION. **Sec. 302.** A new section is added to chapter 28A.405 RCW to read as follows:

(1) Any certificated employee of a school district under this section who is first employed as a principal after the effective date of this section shall be subject to transfer as provided under this section, at the expiration of the term of his or her employment contract, to any subordinate certificated position within the school district. "Subordinate certificated position" as used in this section

means any administrative or nonadministrative certificated position for which the annual compensation is less than the position currently held by the administrator. This section applies only to school districts with an annual average student enrollment of more than thirty-five thousand full-time equivalent students.

(2) During the first three consecutive school years of employment as a principal by the school district, or during the first full school year of such employment in the case of a principal who has been previously employed as a principal by another school district in the state for three or more consecutive school years, the transfer of the principal to a subordinate certificated position may be made by a determination of the superintendent that the best interests of the school district would be served by the transfer.

(3) Commencing with the fourth consecutive school year of employment as a principal, or the second consecutive school year of such employment in the case of a principal who has been previously employed as a principal by another school district in the state for three or more consecutive school years, the transfer of the principal to a subordinate certificated position shall be based on the superintendent's determination that the results of the evaluation of the principal's performance using the evaluative criteria and rating system established under RCW 28A.405.100 provide a valid reason for the transfer without regard to whether there is probable cause for the transfer. If a valid reason is shown, it shall be deemed that the transfer is reasonably related to the principal's performance. No probationary period is required. However, provision of support and an attempt at remediation of the performance of the principal, as defined by the superintendent, are required for a determination by the superintendent under this subsection that the principal should be transferred to a subordinate certificated position.

(4) Any superintendent transferring a principal under this section to a subordinate certificated position shall notify that principal in writing on or before May 15th before the beginning of the school year of that determination, or if the omnibus appropriations act has not passed the legislature by May 15th, then notification shall be no later than June 15th. The notification shall state the reason or reasons for the transfer and shall identify the subordinate certificated position to which the principal will be transferred. The notification shall be

served upon the principal personally, or by certified or registered mail, or by leaving a copy of the notice at the place of his or her usual abode with some person of suitable age and discretion then resident therein.

(5) Any principal so notified may request to the president or chair of the board of directors of the district, in writing and within ten days after receiving notice, an opportunity to meet informally with the board of directors in an executive session for the purpose of requesting the board to reconsider the decision of the superintendent, and shall be given such opportunity. The board, upon receipt of such request, shall schedule the meeting for no later than the next regularly scheduled meeting of the board, and shall give the principal written notice at least three days before the meeting of the date, time, and place of the meeting. At the meeting the principal shall be given the opportunity to refute any evidence upon which the determination was based and to make any argument in support of his or her request for reconsideration. The principal and the board may invite their respective legal counsel to be present and to participate at the meeting. The board shall notify the principal in writing of its final decision within ten days following its meeting with the principal. No appeal to the courts shall lie from the final decision of the board of directors to transfer a principal to a subordinate certificated position.

(6) This section provides the exclusive means for transferring a certificated employee first employed by a school district under this section as a principal after the effective date of this section to a subordinate certificated position at the expiration of the term of his or her employment contract.

Sec. 303. RCW 28A.405.210 and 2009 c 57 s 1 are each amended to read as follows:

No teacher, principal, supervisor, superintendent, or other certificated employee, holding a position as such with a school district, hereinafter referred to as "employee", shall be employed except by written order of a majority of the directors of the district at a regular or special meeting thereof, nor unless he or she is the holder of an effective teacher's certificate or other certificate

required by law or the Washington professional educator standards board for the position for which the employee is employed.

The board shall make with each employee employed by it a written contract, which shall be in conformity with the laws of this state, and except as otherwise provided by law, limited to a term of not more than one year. Every such contract shall be made in duplicate, one copy to be retained by the school district superintendent or secretary and one copy to be delivered to the employee. No contract shall be offered by any board for the employment of any employee who has previously signed an employment contract for that same term in another school district of the state of Washington unless such employee shall have been released from his or her obligations under such previous contract by the board of directors of the school district to which he or she was obligated. Any contract signed in violation of this provision shall be void.

In the event it is determined that there is probable cause or causes that the employment contract of an employee should not be renewed by the district for the next ensuing term such employee shall be notified in writing on or before May 15th preceding the commencement of such term of that determination, or if the omnibus appropriations act has not passed the legislature by May 15th, then notification shall be no later than June 15th, which notification shall specify the cause or causes for nonrenewal of contract. Such determination of probable cause for certificated employees, other than the superintendent, shall be made by the superintendent. Such notice shall be served upon the employee personally, or by certified or registered mail, or by leaving a copy of the notice at the house of his or her usual abode with some person of suitable age and discretion then resident therein. Every such employee so notified, at his or her request made in writing and filed with the president, chair or secretary of the board of directors of the district within ten days after receiving such notice, shall be granted opportunity for hearing pursuant to RCW 28A.405.310 to determine whether there is sufficient cause or causes for nonrenewal of contract: PROVIDED, That any employee receiving notice of nonrenewal of contract due to an enrollment decline or loss of revenue may, in his or her request for a hearing, stipulate that initiation of the arrangements for a hearing officer as provided for by RCW 28A.405.310(4) shall occur within ten days following July 15 rather than the day that the employee submits the request for a hearing. If

any such notification or opportunity for hearing is not timely given, the employee entitled thereto shall be conclusively presumed to have been reemployed by the district for the next ensuing term upon contractual terms identical with those which would have prevailed if his or her employment had actually been renewed by the board of directors for such ensuing term.

This section shall not be applicable to "provisional employees" as so designated in RCW 28A.405.220; transfer to a subordinate certificated position as that procedure is set forth in RCW 28A.405.230 or section 302 of this act shall not be construed as a nonrenewal of contract for the purposes of this section.

Sec. 304. RCW 28A.405.230 and 2009 c 57 s 3 are each amended to read as follows:

Any certificated employee of a school district employed as an assistant superintendent, director, principal, assistant principal, coordinator, or in any other supervisory or administrative position, hereinafter in this section referred to as "administrator", shall be subject to transfer, at the expiration of the term of his or her employment contract, to any subordinate certificated position within the school district. "Subordinate certificated position" as used in this section, shall mean any administrative or nonadministrative certificated position for which the annual compensation is less than the position currently held by the administrator.

Every superintendent determining that the best interests of the school district would be served by transferring any administrator to a subordinate certificated position shall notify that administrator in writing on or before May 15th preceding the commencement of such school term of that determination, or if the omnibus appropriations act has not passed the legislature by May 15th, then notification shall be no later than June 15th, which notification shall state the reason or reasons for the transfer, and shall identify the subordinate certificated position to which the administrator will be transferred. Such notice shall be served upon the administrator personally, or by certified or registered mail, or by leaving a copy of the notice at the place of his or her usual abode with some person of suitable age and discretion then resident therein.

Every such administrator so notified, at his or her request made in writing and filed with the president or chair, or secretary of the board of directors of the district within ten days after receiving such notice, shall be given the opportunity to meet informally with the board of directors in an executive session thereof for the purpose of requesting the board to reconsider the decision of the superintendent. Such board, upon receipt of such request, shall schedule the meeting for no later than the next regularly scheduled meeting of the board, and shall notify the administrator in writing of the date, time and place of the meeting at least three days prior thereto. At such meeting the administrator shall be given the opportunity to refute any facts upon which the determination was based and to make any argument in support of his or her request for reconsideration. The administrator and the board may invite their respective legal counsel to be present and to participate at the meeting. The board shall notify the administrator in writing of its final decision within ten days following its meeting with the administrator. No appeal to the courts shall lie from the final decision of the board of directors to transfer an administrator to a subordinate certificated position: PROVIDED, That in the case of principals such transfer shall be made at the expiration of the contract year and only during the first three consecutive school years of employment as a principal by a school district; except that if any such principal has been previously employed as a principal by another school district in the state of Washington for three or more consecutive school years the provisions of this section shall apply only to the first full school year of such employment.

This section applies to any person employed as an administrator by a school district on June 25, 1976, and to all persons so employed at any time thereafter<u>, except that section 302 of this act applies to persons first employed after the effective date of this section as a principal by a school district meeting the criteria of section 302 of this act</u>. This section provides the exclusive means for transferring an administrator <u>subject to this section</u> to a subordinate certificated position at the expiration of the term of his or her employment contract.

Sec. 305. RCW 28A.405.300 and 1990 c 33 s 395 are each amended to read as follows:

In the event it is determined that there is probable cause or causes for a teacher, principal, supervisor, superintendent, or other certificated employee, holding a position as such with the school district, hereinafter referred to as "employee", to be discharged or otherwise adversely affected in his or her contract status, such employee shall be notified in writing of that decision, which notification shall specify the probable cause or causes for such action. Such determinations of probable cause for certificated employees, other than the superintendent, shall be made by the superintendent. Such notices shall be served upon that employee personally, or by certified or registered mail, or by leaving a copy of the notice at the house of his or her usual abode with some person of suitable age and discretion then resident therein. Every such employee so notified, at his or her request made in writing and filed with the president, chair of the board or secretary of the board of directors of the district within ten days after receiving such notice, shall be granted opportunity for a hearing pursuant to RCW 28A.405.310 to determine whether or not there is sufficient cause or causes for his or her discharge or other adverse action against his or her contract status.

In the event any such notice or opportunity for hearing is not timely given, or in the event cause for discharge or other adverse action is not established by a preponderance of the evidence at the hearing, such employee shall not be discharged or otherwise adversely affected in his or her contract status for the causes stated in the original notice for the duration of his or her contract.

If such employee does not request a hearing as provided herein, such employee may be discharged or otherwise adversely affected as provided in the notice served upon the employee.

Transfer to a subordinate certificated position as that procedure is set forth in RCW 28A.405.230 <u>or section 302 of this act</u> shall not be construed as a discharge or other adverse action against contract status for the purposes of this section.

PART IV

ENCOURAGING INNOVATIONS

Sec. 401. RCW 28A.400.200 and 2002 c 353 s 2 are each amended to read as follows:

(1) Every school district board of directors shall fix, alter, allow, and order paid salaries and compensation for all district employees in conformance with this section.

(2)(a) Salaries for certificated instructional staff shall not be less than the salary provided in the appropriations act in the statewide salary allocation schedule for an employee with a baccalaureate degree and zero years of service; and

(b) Salaries for certificated instructional staff with a master's degree shall not be less than the salary provided in the appropriations act in the statewide salary allocation schedule for an employee with a master's degree and zero years of service;

(3)(a) The actual average salary paid to certificated instructional staff shall not exceed the district's average certificated instructional staff salary used for the state basic education allocations for that school year as determined pursuant to RCW 28A.150.410.

(b) Fringe benefit contributions for certificated instructional staff shall be included as salary under (a) of this subsection only to the extent that the district's actual average benefit contribution exceeds the amount of the insurance benefits allocation provided per certificated instructional staff unit in the state operating appropriations act in effect at the time the compensation is payable. For purposes of this section, fringe benefits shall not include payment for unused leave for illness or injury under RCW 28A.400.210; employer contributions for old age survivors insurance, workers' compensation, unemployment compensation, and retirement benefits under the Washington state retirement system; or employer contributions for health benefits in excess of the insurance benefits allocation provided per certificated instructional staff unit in the state operating appropriations act in effect at the time the compensation is payable. A school district may not use state funds to provide employer contributions for such excess health benefits.

(c) Salary and benefits for certificated instructional staff in programs other than basic education shall be consistent with the salary

and benefits paid to certificated instructional staff in the basic education program.

(4) Salaries and benefits for certificated instructional staff may exceed the limitations in subsection (3) of this section only by separate contract for additional time, for additional responsibilities, ((~~or~~)) for incentives, or for implementing specific measurable innovative activities, including professional development, specified by the school district to: (a) Close one or more achievement gaps, (b) focus on development of science, technology, engineering, and mathematics (STEM) learning opportunities, or (c) provide arts education. Beginning September 1, 2011, school districts shall annually provide a brief description of the innovative activities included in any supplemental contract to the office of the superintendent of public instruction. The office of the superintendent of public instruction shall summarize the district information and submit an annual report to the education committees of the house of representatives and the senate. Supplemental contracts shall not cause the state to incur any present or future funding obligation. Supplemental contracts shall be subject to the collective bargaining provisions of chapter 41.59 RCW and the provisions of RCW 28A.405.240, shall not exceed one year, and if not renewed shall not constitute adverse change in accordance with RCW 28A.405.300 through 28A.405.380. No district may enter into a supplemental contract under this subsection for the provision of services which are a part of the basic education program required by Article IX, section 3 of the state Constitution.

(5) Employee benefit plans offered by any district shall comply with RCW 28A.400.350 and 28A.400.275 and 28A.400.280.

PART V

EXPANDING PROFESSIONAL PREPARATION OPTIONS AND WORKFORCE INFORMATION

NEW SECTION. **Sec. 501.** A new section is added to chapter 28A.410 RCW to read as follows:

(1) Beginning with the 2011-12 school year, all professional educator standards board-approved teacher preparation programs must administer to all preservice candidates the evidence-based assessment of teaching effectiveness adopted by the professional educator

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standards board. The professional educator standards board shall adopt rules that establish a date during the 2012-13 school year after which candidates completing teacher preparation programs must successfully pass this assessment. Assessment results from persons completing each preparation program must be reported annually by the professional educator standards board to the governor and the education and fiscal committees of the legislature by December 1st.

(2) The professional educator standards board and the superintendent of public instruction, as determined by the board, may contract with one or more third parties for:

(a) The administration, scoring, and reporting of scores of the assessment under this section;

(b) Related clerical and administrative activities; or

(c) Any combination of the purposes of this subsection (2).

(3) Candidates for residency certification who are required to successfully complete the assessment under this section, and who are charged a fee for the assessment by a third party contracted with under this section, shall pay the fee charged by the contractor directly to the contractor. Such fees shall be reasonably related to the actual costs of the contractor in providing the assessment.

NEW SECTION. **Sec. 502.** A new section is added to chapter 28A.410 RCW to read as follows:

(1) By September 30, 2010, the professional educator standards board shall review and revise teacher and administrator preparation program approval standards and proposal review procedures at the residency certificate level to ensure they are rigorous and appropriate standards for an expanded range of potential providers, including community college and nonhigher education providers. All approved providers must adhere to the same standards and comply with the same requirements.

(2) Beginning September 30, 2010, the professional educator standards board must accept proposals for community college and nonhigher education providers of educator preparation programs. Proposals must be processed and considered by the board as expeditiously as possible.

(3) By September 1, 2011, all professional educator standards board- approved residency teacher preparation programs at institutions

of higher education as defined in RCW 28B.10.016 not currently a partner in an alternative route program approved by the professional educator standards board must submit to the board a proposal to offer one or more of the alternative route programs that meet the requirements of RCW 28A.660.020 and 28A.660.040.

Sec. 503. RCW 28A.660.020 and 2006 c 263 s 816 are each amended to read as follows:

(1) ((~~Each~~)) The professional educator standards board shall transition the alternative route partnership grant program from a separate competitive grant program to a preparation program model to be expanded among approved preparation program providers. Alternative routes are partnerships between professional educator standards board-approved preparation programs, Washington school districts, and other partners as appropriate.

(2) Each prospective teacher preparation program provider, in cooperation with a Washington school district or consortia of school districts applying ((~~for the~~)) to operate alternative route certification program shall ((~~submit a~~)) include in its proposal to the Washington professional educator standards board ((~~specifying~~)):

(a) The route or routes the partnership program intends to offer and a detailed description of how the routes will be structured and operated by the partnership;

(b) The estimated number of candidates that will be enrolled per route;

(c) An identification, indication of commitment, and description of the role of approved teacher preparation programs ((~~that are~~)) and partnering ((~~with the~~)) district or consortia of districts;

(d) An assurance ((~~of~~)) that the district ((~~provision of~~)) or approved preparation program provider will provide adequate training for mentor teachers ((~~either through participation in a state mentor training academy or district-provided training that meets state-established mentor-training standards~~)) specific to the mentoring of alternative route candidates;

(e) An assurance that significant time will be provided for mentor teachers to spend with the alternative route teacher candidates throughout the internship. Partnerships must provide each candidate

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with intensive classroom mentoring until such time as the candidate demonstrates the competency necessary to manage the classroom with less intensive supervision and guidance from a mentor;

(f) A description of the rigorous screening process for applicants to alternative route programs, including entry requirements specific to each route, as provided in RCW 28A.660.040; ((~~and~~))

(g) A summary of procedures that provide flexible completion opportunities for candidates to achieve a residency certificate; and

(h) The design and use of a teacher development plan for each candidate. The plan shall specify the alternative route coursework and training required of each candidate and shall be developed by comparing the candidate's prior experience and coursework with the state's new performance-based standards for residency certification and adjusting any requirements accordingly. The plan may include the following components:

(i) A minimum of one-half of a school year, and an additional significant amount of time if necessary, of intensive mentorship during field experience, starting with full-time mentoring and progressing to increasingly less intensive monitoring and assistance as the intern demonstrates the skills necessary to take over the classroom with less intensive support. ((~~For route one and two candidates,~~)) Before the supervision is diminished, the mentor of the teacher candidate at the school and the supervisor of the teacher candidate from the ((~~higher education~~)) teacher preparation program must both agree that the teacher candidate is ready to manage the classroom with less intensive supervision((~~. For route three and four candidates, the mentor of the teacher candidate shall make the decision~~));

(ii) Identification of performance indicators based on the knowledge and skills standards required for residency certification by the Washington professional educator standards board;

(iii) Identification of benchmarks that will indicate when the standard is met for all performance indicators;

(iv) A description of strategies for assessing candidate performance on the benchmarks;

(v) Identification of one or more tools to be used to assess a candidate's performance once the candidate has been in the classroom for about one-half of a school year; ((~~and~~))

(vi) A description of the criteria that would result in residency certification after about one-half of a school year but before the end of the program; and

(vii) A description of how the district intends for the alternative route program to support its workforce development plan and how the presence of alternative route interns will advance its school improvement plans.

((~~(2)~~)) (3) To the extent funds are appropriated for this purpose, ((~~districts~~)) alternative route programs may apply for program funds to pay stipends to trained mentor teachers of interns during the mentored internship. The per intern amount of mentor stipend provided by state funds shall not exceed five hundred dollars.

Sec. 504. RCW 28A.660.040 and 2009 c 192 s 1 and 2009 c 166 s 1 are each reenacted and amended to read as follows:

((~~Partnership grants funded~~)) Alternative route programs under this chapter shall operate one to four specific route programs. Successful completion of the program shall make a candidate eligible for residency teacher certification. ((~~For route one and two candidates,~~)) The mentor of the teacher candidate at the school and the supervisor of the teacher candidate from the ((~~higher education~~)) teacher preparation program must both agree that the teacher candidate has successfully completed the program. ((~~For route three and four candidates, the mentor of the teacher candidate shall make the determination that the candidate has successfully completed the program.~~))

(1) ((~~Partnership grant programs seeking funds to operate~~)) Alternative route programs operating route one programs shall enroll currently employed classified instructional employees with transferable associate degrees seeking residency teacher certification with endorsements in special education, bilingual education, or English as a second language. It is anticipated that candidates enrolled in this route will complete both their baccalaureate degree and requirements for residency certification in two years or less, including a mentored internship to be completed in the final year. In addition, partnership programs shall uphold entry requirements for candidates that include:

(a) District or building validation of qualifications, including one year of successful student interaction and leadership as a classified instructional employee;

(b) Successful passage of the statewide basic skills exam((~~, when available~~)); and

(c) Meeting the age, good moral character, and personal fitness requirements adopted by rule for teachers.

(2) ((~~Partnership grant programs seeking funds to operate~~)) Alternative route programs operating route two programs shall enroll currently employed classified staff with baccalaureate degrees seeking residency teacher certification in subject matter shortage areas and areas with shortages due to geographic location. Candidates enrolled in this route must complete a mentored internship complemented by flexibly scheduled training and coursework offered at a local site, such as a school or educational service district, or online or via video-conference over the K-20 network, in collaboration with the partnership program's higher education partner. In addition, partnership grant programs shall uphold entry requirements for candidates that include:

(a) District or building validation of qualifications, including one year of successful student interaction and leadership as classified staff;

(b) A baccalaureate degree from a regionally accredited institution of higher education. The individual's college or university grade point average may be considered as a selection factor;

(c) Successful completion of the ((~~content test, once the state content test is available~~)) subject matter assessment required by RCW 28A.410.220(3);

(d) Meeting the age, good moral character, and personal fitness requirements adopted by rule for teachers; and

(e) Successful passage of the statewide basic skills exam((~~, when available~~)).

(3) ((~~Partnership grant~~)) Alternative route programs seeking funds to operate route three programs shall enroll individuals with baccalaureate degrees, who are not employed in the district at the time of application. When selecting candidates for certification through route three, districts and approved preparation program providers shall give priority to individuals who are seeking residency teacher certification in subject matter shortage areas or shortages due to geographic locations. ((~~For route three only, the districts may include additional candidates in nonshortage subject areas if the~~

~~candidates are seeking endorsements with a secondary grade level designation as defined by rule by the professional educator standards board. The districts shall disclose to candidates in nonshortage subject areas available information on the demand in those subject areas.~~)) Cohorts of candidates for this route shall attend an intensive summer teaching academy, followed by a full year employed by a district in a mentored internship, followed, if necessary, by a second summer teaching academy. In addition, partnership programs shall uphold entry requirements for candidates that include:

(a) A baccalaureate degree from a regionally accredited institution of higher education. The individual's grade point average may be considered as a selection factor;

(b) Successful completion of the ((~~content test, once the state content test is available~~)) subject matter assessment required by RCW 28A.410.220(3);

(c) External validation of qualifications, including demonstrated successful experience with students or children, such as reference letters and letters of support from previous employers;

(d) Meeting the age, good moral character, and personal fitness requirements adopted by rule for teachers; and

(e) Successful passage of statewide basic skills exam((~~s, when available~~)).

(4) ((~~Partnership grant programs seeking funds to operate~~)) Alternative route programs operating route four programs shall enroll individuals with baccalaureate degrees, who are employed in the district at the time of application, or who hold conditional teaching certificates or emergency substitute certificates. Cohorts of candidates for this route shall attend an intensive summer teaching academy, followed by a full year employed by a district in a mentored internship. If employed on a conditional certificate, the intern may serve as the teacher of record, supported by a well-trained mentor. In addition, partnership programs shall uphold entry requirements for candidates that include:

(a) A baccalaureate degree from a regionally accredited institution of higher education. The individual's grade point average may be considered as a selection factor;

(b) Successful completion of the ((~~content test, once the state~~

~~content test is available~~)) subject matter assessment required by RCW 28A.410.220(3);

(c) External validation of qualifications, including demonstrated successful experience with students or children, such as reference letters and letters of support from previous employers;

(d) Meeting the age, good moral character, and personal fitness requirements adopted by rule for teachers; and

(e) Successful passage of statewide basic skills exam((~~s, when available~~)).

(5) Applicants for alternative route programs who are eligible veterans or national guard members and who meet the entry requirements for the alternative route program for which application is made shall be given preference in admission.

Sec. 505. RCW 28A.660.050 and 2009 c 539 s 3 and 2009 c 192 s 2 are each reenacted and amended to read as follows:

Subject to the availability of amounts appropriated for these purposes, the conditional scholarship programs in this chapter are created under the following guidelines:

(1) The programs shall be administered by the higher education coordinating board. In administering the programs, the higher education coordinating board has the following powers and duties:

(a) To adopt necessary rules and develop guidelines to administer the programs;

(b) To collect and manage repayments from participants who do not meet their service obligations; and

(c) To accept grants and donations from public and private sources for the programs.

(2) Requirements for participation in the conditional scholarship programs are as provided in this subsection (2).

(a) The alternative route conditional scholarship program is limited to interns of ((~~the partnership grant~~)) professional educator standards board-approved alternative routes to teaching programs under RCW 28A.660.040. For fiscal year 2011, priority must be given to fiscal year 2010 participants in the alternative route partnership program. In order to receive conditional scholarship awards, recipients shall:

(i) Be accepted and maintain enrollment in alternative certification routes through ((~~the partnership grant~~)) a professional educator standards board-approved program;

(ii) Continue to make satisfactory progress toward completion of the alternative route certification program and receipt of a residency teaching certificate; and

(iii) Receive no more than the annual amount of the scholarship, not to exceed eight thousand dollars, for the cost of tuition, fees, and educational expenses, including books, supplies, and transportation for the alternative route certification program in which the recipient is enrolled. The board may adjust the annual award by the average rate of resident undergraduate tuition and fee increases at the state universities as defined in RCW 28B.10.016.

(b) The pipeline for paraeducators conditional scholarship program is limited to qualified paraeducators as provided by RCW 28A.660.042. In order to receive conditional scholarship awards, recipients shall:

(i) Be accepted and maintain enrollment at a community and technical college for no more than two years and attain an associate of arts degree;

(ii) Continue to make satisfactory progress toward completion of an associate of arts degree. This progress requirement is a condition for eligibility into a route one program of the alternative routes to teacher certification program for a mathematics, special education, or English as a second language endorsement; and

(iii) Receive no more than the annual amount of the scholarship, not to exceed four thousand dollars, for the cost of tuition, fees, and educational expenses, including books, supplies, and transportation for the alternative route certification program in which the recipient is enrolled. The board may adjust the annual award by the average rate of tuition and fee increases at the state community and technical colleges.

(c) The retooling to teach mathematics and science conditional scholarship program is limited to current K-12 teachers ((~~and individuals having an elementary education certificate but who are not employed in positions requiring an elementary education certificate as provided by RCW 28A.660.045~~)). In order to receive conditional scholarship awards:

(i) Individuals currently employed as teachers shall pursue a middle level mathematics or science, or secondary mathematics or science endorsement; or

(ii) Individuals who are certificated with an elementary education endorsement((~~, but not employed in positions requiring an elementary education certificate,~~)) shall pursue an endorsement in middle level mathematics or science, or both; and

(iii) Individuals shall use one of the pathways to endorsement processes to receive a mathematics or science endorsement, or both, which shall include passing a mathematics or science endorsement test, or both tests, plus observation and completing applicable coursework to attain the proper endorsement; and

(iv) Individuals shall receive no more than the annual amount of the scholarship, not to exceed three thousand dollars, for the cost of tuition, test fees, and educational expenses, including books, supplies, and transportation for the endorsement pathway being pursued.

(3) The Washington professional educator standards board shall select individuals to receive conditional scholarships. In selecting recipients, preference shall be given to eligible veterans or national guard members.

(4) For the purpose of this chapter, a conditional scholarship is a loan that is forgiven in whole or in part in exchange for service as a certificated teacher employed in a Washington state K-12 public school. The state shall forgive one year of loan obligation for every two years a recipient teaches in a public school. Recipients who fail to continue a course of study leading to residency teacher certification or cease to teach in a public school in the state of Washington in their endorsement area are required to repay the remaining loan principal with interest.

(5) Recipients who fail to fulfill the required teaching obligation are required to repay the remaining loan principal with interest and any other applicable fees. The higher education coordinating board shall adopt rules to define the terms for repayment, including applicable interest rates, fees, and deferments.

(6) The higher education coordinating board may deposit all appropriations, collections, and any other funds received for the program in this chapter in the future teachers conditional scholarship account authorized in RCW 28B.102.080.

NEW SECTION. **Sec. 506.** A new section is added to chapter 28A.410 RCW to read as follows:

Beginning with the 2010 school year and annually thereafter, each educational service district, in cooperation with the professional educator standards board, must convene representatives from school districts within that region and professional educator standards board-approved educator preparation programs to review district and regional educator workforce data, make biennial projections of certificate staffing needs, and identify how recruitment and enrollment plans in educator preparation programs reflect projected need.

Sec. 507. RCW 28B.76.335 and 2007 c 396 s 17 are each amended to read as follows:

As part of the state needs assessment process conducted by the board in accordance with RCW 28B.76.230, the board shall, in collaboration with the professional educator standards board, assess the need for additional ((~~baccalaureate~~)) degree and certificate programs in Washington that specialize in teacher preparation ((~~in mathematics, science, and technology~~)) to meet regional or subject area shortages. If the board determines that there is a need for additional programs, then the board shall encourage the appropriate institutions of higher education or institutional sectors to create such a program.

NEW SECTION. **Sec. 508.** A new section is added to chapter 28B.76 RCW to read as follows:

(1) The board must establish boundaries for service regions for institutions of higher education as defined in RCW 28B.10.016 implementing professional educator standards board-approved educator preparation programs. Regions shall be established to encourage and support, not exclude, the reach of public institutions of higher education across the state.

(2) Based on the data in the assessment in RCW 28B.76.230 and 28B.76.335, the board shall determine whether reasonable teacher preparation program access for prospective teachers is available in each region. If access is determined to be inadequate in a region, the institution of higher education responsible for the region shall submit a plan for meeting the access need to the board.

(3) Partnerships with other teacher preparation program providers and the use of appropriate technology shall be considered. The board shall review the plan and, as appropriate, assist the institution in developing support and resources for implementing the plan.

NEW SECTION. **Sec. 509.** In conjunction with the regional needs assessments in sections 506 through 508 of this act, the council of presidents shall convene an interinstitutional work group to implement the plans developed under section 601, chapter 564, Laws of 2009 to increase the number of mathematics and science teacher endorsements and certificates. The work group must collaborate in evaluating regional needs and identifying strategies to meet those needs. The council of presidents shall report to the education and higher education committees of the legislature on demonstrated progress toward achieving outcomes identified in the plans no later than December 31, 2011.

NEW SECTION. **Sec. 510.** The following acts or parts of acts are each repealed:

(1) RCW 28A.660.010 (Partnership grant program) and 2004 c 23 s 1 & 2001 c 158 s 2;

(2) RCW 28A.415.100 (Student teaching centers--Legislative recognition--Intent) and 1991 c 258 s 1;

(3) RCW 28A.415.105 (Definitions) and 2006 c 263 s 811, 1995 c 335 s 403, & 1991 c 258 s 2;

(4) RCW 28A.415.125 (Network of student teaching centers) and 2006 c 263 s 812 & 1991 c 258 s 6;

(5) RCW 28A.415.130 (Allocation of funds for student teaching centers) and 2006 c 263 s 813 & 1991 c 258 s 7;

(6) RCW 28A.415.135 (Alternative means of teacher placement) and 1991 c 258 s 8;

(7) RCW 28A.415.140 (Field experiences) and 1991 c 258 s 9;

(8) RCW 28A.415.145 (Rules) and 2006 c 263 s 814 & 1991 c 258 s 10; and

(9) RCW 28A.660.030 (Partnership grants--Selection--Administration) and 2004 c 23 s 3, 2003 c 410 s 2, & 2001 c 158 s 4.

PART VI

COMMON CORE STANDARDS

NEW SECTION. **Sec. 601.** A new section is added to chapter 28A.655 RCW to read as follows:

(1) By August 2, 2010, the superintendent of public instruction may revise the state essential academic learning requirements authorized under RCW 28A.655.070 for mathematics, reading, writing, and communication by provisionally adopting a common set of standards for students in grades kindergarten through twelve. The revised state essential academic learning requirements may be substantially identical with the standards developed by a multistate consortium in which Washington participated, must be consistent with the requirements of RCW 28A.655.070, and may include additional standards if the additional standards do not exceed fifteen percent of the standards for each content area. However, the superintendent of public instruction shall not take steps to implement the provisionally adopted standards until the education committees of the house of representatives and the senate have an opportunity to review the standards.

(2) By January 1, 2011, the superintendent of public instruction shall submit to the education committees of the house of representatives and the senate:

(a) A detailed comparison of the provisionally adopted standards and the state essential academic learning requirements as of the effective date of this section, including the comparative level of rigor and specificity of the standards and the implications of any identified differences; and

(b) An estimated timeline and costs to the state and to school districts to implement the provisionally adopted standards, including providing necessary training, realignment of curriculum, adjustment of state assessments, and other actions.

(3) The superintendent may implement the revisions to the essential academic learning requirements under this section after the 2011 legislative session unless otherwise directed by the legislature.

PART VII
PARENTS AND COMMUNITY

NEW SECTION. **Sec. 701.** A new section is added to chapter 28A.605 RCW to read as follows:

School districts are encouraged to strengthen family, school, and community partnerships by creating spaces in school buildings, if space is available, where students and families can access the services they need, such as after-school tutoring, dental and health services, counseling, or clothing and food banks.

NEW SECTION. **Sec. 702.** A new section is added to chapter 28A.655 RCW to read as follows:

(1) Beginning with the 2010-11 school year, each school shall conduct outreach and seek feedback from a broad and diverse range of parents, other individuals, and organizations in the community regarding their experiences with the school. The school shall summarize the responses in its annual report under RCW 28A.655.110.

(2) The office of the superintendent of public instruction shall create a working group with representatives of organizations representing parents, teachers, and principals as well as diverse communities. The working group shall also include a representative from the achievement gap oversight and accountability committee. By September 1, 2010, the working group shall develop model feedback tools and strategies that school districts may use to facilitate the feedback process required in subsection (1) of this section. The model tools and strategies are intended to provide assistance to school districts. School districts are encouraged to adapt the models or develop unique tools and strategies that best fit the circumstances in their communities.

Sec. 703. RCW 28A.655.110 and 1999 c 388 s 303 are each amended to read as follows:

(1) Beginning with the 1994-95 school year, to provide the local community and electorate with access to information on the educational programs in the schools in the district, each school shall publish annually a school performance report and deliver the report to each parent with children enrolled in the school and make the report available to the community served by the school. The annual performance report shall be in a form that can be easily understood and be used by parents, guardians, and other members of the community who are not professional educators to make informed educational decisions. As data from the assessments in RCW 28A.655.060 becomes available, the

annual performance report should enable parents, educators, and school board members to determine whether students in the district's schools are attaining mastery of the student learning goals under RCW 28A.150.210, and other important facts about the schools' performance in assisting students to learn. The annual report shall make comparisons to a school's performance in preceding years ((~~and shall include school level goals under RCW 28A.655.050~~)), student performance relative to the goals and the percentage of students performing at each level of the assessment, a comparison of student performance at each level of the assessment to the previous year's performance, and information regarding school-level plans to achieve the goals.

(2) The annual performance report shall include, but not be limited to: (a) A brief statement of the mission of the school and the school district; (b) enrollment statistics including student demographics; (c) expenditures per pupil for the school year; (d) a summary of student scores on all mandated tests; (e) a concise annual budget report; (f) student attendance, graduation, and dropout rates; (g) information regarding the use and condition of the school building or buildings; (h) a brief description of the learning improvement plans for the school; (i) a summary of the feedback from parents and community members obtained under section 702 of this act; and ((~~(i)~~)) (j) an invitation to all parents and citizens to participate in school activities.

(3) The superintendent of public instruction shall develop by June 30, 1994, and update periodically, a model report form, which shall also be adapted for computers, that schools may use to meet the requirements of subsections (1) and (2) of this section. In order to make school performance reports broadly accessible to the public, the superintendent of public instruction, to the extent feasible, shall make information on each school's report available on or through the superintendent's internet web site.

NEW SECTION. **Sec. 704.** A new section is added to chapter 28A.300 RCW to read as follows:

There is a sizeable body of research positively supporting the involvement of parents taking an engaged and active role in their child's education. Therefore, the legislature intends to provide state recognition by the center for the improvement of student learning

within the office of the superintendent of public instruction for schools that increase the level of direct parental involvement with their child's education. By September 1, 2010, the center for the improvement of student learning shall determine measures that can be used to evaluate the level of parental involvement in a school. The center for the improvement of student learning shall collaborate with school district family and community outreach programs and educational service districts to identify and highlight successful models and practices of parent involvement.

PART VIII
COLLECTIVE BARGAINING

Sec. 801. RCW 41.56.100 and 1989 c 45 s 1 are each amended to read as follows:

(1) A public employer shall have the authority to engage in collective bargaining with the exclusive bargaining representative and no public employer shall refuse to engage in collective bargaining with the exclusive bargaining representative((~~: PROVIDED, That nothing contained herein shall require any~~)). However, a public employer is not required to bargain collectively with any bargaining representative concerning any matter which by ordinance, resolution, or charter of said public employer has been delegated to any civil service commission or personnel board similar in scope, structure, and authority to the board created by chapter 41.06 RCW.

(2) Upon the failure of the public employer and the exclusive bargaining representative to conclude a collective bargaining agreement, any matter in dispute may be submitted by either party to the commission. This subsection does not apply to negotiations and mediations conducted between a school district employer and an exclusive bargaining representative under section 105 of this act.

(3) If a public employer implements its last and best offer where there is no contract settlement, allegations that either party is violating the terms of the implemented offer shall be subject to grievance arbitration procedures if and as such procedures are set forth in the implemented offer, or, if not in the implemented offer, if and as such procedures are set forth in the parties' last contract.

NEW SECTION. **Sec. 802.** A new section is added to chapter 41.56 RCW to read as follows:

All collective bargaining agreements entered into between a school district employer and school district employees under this chapter after the effective date of this section, as well as bargaining agreements existing on the effective date of this section but renewed or extended after the effective date of this section, shall be consistent with section 105 of this act.

NEW SECTION. **Sec. 803.** A new section is added to chapter 41.59 RCW to read as follows:

All collective bargaining agreements entered into between a school district employer and school district employees under this chapter after the effective date of this section, as well as bargaining agreements existing on the effective date of this section but renewed or extended after the effective date of this section, shall be consistent with section 105 of this act.

Sec. 804. RCW 41.59.120 and 1975 1st ex.s. c 288 s 13 are each amended to read as follows:

(1) Either an employer or an exclusive bargaining representative may declare that an impasse has been reached between them in collective bargaining and may request the commission to appoint a mediator for the purpose of assisting them in reconciling their differences and resolving the controversy on terms which are mutually acceptable. If the commission determines that its assistance is needed, not later than five days after the receipt of a request therefor, it shall appoint a mediator in accordance with rules and regulations for such appointment prescribed by the commission. The mediator shall meet with the parties or their representatives, or both, forthwith, either jointly or separately, and shall take such other steps as he may deem appropriate in order to persuade the parties to resolve their differences and effect a mutually acceptable agreement. The mediator, without the consent of both parties, shall not make findings of fact or recommend terms of settlement. The services of the mediator, including, if any, per diem expenses, shall be provided by the commission without cost to the parties. Nothing in this subsection (1) shall be construed to prevent the parties from mutually agreeing upon their own mediation

WASHINGTON STATE

procedure, and in the event of such agreement, the commission shall not appoint its own mediator unless failure to do so would be inconsistent with the effectuation of the purposes and policy of this chapter.

(2) If the mediator is unable to effect settlement of the controversy within ten days after his or her appointment, either party, by written notification to the other, may request that their differences be submitted to fact-finding with recommendations, except that the time for mediation may be extended by mutual agreement between the parties. Within five days after receipt of the aforesaid written request for fact-finding, the parties shall select a person to serve as fact finder and obtain a commitment from that person to serve. If they are unable to agree upon a fact finder or to obtain such a commitment within that time, either party may request the commission to designate a fact finder. The commission, within five days after receipt of such request, shall designate a fact finder in accordance with rules and regulations for such designation prescribed by the commission. The fact finder so designated shall not be the same person who was appointed mediator pursuant to subsection (1) of this section without the consent of both parties.

The fact finder, within five days after his appointment, shall meet with the parties or their representatives, or both, either jointly or separately, and make inquiries and investigations, hold hearings, and take such other steps as he may deem appropriate. For the purpose of such hearings, investigations and inquiries, the fact finder shall have the power to issue subpoenas requiring the attendance and testimony of witnesses and the production of evidence. If the dispute is not settled within ten days after his appointment, the fact finder shall make findings of fact and recommend terms of settlement within thirty days after his appointment, which recommendations shall be advisory only.

(3) Such recommendations, together with the findings of fact, shall be submitted in writing to the parties and the commission privately before they are made public. Either the commission, the fact finder, the employer, or the exclusive bargaining representative may make such findings and recommendations public if the dispute is not settled within five days after their receipt from the fact finder.

(4) The costs for the services of the fact finder, including, if

any, per diem expenses and actual and necessary travel and subsistence expenses, and any other incurred costs, shall be borne by the commission without cost to the parties.

(5) Nothing in this section shall be construed to prohibit an employer and an exclusive bargaining representative from agreeing to substitute, at their own expense, their own procedure for resolving impasses in collective bargaining for that provided in this section or from agreeing to utilize for the purposes of this section any other governmental or other agency or person in lieu of the commission.

(6) Any fact finder designated by an employer and an exclusive representative or the commission for the purposes of this section shall be deemed an agent of the state.

(7) This section does not apply to negotiations and mediations conducted under section 105 of this act.

PART IX
CLOSING THE ACHIEVEMENT GAP

Sec. 901. RCW 28A.300.136 and 2009 c 468 s 2 are each amended to read as follows:

(1) An achievement gap oversight and accountability committee is created to synthesize the findings and recommendations from the 2008 achievement gap studies into an implementation plan, and to recommend policies and strategies to the superintendent of public instruction, the professional educator standards board, and the state board of education to close the achievement gap.

(2) The committee shall recommend specific policies and strategies in at least the following areas:

(a) Supporting and facilitating parent and community involvement and outreach;

(b) Enhancing the cultural competency of current and future educators and the cultural relevance of curriculum and instruction;

(c) Expanding pathways and strategies to prepare and recruit diverse teachers and administrators;

(d) Recommending current programs and resources that should be redirected to narrow the gap;

(e) Identifying data elements and systems needed to monitor progress in closing the gap;

(f) Making closing the achievement gap part of the school and school district improvement process; and

(g) Exploring innovative school models that have shown success in closing the achievement gap.

(3) Taking a multidisciplinary approach, the committee may seek input and advice from other state and local agencies and organizations with expertise in health, social services, gang and violence prevention, substance abuse prevention, and other issues that disproportionately affect student achievement and student success.

(4) The achievement gap oversight and accountability committee shall be composed of the following members:

(a) The chairs and ranking minority members of the house and senate education committees, or their designees;

(b) One additional member of the house of representatives appointed by the speaker of the house and one additional member of the senate appointed by the president of the senate;

(c) A representative of the office of the education ombudsman;

(d) A representative of the center for the improvement of student learning in the office of the superintendent of public instruction;

(e) A representative of federally recognized Indian tribes whose traditional lands and territories lie within the borders of Washington state, designated by the federally recognized tribes; and

(f) Four members appointed by the governor in consultation with the state ethnic commissions, who represent the following populations: African-Americans, Hispanic Americans, Asian Americans, and Pacific Islander Americans.

(5) The governor and the tribes are encouraged to designate members who have experience working in and with schools.

(6) The committee may convene ad hoc working groups to obtain additional input and participation from community members. Members of ad hoc working groups shall serve without compensation and shall not be reimbursed for travel or other expenses.

(7) The chair or cochairs of the committee shall be selected by the members of the committee. Staff support for the committee shall be provided by the center for the improvement of student learning. Members of the committee shall serve without compensation but must be reimbursed as provided in RCW 43.03.050 and 43.03.060. Legislative

members of the committee shall be reimbursed for travel expenses in accordance with RCW 44.04.120.

(8) The superintendent of public instruction, the state board of education, the professional educator standards board, and the quality education council shall work collaboratively with the achievement gap oversight and accountability committee to close the achievement gap.

PART X
MISCELLANEOUS PROVISIONS

NEW SECTION. **Sec. 1001.** RCW 28A.305.225 is recodified as a section in the chapter created in section 1002 of this act.

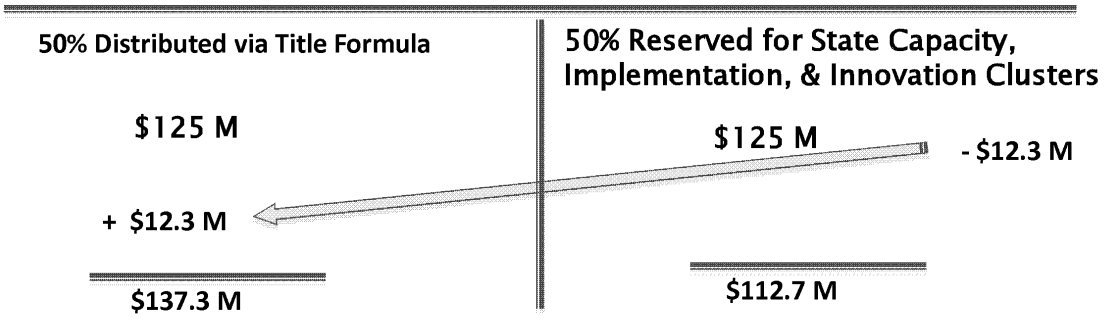
NEW SECTION. **Sec. 1002.** Sections 101 through 110 and 112 through 114 of this act constitute a new chapter in Title 28A RCW.

Passed by the Senate March 11, 2010.
Passed by the House March 11, 2010.
Approved by the Governor March 29, 2010.
Filed in Office of Secretary of State March 30, 2010.

State Budget Model

Increase district allocations so that each district receives at least $22 per student per year and no (small) district receives less than $50 per student per year up to $4,000 per year

- Moves $12.3M from State side to LEAs Title I formula side
- Reduces state side from $125M to $112.7M
- Motivates additional districts to participate in "required" components
- Results in less money for state capacity building and innovation cluster



ATTACHMENT A: WA Estimated RTTT Allocations for Required Portion of Exhibit 1

NOTE: Assumes $250M grant with 50% distributed Title I formula over a four year period. Dollars listed are per district per year.

Funding equals a minimum of $22/FTE. For very small districts if the $22/FTE threshold did not equal at least $4,000, then funding was increased to the lessor of $50/FTE or $4,000 per year.

Description

		2009-2010 Title I Allocations		Estimated RTTT Allocation ($22 base)		
School District	Enrollment (FTEs)	$ Per District	% Per District	Total $/FTE	Annual Total $	4-year Total $
State Summary	988,416.63	$185,685,388	100.00%	$34.72	$ 34,317,750	$ 137,271,000
Aberdeen School District	3,170.55	$940,160	0.51%	$49.90	$158,224.62	$632,898
Adna School District	572.81	$52,289	0.03%	$22.00	$12,601.82	$50,407
Almira School District	65.34	$27,393	0.01%	$70.56	$4,610.12	$18,440
Anacortes School District	2,630.68	$352,969	0.19%	$22.58	$59,403.07	$237,612
Arlington School District	5,212.39	$413,313	0.22%	$22.00	$114,672.58	$458,690
Asotin-Anatone School District	621.84	$135,694	0.07%	$36.72	$22,836.68	$91,347
Auburn School District	14,003.80	$2,134,280	1.15%	$25.65	$359,189.54	$1,436,758
Bainbridge Island School District	3,831.84	$96,146	0.05%	$22.00	$84,300.48	$337,202
Battle Ground School District	12,796.29	$1,150,951	0.62%	$22.00	$281,518.38	$1,126,074
Bellevue School District	16,811.88	$1,566,675	0.84%	$22.00	$369,861.36	$1,479,445
Bellingham School District	10,306.13	$1,885,917	1.02%	$30.80	$317,391.19	$1,269,565
Benge School District	7.00	$0	0.00%	$50.00	$350.00	$1,400
Bethel School District	16,879.41	$2,376,425	1.28%	$23.69	$399,941.44	$1,599,766
Bickleton School District	87.34	$1,393	0.00%	$45.80	$4,000.00	$16,000
Blaine School District	2,066.10	$288,586	0.16%	$23.51	$48,567.70	$194,271
Boistfort School District	81.73	$50,920	0.03%	$104.85	$8,569.60	$34,278
Bremerton School District	4,915.55	$1,709,576	0.92%	$58.53	$287,713.81	$1,150,855
Brewster School District	886.92	$618,734	0.33%	$117.41	$104,130.10	$416,520
Bridgeport School District	722.71	$355,452	0.19%	$82.77	$59,820.94	$239,284
Brinnon School District	30.43	$43,861	0.02%	$242.58	$7,381.61	$29,526
Burlington-Edison School District	3,743.65	$528,786	0.28%	$23.77	$88,992.26	$355,969
Camas School District	5,588.85	$269,739	0.15%	$22.00	$122,954.70	$491,819
Cape Flattery School District	439.05	$252,418	0.14%	$96.76	$42,480.79	$169,923
Carbonado School District	172.31	$0	0.00%	$23.21	$4,000.00	$16,000
Cascade School District	1,175.61	$106,998	0.06%	$22.00	$25,863.42	$103,454
Cashmere School District	1,397.55	$160,890	0.09%	$22.00	$30,746.10	$122,984
Castle Rock School District	1,328.67	$216,196	0.12%	$27.38	$36,384.80	$145,539
Centerville School District	79.84	$32,581	0.02%	$68.68	$5,483.23	$21,933
Central Kitsap School District	11,210.50	$1,121,454	0.60%	$22.00	$246,631.00	$986,524

Washington's Race to the Top

April 7, 2010

Dear Educators:

With the historic Race to the Top competition, Washington state has a once in a lifetime opportunity to compete for a share of $3.4 billion in federal grant funds. More importantly, we're building on broad, statewide education reforms designed to prepare graduating students to succeed in college, career, and life. Our state is hard at work closing the achievement gap, ensuring equal opportunities for success and creating innovative schools, teachers and leaders. With Race To The Top funds, we could take even bigger steps. This is the time for bold action and better outcomes for our students.

Enclosed you will find the Partnership Agreement for school districts to join Washington's Race to the Top. We have also included directions for submitting the Partnership Agreement with its attached Exhibit 1, budget information, key definitions, and an FAQ.

This year with the passage of additional education reform legislation, we will improve the quality of instruction in classrooms, update evaluation standards for teachers and principals, and turn around low-performing schools. With key stakeholders working in a spirit of collaboration, we have a better chance than ever to shape the future of education in Washington state.

We know many of you have excellent ideas for how to improve education and student achievement; we encourage you to use those ideas and be bold and visionary in preparing your district's Race to the Top plan.

Your participation will make Washington a highly competitive applicant. Based on the U.S. Department of Education's evaluation of applications, winning states had very high participation from districts and teachers' unions. Your participation in Washington's Race the Top increases our chances of securing funds and creating long-lasting change.

Thank you for helping to make Washington's Race to the Top a success and to lay the groundwork for a brighter future for our students and schools.

Sincerely,

Christine O. Gregoire
Governor

Randy I. Dorn
State Superintendent
of Public Instruction

Jeff Vincent
Chair
State Board of Education

Washington's Race to the Top

SUBMITTAL PROCESS
PARTICIPATING DISTRICTS

Signing at the end of this document indicates a district's agreement to implement components of the Washington State Education Reform Plan included in each of the REQUIRED components identified on pages 6-12, using available resources including Race to the Top funds.

If interested in competing for optional/competitive funds, the district must check the specific optional/competitive component[1] on pages 11 and 12.

District participation – relating to both the required and optional/competitive components – will be further clarified in Washington state's *"Race to the Top 90-Day Plan Guidelines"* to be shared with districts in September 2010 following positive notification from the federal Department of Education of Washington state's successful application and grant award level. The components outlined on pages 6-12 encompass district commitments that will be implemented over the course of the four-year grant and be delineated in the district's 90-Day Plan[2].

These required and optional/competitive components are neither Washington's entire Race to the Top application nor its state education reform plan, but rather represent those state Race to the Top grant commitments linked directly to the "Specific District Commitments" outlined on pages 6-12.

To confirm interest in participating in Washington's Race to the Top program, a district should record signatures on page 13. These signatures and the district's interest in participating in optional/competitive items (pages 11-12), should be transmitted in two steps:

Forward signed Partnership Agreement (page 13), and optional/competitive items of interest (pages 11-12) to:

1) Email PDF to: RaceToTheTop@gov.wa.gov

OR

Send Fax to: 360-586-8380

AND

2) Send Original Copy to:
Randi Schaff, Executive Policy Advisor
Race to the Top Program
Governor's Executive Policy Office
P.O. Box 43113
Olympia, Washington 98504-3113

[1] **Optional/competitive components** require indications of interest for each separate item. Districts can only be considered for optional/competitive components if they are also committing to all required components. Receipt of these additional optional/competitive funds will require completion of a separate competitive application. Depending on district interest and federal funding levels, Washington's Race to the Top program management will determine if a district can participate in more than one optional/competitive component.

[2] **90-Day Plan** is the term used to describe a local school district's four-year, Race to the Top implementation plan. This local plan is based on Exhibit I of the Partnership Agreement. If Washington receives a Race to the Top award, the participating school district will have 90 calendar days to outline the way it will use its sub-grant to implement the required elements of the larger state plan.

Washington's Race to the Top

Washington State Partnership Agreement between
Office of Superintendent of Public Instruction and a
District (Local Education Agency) Defining Race to the Top Program Participation

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This Partnership Agreement ("Agreement") is entered into by and between the Washington State Office of Superintendent of Public Instruction ("Washington" or "OSPI") and the _____ School District ("Participating School District" or "Participating LEA"). The purpose of this Agreement is to establish a framework of collaboration, as well as to articulate specific roles and responsibilities in support of Washington's Race to the Top grant project implementation.

The Race to the Top grant project and application for funding to the U.S. Department of Education is rooted in the broader Washington State Education Reform Plan – "Washington's Race to the Top!" The State Education Reform Plan incorporates current state law; and the established policies of the Washington State Board of Education, the Washington State Professional Educators Standards Board and the Office of Superintendent of Public Instruction. The State Education Reform Plan outlines the vision, goals, roadmap, and measures for the future of education in Washington State to the Year 2015 and beyond.

The State of Washington will be applying for federal Race to the Top funds in support of specific portions of the State Education Reform Plan in conjunction with its "participating school districts". This Agreement outlines the school district responsibilities that are required to become a "participating school district" in the State Race to the Top application. Becoming a participating school district entitles a school district to a proportionate share of one-half of the state Race to the Top grant funding should Washington State receive a Race to the Top grant award and eligibility to apply for optional/competitive funding.

VISION OF EDUCATION

This Agreement is based on a vision for the future in which all Washington students will be prepared to succeed in the 21st century world of work, learning, and global citizenship.

To realize this vision, common goals, a roadmap, and measures will be established at the student, school and state level. See Table 1 on the following page.

RACE TO THE TOP PROGRAM

In 2009, the U.S. Congress allocated federal funds to support a competitive grant program to help states to implement their education reform efforts through the American Recovery and Reinvestment Act. Within this law, the Race to the Top program was established to reward states that design and implement comprehensive and systematic changes in four areas. The State Education Reform Plan must be comprehensive, address these four areas, and include strong evidence of local education agency agreement to fully participate in the State's application.

- Develop and Adopt Common Standards
- Data Systems for Increased Access and Use of Data
- Support of Effective Teachers and School Leaders
- Turning around Struggling Schools.

TABLE 1: Goals, Roadmap and Measures for Reporting (WA Education Reform Plan)

Education Reform Plan Goals	Roadmap for Achieving Goals	Measures for Reporting
Washington students will…. 1. Enter kindergarten prepared for success 2. Be competitive in math and science nationally and internationally 3. Attain high academic standards regardless of race, ethnicity, income, or gender 4. Graduate college and career ready	• Raise academic standards, increase expectations, and provide rigorous opportunities and curriculum for students to attain the standards • Develop highly-qualified teachers, particularly in the areas of science and math • Increase the rigor of, and student participation in, mathematics and science offerings • Create a variety of assessments that are consistent with our goals and standards and provide early, ongoing support for students to master the standards • Provide higher, more equitable levels of public funding • Catalyze and reward innovation • Partner with stakeholders • Build capacity at the state, regional, district, school, and classroom levels to carry out these reforms: o Instructional Leadership; o Alignment among high school, college, and careers; o School improvement; o Accountability for student performance; and o Systemic improvements in data systems	a) Annual reduction in achievement gaps, including kindergarten entrance b) Annual increase in math and science performance c) Annual increase in low-achieving schools turned around and that sustain improvements d) Annual increase in student annual growth rates and absolute student performance e) Annual increase in teacher and leader effectiveness f) Annual increase in 4 and 5 year graduation rates g) Annual increase in college-going, college persistence, and college graduation rates

This Agreement lists the specific Washington State and local school district responsibilities for implementing a Race to the Top grant under the Project Administration section and Exhibit I.

This Agreement and Exhibit I describe the portions of the proposed Washington State Plan a school district is agreeing to implement (Exhibit I). The signature of the school district superintendent is required for a school district to be considered a "participating LEA".

In addition, to enhance Washington State's Race to the Top application, this Agreement and Exhibit I provide spaces for the signatures of the school board president, a representative principal and the president of the local teachers' bargaining unit. While only the superintendent's signature is required, the broader stakeholder list is critical for successful

implementation of the four Race to the Top assurance areas, illustrates broad understanding and support for the plans at the local level, and will greatly enhance Washington's application.

This Agreement and Exhibit I describe the portions of the Washington State Plan that are optional/competitive and over and above the required components. The selection of an optional/competitive component indicates an interest in being considered for participation in a component, and if selected for participation, adhering to the requirements of that component or program.

The signature of the Superintendent of Public Instruction or designee will indicate that the state accepts the LEA as a participant in the State Plan.

If Washington State receives a Race to the Top grant award, at least 50 percent of the total award will be reserved for sub-grants to participating LEAs using the Title I formula for distribution.

Attachment A outlines the projected minimum annual grant award (to continue each year over the course of a four-year grant period) to each of Washington State's school districts if all of the state's 295 school districts agree to participate in the implementation of the plan.

If Washington State is awarded a Race to the Top grant, each participating LEA will have 90 calendar days to develop a specific plan for implementation and explain how it will use Race to the Top grant funds. These approved plans will become Exhibit II of this Agreement. If the LEA has indicated interest in participating in one of the optional/competitive components, participation and additional funding will be determined following the LEA's response to a separate grant application for the optional/competitive activities.

PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

To assist the State in implementing the tasks and activities described in the State's Race to the Top application, the participating LEA subgrantee will:

1) Implement the LEA plan as identified in Exhibit I of this agreement.
2) Actively participate in all agreed-to technical assistance, evaluation, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED").
3) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned and developed using funds associated with the Race to the Top grant.
4) Participate, as requested, in any evaluations of this grant conducted by the State or ED.
5) Respond to State or ED requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered.
6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and

lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

In assisting participating LEAs in implementing the identified tasks and activities described in the State's Race to the Top application, the State will:

1) Work collaboratively with, and support the participating LEA in carrying out the LEA Plan as identified in Exhibits I of this agreement.
2) Distribute the LEA's portion of Race to the Top grant funds in a timely manner during the course of the project period and in accordance with the LEA Plan.
3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
4) Provide sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
2) These key contacts from the State and the participating LEA will maintain frequent communication to facilitate cooperation under this Agreement.
3) State and participating LEA key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
4) State and Participating LEA key contacts will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even if the State Race to the Top application requires modifications that may affect the participating LEA, or when the LEA's plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the State determines that an LEA is not meeting its goals, timelines, budget, or annual targets, or is not fulfilling other applicable requirements, the State will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

E. ASSURANCES

The Participating LEA hereby certifies and represents that it:

1) Has all requisite power and authority to execute this Agreement.
2) Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Education Reform Plan.
3) Agrees to be named as a participating LEA and will implement those portions of the State application indicated in Exhibit I, if the State application is funded.

4) Will provide a "Final Scope of Work" to be attached to this Agreement only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan") in a manner that is consistent with the Exhibit I and with the Washington State Education Reform Plan.
5) Will comply with all of the terms of the Grant, the State's sub-grant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

F. MODIFICATIONS

This Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the U.S. Department of Education.

G. COLLECTIVE BARGAINING

The LEA and local collective bargaining agents recognize that aspects of the Race to the Top grant may go beyond current collective bargaining agreements and agree to confer in good faith, and/or, as applicable under the bargaining agent's collective bargaining rights, to negotiate in good faith over those matters within the scope of the partnership agreement, including development and implementation of the LEA's Race to the Top grant.

This Race to the Top Partnership Agreement shall not be construed as authorization to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under federal, state, or local laws, including applicable regulations or court orders, or under the terms of collective bargaining agreements, memoranda of understanding or agreement, or other agreements between the LEA and the local collective bargaining agent.

H. DURATION/TERMINATION

This Agreement shall be effective, beginning with the date of the last signature, and will, if funding is awarded, end on the expiration of the grant project period, or on mutual agreement of the parties, whichever occurs first.

I. NULL AND VOID

With the exception of current law requirements referenced in Exhibit I, the Agreement is null and void if the Washington State Race to the Top application does not receive funding.

EXHIBIT I – Areas of Agreement (Required & Optional/Competitive)

Washington's Race to the Top

EXHIBIT I: REQUIRED & OPTIONAL/COMPETTIVE COMPONENTS FOR PARTICIPATION IN WASHINGTON'S RACE TO THE TOP APPLICATION

Race to the Top Criteria	State Commitment	Specific District Commitment	Optional or Required Component
Standards and Assessments			
Supporting the transition to enhanced standards and high-quality assessments [Relates to Section (B)(3) of Federal Race to the Top application criteria]	S-a. Will formally adopt the Common Core Standards in math and English language arts, and consider adoption of other subject areas when available. S-b. Will participate in summative and formative assessment multi-state consortia. S-c. Will support LEA's implementation of new standards and assessments. S-d. Will develop and implement a Kindergarten assessment process for use by districts in continuing efforts to enhance Pk-3rd grade alignment. S-e. Will formalize a regional implementation support network that will develop and deliver customized and aligned materials, tools, and services for implementing standards (Early Learning Development Benchmarks through 12th grade standards), instructional materials/modules, assessments, and other efforts within reform priority areas. S-f. Will enhance the Online Grade Level Standards and Resources web-based platform for easy access to standards, instructional resources, and assessment tools by educators, parents, and students. S-g. Will revise and align the College Readiness Math Test (CRMT) with new standards and support administration in either 11th or 12th grade (Transition Math Project).	D-a. Will phase-in implementation of the Common Core Standards in math & English language arts, and in other subjects when available. D-b. Will align Early Learning Development Benchmarks to Kindergarten programs. D-c. Will increase teacher utilization of formative and summative assessment data. D-d. Will provide dedicated professional development opportunities for instructional staff to integrate new standards with the use of instructional/curricular frameworks and formative assessment processes, including ensuring access to implementation resources available through the state. D-e. Will identify and implement focused activities on mathematics and science instruction, such as incorporating math and science graduation requirements; D-f. Will support students' access to the revised College Readiness Math Test in either the 11th or 12th grade. D-g. Will increase student participation in courses that earn college credit.	REQUIRED

Race to the Top Criteria	State Commitment	Specific District Commitment	Optional or Required Component
Data Systems to Support Instruction			
Using data to improve instruction • Use of local instructional improvement systems [Relates to Section (C)(3)(i) of Federal Race to the Top application criteria]	S-a. The Office of Superintendent of Public Instruction (OSPI) will provide LEAs that have a technology-based instructional improvement system: • access to web-based components to include instructional materials and formative assessment tools and processes and benchmark assessment tools that may be used in the school district; • access to state-level summative data; • student growth data based on the state's new summative student growth data system; and • access to the Early Warning Dropout Intervention System (DEWIS) S-b. OSPI will provide LEAs that do not have a technology-based instructional improvement system a state-supported system that meets the requirements of the Race to the Top grant. S-c. OSPI will lead a collaborative effort to develop/acquire/customize a student growth data system for aggregating student growth from year-to-year at the classroom, school, and district levels. S-d. OSPI will enhance state, district, and school report cards and develop and launch dashboards to track progress on various indicators and measure and incent schools' and districts' action to attain stated district goals. S-e. OSPI will implement all twelve of the America COMPETES Act (ACA) longitudinal data system elements in support of Washington's data system. S-f. OSPI will complete implementation of the seven remaining state action elements identified as unfulfilled by the Data Quality Campaign in support of Washington's data system.	D-a. LEAs that have a local instructional improvement system will commit to enhancing its usefulness to classroom teachers and ensure it has components included in the Race to the Top definition of an instructional improvement system. D-b. LEAs that do not have a local instructional improvement system will commit to adoption of a qualifying system, which could include the state-supported system.	REQUIRED
Using data to improve instruction • Professional development on the use of data [Relates to Section (C)(3)(ii) of Federal Race to the Top application criteria]	S-a. OSPI will provide professional development opportunities, and place regional data coaches in Educational Service Districts relating to the use of the instructional improvement system, to develop understanding and interpretation of the data, and to apply the findings in districts, schools, and classrooms.	D-a. Will identify a district-level data instructional improvement coordinator who will facilitate the use of the instructional improvement data system within the district and in schools. D-b. Will require classroom teachers and building principals to participate in professional development opportunities on: how to use and apply the results of the instructional improvement system and strategies to make data-informed instructional decisions based on formative, benchmark, and summative assessment results.	REQUIRED
Using data to improve instruction • Availability and accessibility of data to researchers. [Relates to Section (C)(3)(iii) of Federal Race to the Top application criteria]	S-a. OSPI will provide information to school districts regarding safeguards needed to protect student and employee rights to privacy, including the Family Educational Rights and Privacy Act (FERPA). S-b. See also OSPI commitments regarding America COMPETES Act and Data Quality Campaign.	D-a. Will make data from the instructional improvement system available for sanctioned research projects with appropriate safeguards to protect student and employee rights to privacy.	REQUIRED

Race to the Top Criteria	State Commitment	Specific District Commitment	Optional or Required Component
Great Teachers and Leaders			
Improving teacher and principal effectiveness based on performance • Measuring student growth • Developing evaluation systems • Conducting annual evaluations • Using evaluations to inform key decisions [Relates to Section (D)(2)(i-iv) of Federal Race to the Top application criteria]	S-a. OSPI and stakeholders will create models for implementing the revised evaluation system criteria, student growth measurement tools, professional development programs, and evaluator training (per 2010 education reform legislation). S-b. State will prioritize funding for beginning teacher support for those districts participating in evaluation pilots in 2010-2012 (per 2010 education reform legislation). S-c. Office of Financial Management's (OFM) Education Research and Data Center (ERDC) and the Professional Educator Standards Board (PESB) will conduct state data-driven regional workforce planning with LEAs, educator preparation and professional development program providers, and use evidence from new evaluations to inform teacher preparation programs.	D-a. Will implement new principal and teacher evaluation systems, per 2010 education reform legislation, beginning in 2013-14 school year and use evaluation systems to inform decisions regarding professional development, assignment practices, and career advancement. D-b. Will participate in regional workforce planning (per 2010 education reform legislation). D-c. Will use criteria, outlined in state law, for evaluating teacher and principal performance, which will include multiple measures of student growth, if available and relevant (per 2010 education reform legislation).	REQUIRED
Providing effective support to teachers and principals • Quality professional development • Measure effectiveness of professional development [Relates to Section (D)(3) of Federal Race to the Top application criteria]	S-a. OSPI, PESB, and other state partners will, through a newly created state-wide professional development center, identify, develop, and provide technical assistance on effective, targeted delivery of professional development consistent with new evaluation criteria and focused on reform priority areas (for example, continue to build on successful professional development programs such as National Board Certification and Take One!)	D-a. Will select at least one area of focus (from list below) to include in LEA plan re: offering targeted, sustained, long-term teacher professional development based on locally-determined data (including regional workforce data). State education reform plan priority areas: *1. Turning around low performing schools* *2. Closing the P-12 achievement gap* and *reducing dropouts* *3. Enhancing P-12 STEM instruction* *4. Increasing P-12 academic rigor to enhance college & career readiness.*	REQUIRED
Providing high-quality pathways for aspiring teachers and principals [Relates to Section (D)(1) of Federal Race to the Top application criteria]	**INNOVATION CLUSTER FOCUSED ON TEACHER & LEADER DEVELOPMENT AND EFFECTIVENESS**	SEE INNOVATION CLUSTER SECTION BELOW – Page 11	OPTIONAL SEE BELOW
Providing high-quality pathways for aspiring teachers and principals [Relates to Section (D)(1) of Federal Race to the Top application criteria]	S-a. PESB will develop new, district-based educator-preparation models with dual focus of recruiting teacher candidates in hard-to-staff subjects and from underrepresented populations, and improving strategic staffing practices.		

Race to the Top Criteria	State Commitment	Specific District Commitment	Optional or Required Component
Turning Around the Lowest-Achieving Schools			
Intervening in the lowest-achieving schools • Identifying the persistently lowest-achieving schools • Turning around the persistently lowest-achieving schools [Relates to Section (E)(1) and (E)(2) of Federal Race to the Top application criteria]	S-a. State will identify the 5% persistently lowest-achieving (PLA) schools using federally approved metrics. A subset of districts with these schools will be designated as Required Action Districts. S-b. Subject to federal funding, the State will require districts with lowest achieving schools to follow one of four federally-approved intervention models as approved in 2010 education reform legislation; schools that have previously implemented a transformation model and remain in the PLA school category will be required to select from among the three remaining models. S-c. State will provide technical assistance, tools, resources, and a statewide system of support.	D-a. As required in 2010 education reform legislation, subject to federal funding, LEAs designated as required action districts by the State Board of Education (SBE) will develop and implement a required application and action plan that uses a federally approved intervention model.	REQUIRED if district is identified with schools in lowest 5 percent
Turning around the persistently lowest-achieving schools [Relates to Section (E)(2)(ii) of Federal Race to the Top application criteria]	**INNOVATION CLUSTER FOCUSED ON PERSISTENTLY LOWEST-ACHIEVING (PLA) SCHOOLS**	SEE INNOVATION CLUSTER SECTION BELOW – Page 11	OPTIONAL SEE BELOW
State Success Factors Building strong statewide capacity to implement, scale up, and sustain proposed plans • Ensuring capacity to implement [Refers to Section (A)(2)(i) of Federal Race to the Top application criteria]	**INNOVATION CLUSTER FOCUSED ON IMPROVING COLLEGE AND CAREER READINESS AND CLOSING THE ACHIEVEMENT GAP**	SEE INNOVATION CLUSTER SECTION BELOW – Page 12	OPTIONAL SEE BELOW

Elements of State Reform Plan & RTTT Criteria	State Action	Specific District Requirement	Optional or Required Component
Competitive Preference Priority 2: STEM[1]			
Increasing achievement in mathematics and science	S-a. State will provide technical assistance and strategies to align math and science instructional materials with standards and end-of-course assessments. S-b. PESB will develop new elementary math and elementary science specialty endorsements.	D-a. Will ensure that teachers who teach math and science courses, including courses that have high school end-of-course assessments, have access to aligned instructional material. D-b. Will improve science instruction and increase science exposure in the elementary grades.	REQUIRED
Application and Integration of STEM content areas	S-a. OSPI, in collaboration with the Washington State Science, Technology, Engineering, and Math (STEM) Center, will launch a web-based clearinghouse to provide educators information regarding statewide and regional public and private opportunities for applying and integrating STEM content areas.	D-a. Will, with the assistance of the Washington State STEM Center, Educational Service Districts (ESD), museums, industry experts, researchers, and/or other STEM capable partners take actions to: • Support teachers in integrating and applying STEM content across specific grades and disciplines. • Offer increased STEM/applied-learning opportunities and programs.	REQUIRED
Application and Integration of STEM content areas	**INNOVATION CLUSTER FOCUSED ON IMPROVING SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH PERFORMANCE**	SEE INNOVATION CLUSTER SECTION BELOW – page 12	OPTIONAL SEE BELOW

[1] **"STEM"** refers to courses, programs, or other activities to: 1) improve science and mathematics achievement, and 2) to integrate and apply science and mathematics skills through engineering, technology, and other applications.

IF SELECTING OPTIONAL ITEMS, Return pages 12 & 13 along with page 14

Race to the Top Criteria	State Commitment	Specific District Commitment	Optional or Required Component
Washington Innovation 'Clusters"			
Great Teachers and Leaders Providing high-quality pathways for aspiring teachers and principals	**INNOVATION CLUSTER FOCUSED ON TEACHER & LEADER DEVELOPMENT AND EFFECTIVENESS** The State will provide competitive funding opportunities for LEAs to • **Compensation and Evaluation (<u>at least two of the three</u>):** ○ Incentives for highly qualified teacher and principal placement in rural, high-poverty, and/or low-achievement schools; ○ Development of career ladder and/or differential pay options; and ○ Joining pilot districts on early development and implementation of teacher and principal evaluation systems, per state legislation, that include evaluation criteria linked to student growth (based on multiple measures). and/or • **Preparation.** Districts commit to implementing or strengthening partnerships with existing or new field-based alternative route teacher and leader programs with priority on STEM teachers [for example, Teach for America (TFA), New Leaders for New Schools].	Will respond to a competitive grant application to participate in the programs or reforms identified in the ***Teacher & Leader Development and Effectiveness Cluster***.	**OPTIONAL** Requires initials of Superintendent HERE: _____ Name of District HERE: _____
Turning Around the Lowest-Achieving Schools Turning around the persistently lowest-achieving schools	**INNOVATION CLUSTER FOCUSED ON PERSISTENTLY LOWEST-ACHIEVING (PLA) SCHOOLS** State will provide technical and instructional assistance to Title I and Title I eligible schools identified in the lowest 10% of the persistently lowest achieving schools: ○ Implement one of the four federal models, and rapid improvement and turnaround practices. ○ Participate in leadership training through Washington State Leadership Academy. ○ Scale practices within and outside of the cluster.	Will respond to a competitive grant application to participate in the programs or reforms identified in the ***Persistently Lowest-Achieving (PLA) Schools Cluster***.	**OPTIONAL** Requires initials of Superintendent HERE: _____ Name of District HERE: _____

Race to the Top Criteria	State Commitment	Specific District Commitment	Optional or Required Component
Washington Innovation 'Clusters"			
State Success Factors Building strong statewide capacity to implement, scale up, and sustain proposed plans	**INNOVATION CLUSTER FOCUSED ON IMPROVING COLLEGE AND CAREER READINESS AND CLOSING THE ACHIEVEMENT GAP** The State will provide competitive funding opportunities for LEAs to take a comprehensive systemic approach to: • **Close the P-13 Achievement Gap** – focusing on achievement gaps within P-13, early learning, ELL, cultural competency, dropout prevention [for example, using models such as Response to Intervention (RTI)/Positive Behavior Intervention Support (PBIS), Jobs for America's Graduates (JAG), P-3 aligned systems, preK numeracy and literacy, credit retrieval, approaches based on brain research]. and/or • **Increase Academic Rigor to Enhance College and Career Readiness** and the alignment of high school graduation requirements with the minimum Higher Education Coordinating Board's college entry requirements, courses that lead to college credit, and the guidance to prepare for college and careers [for example, AP courses, International Baccalaureate, AP-CTE courses, Project Lead the Way, AVID, and/or college preparation incentives, and/or Navigation 101].	Will respond to a competitive grant application to participate in the programs or reforms identified in the Improving ***College and Career Readiness and Closing the Achievement Gap Cluster***.	**OPTIONAL** Requires initials of Superintendent HERE: _____ Name of District HERE: _____
Competitive Preference Priority 2: STEM Application and Integration of STEM content areas	**INNOVATION CLUSTER FOCUSED ON IMPROVING SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH PERFORMANCE** The State will provide competitive opportunities for LEAs to take a comprehensive systemic approach to support increases in STEM student achievement in the form of: • **Specialized Assistance** ○ Partnering with Washington State STEM Center and other districts to: 1. Implement effective use of curriculum, instruction, and assessment tools 2. Implement rigorous, real-world STEM learning experiences 3. Provide access to and application of relevant and current technology 4. Deploy methods for teachers to encourage learning in and out of school 5. Strengthen education-business-community connections ○ Participation in leadership training through programs such as Washington State Leadership Academy using STEM as "problem of practice." ○ Participation in programs focusing on improving veteran staff content knowledge in STEM areas and to eliminate out-of-area assignments, such as 1. Educator Retooling 2. Elementary mathematics focus using National Board's Take One! process and elementary mathematics specialists ○ Participation in MESA to engage students of color and females in STEM programs on selected university campuses. and/or: • **Grants for** ○ Rigorous new middle and high school courses of study in high-demand STEM areas (for example, courses developed through Project Lead the Way, Robotics, DigiPen, Advanced Placement, dedicated school or academy). ○ Comprehensive Elementary School Science Instruction for teachers and principals to deliver standards-based, hands-on science instruction in elementary schools. ○ School/Community partnerships that implement real-world applications of STEM.	Will respond to a competitive grant application to participate in the programs or reforms identified in the Improving ***Science, Technology, Engineering, and Mathematics Cluster***.	**OPTIONAL** Requires initials of Superintendent HERE: _____ Name of District HERE: _____

For the Participating District:

District Name

District Superintendent – required for participation:

Authorized District Superintendent Signature/Date

Print Name/Title

President of Local School Board:

Authorized School Board President Signature/Date

Print Name/Title

Local Teachers' Union President:

Authorized Teachers' Union President Signature/Date

Print Name/Title

Principal Representative:

Authorized Principal Representative Signature/Date

Print Name/Title

State Superintendent of Public Instruction or designee – required:

Authorized State Signature/Date

Print Name/Title

ict	3,170.55	$940,160	0.51%	$49.90	$158,224.62
	572.81	$52,289	0.03%	$22.00	$12,601.82
	65.34	$27,393	0.01%	$70.56	$4,610.12
ict	2,630.68	$352,969	0.19%	$22.58	$59,403.07
ct	5,212.39	$413,313	0.22%	$22.00	$114,672.58
l District	621.84	$135,694	0.07%	$36.72	$22,836.68
	14,003.80	$2,134,280	1.15%	$25.65	$359,189.54
ol District	3,831.84	$96,146	0.05%	$22.00	$84,300.48
District	12,796.29	$1,150,951	0.62%	$22.00	$281,518.38
t	16,811.88	$1,566,675	0.84%	$22.00	$369,861.36
rict	10,306.13	$1,885,917	1.02%	$30.80	$317,391.19
	7.00	$0	0.00%	$50.00	$350.00
	16,879.41	$2,376,425	1.28%	$23.69	$399,941.44
ct	87.34	$1,393	0.00%	$45.80	$4,000.00
	2,066.10	$288,586	0.16%	$23.51	$48,567.70
t	81.73	$50,920	0.03%	$104.85	$8,569.60
rict	4,915.55	$1,709,576	0.92%	$58.53	$287,713.81
ct	886.92	$618,734	0.33%	$117.41	$104,130.10
rict	722.71	$355,452	0.19%	$82.77	$59,820.94
t	30.43	$43,861	0.02%	$242.58	$7,381.61
ool District	3,743.65	$528,786	0.28%	$23.77	$88,992.26
	5,588.85	$269,739	0.15%	$22.00	$122,954.70
istrict	439.05	$252,418	0.14%	$96.76	$42,480.79
rict	172.31	$0	0.00%	$23.21	$4,000.00
t	1,175.61	$106,998	0.06%	$22.00	$25,863.42
ict	1,397.55	$160,890	0.09%	$22.00	$30,746.10
trict	1,328.67	$216,196	0.12%	$27.38	$36,384.80
rict	79.84	$32,581	0.02%	$68.68	$5,483.23
District	11,210.50	$1,121,454	0.60%	$22.00	$246,631.00
District	11,974.93	$1,476,379	0.80%	$22.00	$263,448.46
ct	3,279.91	$943,863	0.51%	$48.43	$158,847.82
t	2,604.62	$420,957	0.23%	$27.20	$70,845.13
	3,734.08	$697,017	0.38%	$31.41	$117,304.77
ict	954.08	$294,822	0.16%	$52.01	$49,617.19
rict	1,097.25	$188,043	0.10%	$28.84	$31,646.78
ct	2,617.11	$740,854	0.40%	$47.64	$124,682.33
l District	889.54	$110,609	0.06%	$22.00	$19,569.88
trict	10,939.80	$4,141,245	2.23%	$63.71	$696,952.56
	626.58	$57,436	0.03%	$22.00	$13,784.76
istrict	689.67	$370,917	0.20%	$90.51	$62,423.63
	171.98	$11,061	0.01%	$23.26	$4,000.00
hool District	193.93	$89,841	0.05%	$77.97	$15,119.83
) School District	860.65	$123,685	0.07%	$24.19	$20,815.62
	2,555.16	$480,400	0.26%	$31.64	$80,849.12
ct	623.47	$423,430	0.23%	$114.30	$71,261.33
t	398.41	$63,515	0.03%	$26.83	$10,689.28
trict	165.33	$63,780	0.03%	$64.92	$10,733.88
l District	173.67	$72,479	0.04%	$70.24	$12,197.88
rict	1,029.89	$126,693	0.07%	$22.00	$22,657.58
t	333.28	$105,372	0.06%	$53.21	$17,733.62
t	105.61	$24,914	0.01%	$39.70	$4,192.91
	222.77	$87,512	0.05%	$66.11	$14,727.87
	296.34	$104,152	0.06%	$59.15	$17,528.30
ct	36.17	$0	0.00%	$50.00	$1,808.50

rict	2,869.04	$606,198	0.33%	$35.56	$102,020.35
	1,650.36	$293,419	0.16%	$29.92	$49,381.07
t	66.28	$31,735	0.02%	$80.58	$5,340.86
	341.32	$58,324	0.03%	$28.76	$9,815.66
rict	4,466.84	$382,111	0.21%	$22.00	$98,270.48
t	2,185.16	$591,576	0.32%	$45.56	$99,559.53
	36.67	$23,079	0.01%	$105.92	$3,884.09
	17,976.56	$3,040,319	1.64%	$28.46	$511,671.76
ict (Clark)	25,595.74	$3,724,220	2.01%	$24.49	$626,769.16
ict (Stevens)	13.34	$47,759	0.03%	$602.52	$8,037.62
strict	21,070.13	$4,178,143	2.25%	$33.37	$703,162.32
ct	5,030.29	$1,161,545	0.63%	$38.86	$195,482.70
	3,359.58	$354,895	0.19%	$22.00	$73,910.76
	929.19	$126,701	0.07%	$22.95	$21,323.20
District	7,241.89	$1,758,526	0.95%	$40.87	$295,951.87
ct	897.54	$45,456	0.02%	$22.00	$19,745.88
t	81.64	$43,432	0.02%	$89.53	$7,309.41
rict	68.45	$18,865	0.01%	$50.00	$3,422.50
trict	981.53	$362,738	0.20%	$62.20	$61,047.14
hool District	651.24	$236,958	0.13%	$61.24	$39,878.95
rict	3,303.97	$1,009,222	0.54%	$51.41	$169,847.44
t	1,420.23	$925,984	0.50%	$109.73	$155,838.86
strict	2,179.25	$289,552	0.16%	$22.36	$48,730.27
rict	204.89	$20,110	0.01%	$22.00	$4,507.58
District	44.98	$1,973	0.00%	$50.00	$2,249.00
ol District	124.08	$13,157	0.01%	$32.24	$4,000.00
	619.36	$85,475	0.05%	$23.23	$14,385.05
rict	123.98	$27,064	0.01%	$36.74	$4,554.75
ct	1,116.61	$325,442	0.18%	$49.05	$54,770.40
t	17,211.66	$4,754,991	2.56%	$46.49	$800,243.20
rict	1,930.15	$60,517	0.03%	$22.00	$42,463.30
trict	303.94	$125,263	0.07%	$69.36	$21,081.19
ct	1,877.13	$708,480	0.38%	$63.52	$119,233.94
ict	187.45	$66,666	0.04%	$59.85	$11,219.58
	28.42	$0	0.00%	$50.00	$1,421.00
ct	16,036.69	$377,983	0.20%	$22.00	$352,807.18
ct	59.66	$29,857	0.02%	$84.22	$5,024.80
	994.41	$197,979	0.11%	$33.51	$33,318.96
	23.50	$55,838	0.03%	$399.88	$9,397.28
	4,823.70	$1,008,145	0.54%	$35.17	$169,666.18
rict	15,056.99	$2,281,853	1.23%	$25.50	$384,025.40
	26,039.09	$4,290,118	2.31%	$27.73	$722,007.20
rict	944.36	$268,928	0.14%	$47.93	$45,259.35
ool District	1,464.53	$240,334	0.13%	$27.62	$40,447.11
	706.38	$111,230	0.06%	$26.50	$18,719.50
t	117.66	$48,386	0.03%	$69.21	$8,143.14
ct	1,489.89	$106,740	0.06%	$22.00	$32,777.58
ict	626.48	$172,004	0.09%	$46.21	$28,947.49
ct	107.28	$17,782	0.01%	$37.29	$4,000.00
strict	1,326.95	$346,789	0.19%	$43.98	$58,363.00
District	209.17	$53,248	0.03%	$42.84	$8,961.39
strict	7,501.71	$538,885	0.29%	$22.00	$165,037.62
ol District	23,149.61	$1,566,693	0.84%	$22.00	$509,291.42
rict	2,410.51	$200,071	0.11%	$22.00	$53,031.22
	26.50	$0	0.00%	$50.00	$1,325.00

istrict	546.04	$310,776	0.17%	$95.78	$52,302.18
ict	11,031.13	$1,232,707	0.66%	$22.00	$242,684.86
ct	284.83	$79,750	0.04%	$47.12	$13,421.56
	9,007.77	$689,854	0.37%	$22.00	$198,170.94
istrict	1,968.98	$224,250	0.12%	$22.00	$43,317.56
District	3,948.35	$114,275	0.06%	$22.00	$86,863.70
ct	1,934.14	$244,342	0.13%	$22.00	$42,551.08
District	508.22	$166,402	0.09%	$55.10	$28,004.69
	53.58	$21,077	0.01%	$66.20	$3,547.16
t	7,520.04	$444,473	0.24%	$22.00	$165,440.88
trict	1,202.13	$167,932	0.09%	$23.51	$28,262.19
	319.57	$98,372	0.05%	$51.81	$16,555.56
trict	7,254.47	$1,984,530	1.07%	$46.04	$333,987.31
rict	582.06	$106,389	0.06%	$30.76	$17,904.78
District	940.79	$488,743	0.26%	$87.43	$82,253.21
istrict	2,040.93	$578,838	0.31%	$47.73	$97,415.78
l District	43.25	$11,934	0.01%	$50.00	$2,162.50
District	5,832.05	$1,639,214	0.88%	$47.30	$275,872.21
ct	14,087.47	$2,139,206	1.15%	$25.56	$360,018.57
District	1,396.58	$195,070	0.11%	$23.51	$32,829.39
ct	748.96	$106,590	0.06%	$23.95	$17,938.61
lley School District	310.47	$46,258	0.02%	$25.07	$7,785.01
ict	135.16	$147,240	0.08%	$183.34	$24,779.82
ct	1,054.01	$350,649	0.19%	$55.99	$59,012.62
District	1,623.72	$125,696	0.07%	$22.00	$35,721.84
l District	1,547.72	$303,783	0.16%	$33.03	$51,125.29
strict	639.91	$126,484	0.07%	$33.27	$21,286.68
District	1,851.97	$504,699	0.27%	$45.86	$84,938.53
strict	6,444.51	$591,149	0.32%	$22.00	$141,779.22
istrict	2,088.83	$263,465	0.14%	$22.00	$45,954.26
trict	47.51	$0	0.00%	$50.00	$2,375.50
Schools	13,239.54	$1,518,324	0.82%	$22.00	$291,269.88
ict	343.24	$92,358	0.05%	$45.28	$15,543.43
trict	18,641.26	$696,397	0.38%	$22.00	$410,107.72
trict	5,373.71	$882,782	0.48%	$27.65	$148,568.17
rict	111.56	$26,970	0.01%	$40.69	$4,538.93
t	275.22	$134,821	0.07%	$82.44	$22,689.76
istrict	884.55	$256,941	0.14%	$48.89	$43,241.99
	662.17	$269,669	0.15%	$68.54	$45,384.06
	206.34	$54,722	0.03%	$44.63	$9,209.46
ict	1,008.22	$513,729	0.28%	$85.75	$86,458.24
t	8,879.38	$980,683	0.53%	$22.00	$195,346.36
	1,601.26	$664,026	0.36%	$69.79	$111,752.53
ct	863.95	$240,688	0.13%	$46.89	$40,506.69
strict	42.51	$65,424	0.04%	$259.01	$11,010.56
strict	510.44	$121,703	0.07%	$40.13	$20,482.06
District	71.58	$26,792	0.01%	$62.99	$4,508.97
	180.39	$56,333	0.03%	$52.56	$9,480.59
	174.75	$74,652	0.04%	$71.89	$12,563.59
t	589.50	$334,432	0.18%	$95.48	$56,283.37
	2,192.70	$123,493	0.07%	$22.00	$48,239.40
	3,441.56	$1,295,745	0.70%	$63.36	$218,067.95
ct	19.00	$40,476	0.02%	$358.52	$6,811.93
t	192.65	$2	0.00%	$22.00	$4,238.30
	13,520.62	$3,846,119	2.07%	$47.87	$647,284.20

t	20,772.48	$1,794,948	0.97%	$22.00	$456,994.56
hool District	17.66	$48,785	0.03%	$464.91	$8,210.29
t	289.22	$75,054	0.04%	$43.67	$12,631.24
ol District	3,420.21	$364,102	0.20%	$22.00	$75,244.62
	2,422.35	$761,874	0.41%	$52.93	$128,219.90
	877.24	$108,604	0.06%	$22.00	$19,299.28
ct	660.70	$210,877	0.11%	$53.72	$35,489.63
l District	653.13	$78,605	0.04%	$22.00	$14,368.86
	13,520.70	$2,483,941	1.34%	$30.92	$418,035.89
t	382.91	$147,280	0.08%	$64.73	$24,786.55
t	10,376.56	$966,207	0.52%	$22.00	$228,284.32
ict	2,068.01	$173,450	0.09%	$22.00	$45,496.22
t	333.53	$99,696	0.05%	$50.31	$16,778.38
ct	1,602.47	$335,741	0.18%	$35.26	$56,503.67
ict	3,068.54	$184,959	0.10%	$22.00	$67,507.88
ict	2,003.83	$285,584	0.15%	$23.99	$48,062.48
ict	24.42	$0	0.00%	$50.00	$1,221.00
	208.61	$67,338	0.04%	$54.32	$11,332.68
	1,403.20	$608,592	0.33%	$72.99	$102,423.25
District	858.31	$67,373	0.04%	$22.00	$18,882.82
	55.34	$38,099	0.02%	$115.86	$6,411.89
	43,569.76	$14,079,640	7.58%	$54.38	$2,369,538.90
District	4,080.94	$749,091	0.40%	$30.89	$126,068.58
	3,266.91	$491,727	0.26%	$25.33	$82,755.40
	267.83	$83,950	0.05%	$52.75	$14,128.40
	2,814.44	$516,090	0.28%	$30.86	$86,855.58
trict	16.07	$0	0.00%	$50.00	$803.50
	4,040.50	$776,948	0.42%	$32.36	$130,756.79
ct	8,631.54	$939,591	0.51%	$22.00	$189,893.88
ct	55.59	$21,116	0.01%	$63.93	$3,553.73
rict	56.80	$23,290	0.01%	$69.01	$3,919.60
rict	9,526.29	$626,358	0.34%	$22.00	$209,578.38
ool District	5,733.62	$279,442	0.15%	$22.00	$126,139.64
ict	452.25	$442,372	0.24%	$164.62	$74,449.18
trict	502.13	$134,659	0.07%	$45.13	$22,662.49
strict	9,780.09	$1,274,723	0.69%	$22.00	$215,161.98
District	1,635.64	$216,151	0.12%	$22.24	$36,377.22
ict	212.92	$40,523	0.02%	$32.03	$6,819.84
t	28,146.60	$9,502,073	5.12%	$56.82	$1,599,155.35
t	81.11	$27,874	0.02%	$57.84	$4,691.07
t	173.77	$37,807	0.02%	$36.62	$6,362.74
hool District	4,970.19	$559,995	0.30%	$22.00	$109,344.18
	10.84	$0	0.00%	$50.00	$542.00
ct	25.00	$0	0.00%	$50.00	$1,250.00
ct	21.33	$0	0.00%	$50.00	$1,066.50
l District	5,152.74	$251,344	0.14%	$22.00	$113,360.28
t	36.25	$0	0.00%	$50.00	$1,812.50
ool District	1,330.22	$203,812	0.11%	$25.79	$34,300.63
	2,075.50	$306,643	0.17%	$24.86	$51,606.61
District	95.24	$45,477	0.02%	$80.36	$7,653.57
t	7,779.71	$475,542	0.26%	$22.00	$171,153.62
rict	5,662.00	$3,039,104	1.64%	$90.33	$511,467.28
t	27,259.37	$10,793,108	5.81%	$66.64	$1,816,430.62
t	181.17	$99,489	0.05%	$92.42	$16,743.54
t	7,083.76	$174,194	0.09%	$22.00	$155,842.72

rict	577.10	$234,665	0.13%	$68.43	$39,493.04
l District	5,356.10	$466,579	0.25%	$22.00	$117,834.20
	825.11	$86,282	0.05%	$22.00	$18,152.42
rict	21,420.65	$5,491,684	2.96%	$43.15	$924,225.25
District	1,479.69	$115,618	0.06%	$22.00	$32,553.18
trict	448.06	$99,563	0.05%	$37.40	$16,756.00
ct	1,840.42	$480,023	0.26%	$43.90	$80,785.67
rict	329.37	$73,485	0.04%	$37.55	$12,367.19
ools	5,903.38	$1,548,051	0.83%	$44.13	$260,529.89
t	3,125.25	$1,417,400	0.76%	$76.33	$238,541.93
t	902.19	$314,305	0.17%	$58.63	$52,896.09
trict	2,865.09	$338,898	0.18%	$22.00	$63,031.98
trict	59.00	$31,322	0.02%	$89.34	$5,271.35
rict	276.41	$28,155	0.02%	$22.00	$6,081.02
ct	588.91	$155,523	0.08%	$44.44	$26,173.81
trict	7,501.25	$1,544,020	0.83%	$34.64	$259,851.49
trict (Spokane)	3,724.17	$521,140	0.28%	$23.55	$87,705.47
trict (Yakima)	4,740.37	$642,533	0.35%	$22.81	$108,135.36
rict	381.30	$224,910	0.12%	$99.27	$37,851.32
trict	4,035.11	$376,006	0.20%	$22.00	$88,772.42
chool District	1,138.75	$262,209	0.14%	$38.75	$44,128.57
	242.54	$59,081	0.03%	$41.00	$9,943.06
District	300.84	$80,560	0.04%	$45.07	$13,557.88
istrict	118.68	$39,624	0.02%	$56.19	$6,668.54
t	735.77	$210,149	0.11%	$48.07	$35,367.11
District	127.80	$15,084	0.01%	$31.30	$4,000.00
ct	66.33	$28,598	0.02%	$72.56	$4,812.91
rict	2,053.48	$237,323	0.13%	$22.00	$45,176.56
	14,422.67	$6,045,017	3.26%	$70.54	$1,017,348.66
	5,220.72	$850,181	0.46%	$27.41	$143,081.57
	1,304.14	$260,491	0.14%	$33.62	$43,839.44

SUMMARY OF STATE AND DISTRICT COMMITMENTS MADE IN THE PARTNERSHIP AGREEMENT

Standards and Assessments	Application Section
State Commitments	
Will formally adopt the Common Core Standards in math and English language arts, and consider adoption of other subject areas when available.	(B)(1)
Will participate in summative and formative assessment multi-state consortia.	(B)(2)
Will support LEA's implementation of new standards and assessments.	(B)(3)
Will revise and align the College Readiness Math Test (CRMT) with new standards and support administration in either 11th or 12th grade (Transition Math Project).	(B)(3)
Will develop and implement a Kindergarten assessment process for use by districts in continuing efforts to enhance Pk-3rd grade alignment.	(B)(3)
Will formalize a regional implementation support network that will develop and deliver customized and aligned materials, tools, and services for implementing standards (Early Learning Development Benchmarks through 12th grade standards), instructional materials/modules, assessments, and other efforts within reform priority areas.	(B)(3)
Will enhance the Online Grade Level Standards and Resources web-based platform for easy access to standards, instructional resources, and assessment tools by educators, parents, and students.	(B)(3)
District Commitments	
Will phase-in implementation of the Common Core Standards in math & English language arts, and in other subjects when available.	(B)(3)
Will align Early Learning Development Benchmarks to Kindergarten programs.	(B)(3)
Will increase teacher utilization of formative and summative assessment data.	(B)(3) **(C)(3)**
Will provide dedicated professional development opportunities for instructional staff to integrate new standards with the use of instructional/curricular frameworks and formative assessment processes, including ensuring access to implementation resources available through the state.	(B)(3)
Will identify and implement focused activities on mathematics and science instruction, such as incorporating math and science graduation requirements.	(B)(3)
Will support students' access to the revised College Readiness Math Test in either the 11th or 12th grade.	(B)(3)
Will increase student participation in courses that earn college credit.	(B)(3)

Data Systems to Support Instruction	Application Section
State Commitments	
Will implement all twelve of the America COMPETES Act (ACA) longitudinal data system elements in support of Washington's data system.	(C)(1)
Will complete implementation of the seven remaining state action elements identified as unfulfilled by the Data Quality Campaign in support of Washington's data system.	(C)(2)
Will provide LEAs that have a technology-based instructional improvement system: • access to web-based components to include instructional materials and formative assessment tools and processes and benchmark assessment tools that may be used in the school district; • access to state-level summative data; • student growth data based on the state's new summative student growth data system; and • access to the Early Warning Dropout Intervention System (DEWIS) Will provide LEAs that do not have a technology-based instructional improvement system a state-supported system that meets the requirements of the Race to the Top grant.	(C)(3) (C)(3)(i) (C)(3)(ii) (C)(3)(iii)
Will lead a collaborative effort to develop/acquire/customize a student growth data system for aggregating student growth from year-to-year at the classroom, school, and district levels.	(C)(2), (D)(2), (D)(5)
Will enhance state, district, and school report cards and develop and launch dashboards to track progress on various indicators and measure and incent schools' and districts' action to attain stated district goals.	(C)(2)
Will provide professional development opportunities, and place regional data coaches in Educational Service Districts relating to the use of the instructional improvement system, to develop understanding and interpretation of the data, and to apply the findings in districts, schools, and classrooms.	(C)(3)
Will provide information to school districts regarding safeguards needed to protect student and employee rights to privacy, including the Family Educational Rights and Privacy Act (FERPA).	(C)(3)
District Commitments	
LEAs that have a local instructional improvement system will commit to enhancing its usefulness to classroom teachers and ensure it has components included in the Race to the Top definition of an instructional improvement system. LEAs that do not have a local instructional improvement system will commit to adoption of a qualifying system, which could include the state-supported system.	(C)(3) (C)(3)(i) (C)(3)(ii) (C)(3)(iii)
Will identify a district-level data instructional improvement coordinator who will facilitate the use of the instructional improvement data system within the district and in schools.	(C)(3)
Will require classroom teachers and building principals to participate in professional development opportunities on: how to use and apply the results of the instructional improvement system and strategies to make data-informed instructional decisions based on formative, benchmark, and summative assessment results.	(C)(3)
Will make data from the instructional improvement system available for sanctioned research projects with appropriate safeguards to protect student and employee rights to privacy.	(C)(3)

Great Teachers and Leaders	Application Section
State Commitments	
Will create models for implementing the revised evaluation system criteria, student growth measurement tools, professional development programs, and evaluator training.	(D)(2) (i) through (iv)
Will prioritize funding for beginning teacher support for those districts participating in evaluation pilots in 2010-2012.	(D)(2)
Will conduct state data-driven regional workforce planning with LEAs, educator preparation and professional development program providers.	(D)(2)
Will develop new, district-based educator-preparation models with dual focus of recruiting teacher candidates in hard-to-staff subjects and from underrepresented populations, and improving strategic staffing practices.	(D)(3) (i) and (ii)
Will use evidence from new evaluations to inform teacher preparation programs.	(D)(4)
Will, through a newly created state-wide professional development center, identify, develop, and provide technical assistance on effective, targeted delivery of professional development consistent with new evaluation criteria and focused on reform priority areas.	(B)(2) (D)(5) (i) and (ii)
Will develop new elementary math and elementary science specialty endorsements.	(D)(5)
Will, in collaboration with the Washington State Science, Technology, Engineering, and Math (STEM) Center, will launch a web-based clearinghouse to provide educators information regarding statewide and regional public and private opportunities for applying and integrating STEM content areas.	(D)(5)
Will coordinate a Teacher and Leader Innovation Cluster that will provide competitive funding opportunities for LEAs to: • **Compensation and Evaluation** (at least two of the three): o Provide incentives for highly qualified teacher and principal placement in rural, high-poverty, and/or low-achievement schools; o Develop career ladder and/or differential pay options; and o Join pilot districts on early development and implementation of teacher and principal evaluation systems, per state legislation, that include evaluation criteria linked to student growth (based on multiple measures). and/or • **Preparation.** Implement or strengthen partnerships with existing or new field-based alternative route teacher and leader programs with priority on STEM teachers.	(D)(1) (D)(2) (D)(3) (D)(4)

Will provide competitive opportunities for LEAs to take a comprehensive systemic approach to support increases in **STEM** student achievement in the form of: • **Specialized Assistance** o Partnering with Washington State STEM Center and other districts to: 1. Implement effective use of curriculum, instruction, and assessment tools 2. Implement rigorous, real-world STEM learning experiences 3. Provide access to and application of relevant and current technology 4. Deploy methods for teachers to encourage learning in and out of school 5. Strengthen education-business-community connections o Participation in leadership training through programs such as Washington State Leadership Academy using STEM as "problem of practice." o Participation in programs focusing on improving veteran staff content knowledge in STEM areas and to eliminate out-of-area assignments, such as 1. Educator Retooling 2. Elementary mathematics focus using National Board's Take One! process and elementary mathematics specialists o Participation in MESA to engage students of color and females in STEM programs on selected university campuses. and/or: • **Grants for** o Rigorous new middle and high school courses of study in high-demand STEM areas (for example, courses developed through Project Lead the Way, Robotics, DigiPen, Advanced Placement, dedicated school or academy). o Comprehensive Elementary School Science Instruction for teachers and principals to deliver standards-based, hands-on science instruction in elementary schools. o School/Community partnerships that implement real-world applications of STEM.	**(D)(4)** **(D)(5)**
Will provide competitive funding opportunities for LEAs to take a comprehensive systemic approach to: • **Close the P-13 Achievement Gap** – focusing on achievement gaps within P-13, early learning, ELL, cultural competency, dropout prevention [for example, using models such as Response to Intervention (RTI)/Positive Behavior Intervention Support (PBIS), Jobs for America's Graduates (JAG), P-3 aligned systems, preK numeracy and literacy, credit retrieval, approaches based on brain research]. **and/or** • **Increase Academic Rigor to Enhance College and Career Readiness** and the alignment of high school graduation requirements with the minimum Higher Education Coordinating Board's college entry requirements, courses that lead to college credit, and the guidance to prepare for college and careers [for example, AP courses, International Baccalaureate, AP-CTE courses, Project Lead the Way, AVID, and/or college preparation incentives, and/or Navigation 101].	**(D)(5)**
District Commitments	
Will implement new principal and teacher evaluation systems beginning in 2013-14 school year and use evaluation systems to inform decisions regarding professional development, assignment practices, and career advancement.	(D)(2) (i) through (iv) (D)(3) (i)and (ii)
Will participate in regional workforce planning.	**(D)(2)**
Will use criteria, outlined in state law, for evaluating teacher and principal performance, which will include multiple measures of student growth, if available and relevant.	**(D)(2)**
Will select at least one area of focus (from list below) to include in LEA plan re: offering targeted, sustained, long-term teacher professional development based on locally-determined data (including regional workforce data). State education reform plan priority areas: 1. *Turning around low performing schools* 2. *Closing the P-12 achievement gap* and *reducing dropouts* 3. *Enhancing P-12 STEM instruction* 4. *Increasing P-12 academic rigor to enhance college & career readiness.*	**(D)(2)**

Will ensure that teachers who teach math and science courses, including courses that have high school end-of-course assessments, have access to aligned instructional material.	(D)(5)
Will improve science instruction and increase science exposure in the elementary grades.	(D)(5)
Will, with the assistance of the Washington State STEM Center, Educational Service Districts (ESD), museums, industry experts, researchers, and/or other STEM capable partners take actions to: • Support teachers in integrating and applying STEM content across specific grades and disciplines. • Offer increased STEM/applied-learning opportunities and programs.	(D)(5)

Turning Around the Lowest-Achieving Schools	Application Section
State Commitments	
Will identify the 5% persistently lowest-achieving (PLA) schools using federally approved metrics. A subset of districts with these schools will be designated as Required Action Districts.	(E)(1) (E)(2)
Will require, subject to federal funding, districts with lowest achieving schools to follow one of four federally-approved intervention models as approved in 2010 education reform legislation; schools that have previously implemented a transformation model and remain in the PLA school category will be required to select from among the three remaining models.	(E)(1) (E)(2)
Will provide technical assistance, tools, resources, and a statewide system of support.	(E)(2)
District Commitments	
LEAs designated as Required Action Districts by the State Board of Education (SBE) will, subject to federal funding, develop and implement a required application and action plan that uses a federally approved intervention model.	(E)(2)

Washington's Race to the Top

MEDIA CLIPS

TELEVISION

KING 5 (Seattle):

- 5/9, KING 5's Up Front – Supt. Randy Dorn interviewed http://www.king5.com/news/up-front/Budget-Cuts-to-Higher-Education-93168994.html
- 4/7, Washington now in "Race to the Top" for schools. But what are our chances? http://www.king5.com/news/local/Washington-now-in-Race-To-The-Top-for-schools-But-what-are-our-chances-90127522.html
- 4/7, Gregoire asks every district to sign "Race to the Top" grant http://www.king5.com/news/education/Gregoire-asks-every-district-to-sign-grant-90116787.html

KOMO 4 (Seattle):

- 4/7, Tukwila ground zero in state's "Race to the Top" http://tukwila.komonews.com/content/tukwila-ground-zero-states-race-top
- 3/29, Gregoire signs K-12 reform bills into law http://www.komonews.com/news/local/89477522.html?tab=video

TVW (Olympia):

- 4/13, The Capitol Record TVW: Gov. Gregoire's Press Conference Video http://www.tvw.org/capitolrecord/index.php/2010/04/gov-chris-gregoires-thoughts-on-the-2010-legislative-session/

Northwest Cable News (Seattle):

- 4/8, NWCN: Reading beyond the rhetoric http://www.nwcn.com/community/blogs/interact/Reading-Beyond-the-Rhetoric-90247537.html

RADIO

KPLU (Tacoma based NPR):

- 5/18, KPLU: Teachers in Seattle endorse Race to the Top bid http://www.publicbroadcasting.net/kplu/news.newsmain/article/1/0/1651238/KPLU.Local.News/Teachers.in.Seattle.Endorse.%27Race.to.the.Top%27.Bid
- 5/18, KPLU: Teachers in Seattle endorse Race to the Top bid http://www.publicbroadcasting.net/kplu/news.newsmain/article/1/0/1651238/KPLU.Local.News/Teachers.in.Seattle.Endorse.%27Race.to.the.Top%27.Bid

- 5/17, KPLU: School districts face Monday Race to the Top deadline http://www.publicbroadcasting.net/kplu/news.newsmain/article/1/0/1650879/KPLU.Local.News/School.Districts.Face.Monday.Race.To.The.Top.Deadline
- 5/17, KPLU: Seattle teachers weigh race to the top http://www.publicbroadcasting.net/kplu/news.newsmain/article/1/0/1650684/KPLU.Local.News/Seattle.Teachers.Weigh.%27Race.to.the.Top%27

KUOW (Seattle):

- 5/18, KUOW: NW States Decide Whether to Compete in Race To The Top http://www.kuow.org/program.php?id=20300
- 5/17, KUOW: NW States Decide Whether to Compete in Race To The Top http://www.kuow.org/program.php?id=20300
- 5/11, KUOW, Weekday: Teachers, Labor and Education Reform http://kuow.org/program.php?id=20213

KONP (Port Angeles):

- 5/12, KONP: Port Angeles School District to join "Race to the Top" federal dollar campaign http://www.konp.com/local/5760

Washington State School Director's Association :

- 4/14, WSSDA Podcast: Interview - Washington's Race To The Top http://wssda.libsyn.com/index.php?post_id=604642

PRINT

Seattle Times (Seattle):

- 5/18, Seattle Times: Time for Washington to settle on a long-term plan to fund education http://seattletimes.nwsource.com/html/opinion/2011889165_guest18iseminger.html
- 5/18, Seattle Times: 226 districts join application for federal money http://seattletimes.nwsource.com/html/localnews/2011889418_apwaschoolreform1stldwritethru.html
- 5/17, Seattle Times/AP: Nearly 230 Wash. districts join application http://seattletimes.nwsource.com/html/localnews/2011890108_apwaschoolreform3rdldwritethru.html
- 5/17, Seattle Times: Time for Washington to settle on a long-term plan to fund education http://seattletimes.nwsource.com/html/opinion/2011889165_guest18iseminger.html
- 5/17, Seattle Times: 226 districts join application for federal money http://seattletimes.nwsource.com/html/localnews/2011889418_apwaschoolreform1stldwritethru.html
- 5/17, Seattle Times/AP: 212 Wash. Districts sign up for Race to the Top http://seattletimes.nwsource.com/html/localnews/2011888850_apwaschoolreform.html
- 5/13, Seattle Times: Race to the Top will be Washington's tipping point for education http://seattletimes.nwsource.com/html/opinion/2011859896_guest14smith.html
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Gov. Gregoire highlights local schools meeting goals of Race to the Top initiative

For Immediate Release: November 10, 2009

TACOMA/SEATTLE – Gov. Chris Gregoire today visited three Puget Sound area schools that are actively engaged in improvement efforts and exemplify the type of innovation and external partnerships that are called for in the U.S. Department of Education's Race to the Top Initiative. Joining Gregoire were Superintendent of Public Instruction Randy Dorn and Washington Education Association President Mary Lindquist.

"Today I visited schools that are working extremely hard to improve student learning by bringing best practices to the classroom," Gregoire said. "We also saw a school that exemplifies the success that can be realized when innovation and good practice come together. This will help me and other state leaders craft a competitive application for Race to the Top funds."

Both Dimmit Middle School and Southgate Elementary School are part of the state's Summit Schools Initiative, where an entire district commits to implement comprehensive change to improve achievement. These districts have a number of schools where students are achieving at levels significantly lower than the state averages. Both schools are already showing improvement.

Tacoma School of the Arts emphasizes human expression through the visual and performing arts. Teachers incorporate innovative approaches to learning through an integrated curriculum. Students are exposed to job-related experiences through their community partners. Historically, performance on state assessments for School of the Arts students has been among the highest in Puget Sound, with the dropout rate reported for last year at 1.5 percent.

"I'm very happy to be touring these great schools with the Governor and WEA President Lindquist," said Randy Dorn, superintendent of public instruction. "We're here to learn about the innovation that's possible in our system and to show that we are serious about Race to the Top money. But we also need to look at more systemic changes, changes that will lead to long-term results after the money is gone."

"These three innovative – and very different -- schools show what's possible when professional educators have the support and resources they need," said Lindquist.

States will be competing for $4 billion in Race to the Top grants. The most well-positioned states to receive the federal grants must demonstrate methods to improve student learning by focusing efforts in four key areas. Those key areas are using quality standards and assessments, supporting effective instruction and leadership, using data to link achievement, programs and practices, and focusing on low-performing schools.

In July, Gregoire announced she had asked Dorn and Washington State Board of Education Chair Mary Jean Ryan to join her as co-chairs of the leadership team charged with ensuring Washington state receives a Race to the Top federal grant. The Obama Administration is requiring each grant submittal be signed by the state's governor, state superintendent and education board chair.

Gov. Gregoire announces plan to submit application for Race to the Top process

For Immediate Release: November 20, 2009

OLYMPIA – Gov. Chris Gregoire today announced that Washington state will submit an application in phase two of the Race to the Top grant application process.

The federal Department of Education is providing Race to the Top grants to states to support education reform efforts as part of the Recovery Act. The department will hold two rounds of competition for the grants. Applications for the second round are due June 1, 2010, with the announcement of all the winners by Sept. 30, 2010.

"I worked with Superintendent of Public Instruction Randy Dorn and state Board of Education Chair Mary Jean Ryan to reach this decision," Gregoire said. "Our kids' futures are at stake as we continue with improvements to our education system and focus on student achievement.

"The federal government has made an unprecedented offer to fund state activities. Accessing this grant money would provide us with a unique opportunity make our system stronger and our children more competitive when they finish their K-12 education. We need to take the time to involve our school districts and make sure we get our application right."

"Race to the Top money will help change the way we do education and make our schools better for our students," Dorn said. "But we need time to make sure local districts can participate in the process. Waiting for the second round of applications gives us that time."

"After reading the federal guidelines, I support the idea of applying for Round Two," Ryan said. "We have a lot of work to do, and it is work worth doing. We have important legislation to develop and enact to have any chance of winning a grant, as well as work to do with local school districts. These are efforts we need to undertake as part of education reform in our state."

The Department of Education will award $4 billion from the Race to the Top Fund, which will reward states that have raised student performance in the past and have the capacity to accelerate achievement gains with innovative reforms.

NEXT STEPS IN EDUCATION REFORM — BUILDING ON STRENGTHS AND FILLING THE GAPS

Washington's education reform efforts have steadily sharpened our work on student achievement. Governor Chris Gregoire's 2010 education agenda builds on the work our state has done and applies research and data findings to areas in need of attention.

(b)(6)

INTERVENTION IN LOWEST PERFORMING SCHOOLS/DISTRICTS

As we concentrate on improving opportunities for all students, we must focus on those schools in which students have not grown academically as we would expect. Despite voluntary efforts and supports from the state, there are schools in which student achievement remains considerably below state standards and has shown no gains. We cannot have this continue. Legislation proposed by the Governor will allow the state to remedy this situation.

» Using indicators of academic attainment, schools with the lowest performance over time will be required to engage in an improvement process overseen by the state. Schools will participate in an audit to identify academic-related issues, develop a plan that includes adoption of one of four federal models as permitted by the state and set expectations for significant student academic achievement improvement within three years.

UNIFIED FOCUS ON INSTRUCTION'S ROLE IN STUDENT ACHIEVEMENT

National research identifies high-quality instruction as the most important component of an effective education system. Washington has become a national leader for building and recognizing certification programs that require teachers to provide evidence of student learning that results from quality instruction. The same is true for school building leadership.

» **Teacher and principal evaluation** – The teacher evaluation statutes have not been significantly reviewed for more than 20 years. Additionally, there are no evaluation statutes that directly address the leadership and practice expected of principals. The Governor's legislation creates modern, instructional-focused criteria for teacher and principal evaluations; develops evaluation models that use multiple measures to determine effectiveness; links student growth measures as appropriate to evaluation considerations; and allows districts and their employees to develop evaluation processes and tools based on the state criteria. Of particular note, new teacher and principal evaluation systems will be implemented at the same time in school districts to compound the attention to high-quality instruction and student success.

» **Attaining continuing status** – When teachers enter the profession, they have provisional status for the first two years in the classroom. The Governor's legislation lengthens the provisional period to three years to allow teachers sufficient time to demonstrate their skill. However, there is an opportunity for new teachers to complete the provisional period after two years if they receive great evaluations.

» **Alternative routes to teacher and principal certification** – Historically, institutions of higher education have provided routes to teacher certification that include partnerships with districts and are focused on classroom experiences. Yet, there are no alternative routes for principal certification. The legislation will expand preparation opportunities for those seeking teacher and principal preparation by allowing other organizations to offer teacher and principal preparation programs. Additionally, our higher education institutions are being asked to provide flexible preparation program completion opportunities to better meet the needs of students.

(b)(6)

MATH AND SCIENCE GROWING INTO STEM (SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS)

Our state's future is based in large part on the capacity of our citizens to apply math and science knowledge – in their everyday world and in their careers. The legislation will encourage school districts to use local available funds to pay teachers for developing innovative STEM programs.

COMMON CORE STANDARDS

Washington is participating in a national project to strengthen our nation's standards for mathematics and English/language arts instruction. The Governor's legislation will specify criteria for adoption of the Common Core standards as part of Washington's standards in mathematics and English/language arts.

PARENT INVOLVEMENT

School districts will invite parents and community members to provide feedback on their experiences with their children's school.

Gov. Gregoire signs major education reform legislation into law

For Immediate Release: March 29, 2010

OLYMPIA – Today Gov. Chris Gregoire signed into law a number of education bills to give all children access to a high-quality education, raise instruction standards and provide a focused approach to ensuring high student achievement.

"Today we take major steps to provide our children with the education that will allow them to compete in the global economy," Gregoire said. "We are focused on skilled instruction, effective leadership and the funding to provide the education our children deserve."

Gregoire approved K-12 education reform bills that will better position Washington state to successfully compete for federal Race to the Top funding. The law will ensure improvements are made at the state's lowest-performing schools to boost student achievement, set better evaluation criteria for teachers and principals, encourage innovation by permitting the use of local funding to increase achievement in science, technology, engineering and math, and create new opportunities for high-quality teacher preparation.

"In these tough economic times, this is realistic, research-based reform that builds on our strong foundation of high-quality schools with dedicated professional educators," said Mary Lindquist, president of the Washington Education Association. "This will help all of the professionals in our schools to grow and become more effective in providing a well-rounded, high-quality education for every student."

In addition, Gregoire also signed into law bills that will:
- Improve early learning opportunities for children;
- Phase in a new funding system for basic education;
- Lift the levy lid and allow school districts to ask voters for additional funding; and
- Improve efficiencies in our two- and four-year colleges and universities.

"The enactment of this package of legislation is a major advance in our state's reform agenda," said Mary Jean Ryan of the Washington State Board of Education. "The people of our state can look forward to stronger accountability and improved student achievement as a result."

Gregoire also signed into law a measure that will allow the Insurance Commissioner to set up a process to help businesses obtain flood insurance, particularly those in the Green River Valley.

In total, Gregoire signed the following bills into law:

- Engrossed Substitute House Bill No. 2560, relating to forming joint underwriting associations.

• Engrossed Second Substitute House Bill No. 2617, relating to eliminating boards and commissions.

• House Bill No. 2621, relating to designating resource programs for science, technology, engineering, and mathematics instruction in K-12 schools.

• Second Substitute House Bill No. 2731, relating to implementing a program of early learning for educationally at-risk children.

• Substitute House Bill No. 2776, relating to funding distribution formulas for K-12 education.

• Engrossed Second Substitute House Bill No. 2782, relating to establishing the security lifeline act.

• Substitute House Bill No. 2801, relating to anti-harassment strategies in public schools.

• Second Substitute House Bill No. 2867, relating to early learning.

• Substitute House Bill No. 2893, relating to school levies.

• Engrossed Second Substitute House Bill No. 3026, relating to school districts' compliance with state and federal civil rights laws.

• Substitute House Bill No. 3036, relating to nonvoter-approved school district debt.

• Substitute Senate Bill No. 6355, relating to expanding the higher education system upon proven demand.

• Substitute Senate Bill No. 6359, relating to promoting efficiencies including institutional coordination and partnerships in the community and technical college system.

• Substitute Senate Bill No. 6363, relating to the enforcement of certain school or playground crosswalk violations.

• Engrossed Substitute Senate Bill No. 6403, relating to accountability and support for vulnerable students and dropouts, including prevention, intervention, and reengagement.

• Substitute Senate Bill No. 6572, relating to eliminating accounts.

• Senate Bill No. 6593, relating to the transfer of the administration of the infant and toddler early intervention program from the department of social and health services to the department of early learning.

• Engrossed Substitute Senate Bill No. 6604, relating to flexibility in the education system.

• Engrossed Second Substitute Senate Bill No. 6696, relating to education reform.

• Substitute Senate Bill No. 6759, relating to a plan for a voluntary program of early learning.

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Washington's Race to the Top begins; school districts across state urged to participate

For Immediate Release: April 7, 2010

TUKWILA – Less than two weeks after Gov. Chris Gregoire signed education reform legislation, Washington state kicks off its application process for a share of $3.4 billion in federal Race to the Top funding. Joined by Superintendent of Public Instruction Randy Dorn and State Board of Education Chair Jeff Vincent, Gregoire announced the start of Washington's Race to the Top application at Foster High School in Tukwila. They are asking all 295 school districts to sign on and participate in the unprecedented federal Race to the Top competition.

"The legislation passed this year gives us the tools to successfully compete for Race to the Top funds," said Gregoire. "Closing the achievement gap, creating equal opportunities for success, supporting innovation in our schools, and developing the finest teachers, principals and education leaders in the country is critical to our future and will set every Washington child on the path to a lifetime of success from cradle to career."

School districts have until May 17 to return the Partnership Agreement and become part of the application. The state will then finalize its application and submit it to the U.S. Department of Education by June 1. The winners in Round Two will be announced in September, and school districts will then have 90 days to submit detailed work plans.

This year, Washington state made significant gains with the passage of education reform legislation (SB6696), which will improve the quality of instruction in classrooms, update evaluation standards for teachers and principals, and turn around low-performing schools. With key stakeholders collaborating closely on reform, the state has an opportunity to make innovative changes needed to improve student learning in every classroom.

"The Race to the Top competition is a great opportunity for Washington," said Randy Dorn, Superintendent of Public Education. "More importantly, it's the launching pad to move forward with broad, statewide education reform that will prepare graduating students to succeed in college, careers, and life."

Based on the U.S. Department of Education's evaluation of applications so far, states that have done well had very high participation from districts and teachers' unions and demonstrated how a large number of students would benefit.

"We know that participation is crucial in winning these dollars, so we're asking every district to sign on and support our students," said Jeff Vincent, Chair of the Washington State Board of Education. "We're also encouraging them to be daring in their visions for change and progress."
For more information on Washington's Race to the Top application and process, see www.waracetothetop.org

HeraldNet
Everett, Wash.

Published: Wednesday, April 14, 2010

GUEST COMMENTARY / RACE TO THE TOP

Washington's education reforms are well on their way

By Sen. Rosemary McAuliffe

With the recent announcement of federal Race to the Top Phase 1 grant winners, Washington state can confirm what we already know — we are well on our way to effective K-12 public education reform for every student.

President Obama designed the federal Race to the Top (RTTT) grant to reward past accomplishments and encourage future improvements of K-12 schools across the country. Delaware and Tennessee were recently selected as winners of this two-phase competition. In reviewing the reform strengths that secured their RTTT grant win, I felt a strong sense of pride and affirmation — Washington has steadily been making incremental and meaningful steps toward similar education reform for years.

In 2005, the Legislature asked the State Board of Education to collaborate with stakeholders and create a statewide system of accountability to reach the goal of uniform educational excellence across the state. The research is done, we know how to help our lowest performing schools, and RTTT could provide the resources needed to expand our focused assistance and create accountability in every classroom.

Also in 2005, Washington Learns conducted a comprehensive 18-month review of the state's educational system that set forth a vision and roadmap of how to redesign and reinvest in education for the next decade. One of the critical next steps was a new education funding structure — an effort that came full circle in the last two years when we passed legislation that updated the state's outdated funding formula.

In 2008, as chair of the Washington Assessment of Student Learning (WASL) Workgroup I helped review and evaluate the current assessment system. We developed recommendations for how to most accurately assess student learning. This balanced approach should include diagnostic assessments that teachers can use to understand how to best work with individual students. These and other recommendations can help measure success by looking at each student's overall growth versus achievement on a high-stakes test.

The culmination of our ongoing effort has been the recent passage of a bill I sponsored, Senate Bill 6696. Two weeks ago, Gov. Chris Gregoire signed this comprehensive K-12 education bill into law to solidify the education reforms begun long ago and to position Washington to competitively apply for a Phase 2 RTTT grant. These reforms will help close achievement gaps, allow students to be more competitive in our global society, retain great teachers and leaders in our schools, encourage parent and community involvement, improve math and science achievement, and further innovation by supporting the arts.

Missing from many news articles on the subject is the back story and true success of our education effort. It takes countless hours of meetings, discussions, collaboration and compromise among education stakeholders, business leaders, school districts, state agencies, teachers and unions. Not only is it important to note this is one of the top reasons why Delaware and Tennessee won millions of dollars in RTTT grants, it also shows that Washington listens and is therefore successful in implementing education reforms. By taking small, collaborative steps over the last 30 years, we are building toward big victories.

Long before the RTTT challenge, Washington was working on our own goals of education reform. I am proud to show the federal government our past, current and future efforts and hope they will agree Washington deserves a federal infusion of capital to help make our reforms reality.

Sen. Rosemary McAuliffe, D-Bothell, is chair of the state Senate Early Learning & K-12 Education Committee.
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Gov. Gregoire announces first school district in Washington to join Race to the Top application

For Immediate Release: April 16, 2010

Olympia – Gov. Gregoire announced today that the Wishkah Valley school district is the first district to join Washington state's Race to the Top application. If successful in its application, Washington state could be awarded up to $250 million in federal education dollars to help implement the state's plans for education reform.

"Getting buy-in at the local level from our principals, our teachers, our school board members and our superintendents will make Washington's application stand out from other states around the country. It's great that the teachers and administrators in the Wishkah Valley district are taking the lead and stepping up to the challenge of education reform," said Gregoire. "This is the Washington way. By bringing people together to take action, we will improve our schools and make a difference in the lives of our children."

The Wishkah Valley School district, located near Aberdeen is the first district in the state to sign and submit its partnership agreement indicating their commitment to join Washington's Race to the Top application. By signing the agreement, the district and its partners are committing to implementing the Washington State Reform Plan. The plan implements Common Core Standards in math and English and other reforms passed by the legislature in the last two sessions.

"We have an opportunity to make significant improvements in our classrooms and give our children the great education they deserve," said Ray Yoder, Superintendent of the Wishkah Valley School District. "The reforms included in the state's application aren't just right for Washington, but they are right for our local school district and we are eager to implement them."

School districts have until May 17 to return the Partnership Agreement and become part of the application. The state will then finalize its application and submit it to the U.S. Department of Education by June 1. The winners in Round Two will be announced in September, and school districts will then have 90 days to submit detailed work plans.

This year, Washington state made significant gains with the passage of education reform legislation (SB6696), which will improve the quality of instruction in classrooms, update evaluation standards for teachers and principals, and turn around low-performing schools. With key stakeholders collaborating closely on reform, the state has an opportunity to make innovative changes needed to improve student learning in every classroom.

For more information about Washington State's Race to the Top application, visit:

www.waracetothetop.org/

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May, 2, 2010

Everyone must get behind new school reform push

MONTE BRIDGES / THE BELLINGHAM HERALD

Washington state is pushing hard to improve our schools and, just recently, Governor Chris Gregoire signed into law major education reforms.

Right now we have a crucial opportunity to get the resources we need to make a difference in our schools and for our students. Two weeks ago, Governor Gregoire kicked off an effort to unite educators across the state around Washington's application for Race to the Top funding from the federal government.

At stake is $250 million for education. These funds will play a critical role in improving our schools and advancing the reform efforts we've already begun.

Race to the Top brings together our teachers, administrators, principals, school board members and communities to collaborate on closing the achievement gap that leaves too many of our minority and low-income children from accomplishing all they can in school. In fact, Washington is one of the few states in which that gap is actually growing. We can and must do a better job to ensure all students can succeed in school.

The federal funds will support new research-based tools for teacher development, to evaluate teachers and principals and to help our lowest performing schools find paths to success.

Race to the Top also supports meaningful innovation in our schools. Far too often, dedicated and creative teachers and principals are stymied in their efforts to improve schools by lack of the necessary ingredients to support change. And in too many parts of our state, schools are left without the resources for robust math and science programs, up-to-date technology or meaningful professional development for staff to meet the needs of all of our students. Race to the Top funding would play a critical role in implementing these and other important changes, making them a reality in districts across our state.

Last month, the federal government announced the first two winners of Race to the Top funding: Delaware and Tennessee.

What distinguished those states from others that applied? Their educators, school and district leaders, and Associations all worked together and supported statewide plans to improve public schools for all students. They chose to make a difference.

The lesson was clear. To succeed, Washington must unite around school reform. That's why we're working closely with the Governor on the state's application.

In education, time does matter. Each year, more than one million children attend public school in our state. Every single one of these students deserves the best we can provide them.

Washington has 295 school districts and we need every one of them to examine how their students would benefit. Participation is the heart and soul of the state's Race to the Top application. Working together, teachers, principals, superintendents, support staff, school boards and community members can move our state toward the goal of a quality education for every student.

Let's show that we can unite for the benefit of all of our students.

Monte Bridges is president of the Washington Association of School Administrators. He wrote this piece in conjunction with Phil Brockman, president of the Association of Washington School Principals; Kevin Laverty, president of the Washington State School Directors' Association and Mary Lindquist, president of the Washington Education Association.

Gov. Gregoire announces Tacoma Public Schools to join Washington's Race to the Top application

For Immediate Release: May 7, 2010

OLYMPIA – Gov. Chris Gregoire today announced that Tacoma Public Schools has joined Washington state's Race to the Top application. If successful in its application, Washington could be awarded up to $250 million in federal education dollars to help implement the state's plans for education reform.

"It's wonderful that the teachers, administrators and school board at Tacoma Public Schools are stepping up to the challenge of education reform," said Gregoire. "Getting buy-in at the local level will be what makes Washington's application stand out from other states around the country. Working together, we are taking action to help our children and improve our schools. That's the Washington way."

Tacoma Public Schools, with more than 29,000 students and 4,400 staff is the largest district to date to submit its partnership agreement indicating their commitment to join Washington's Race to the Top application. By signing the agreement, the district and its partners are committing to implementing the Washington State Reform Plan. The plan implements reforms passed by the Legislature in the last two legislative sessions.

"As districts grapple with smaller budgets but are continually striving to improve the quality of education to our students, it's important that we commit to efforts that will lead to education reform and yield additional funding for our schools and classrooms such as Washington's Race to the Top application," said Art Jarvis, Superintendent of Tacoma Public Schools. "With these federal dollars, we will be able to continue to make progress on some creative and innovative ways to better educate our kids and ensure their success at our schools."

School districts have until May 17 to return the partnership agreement and become part of the application. The state will then finalize its application and submit it to the U.S. Department of Education by June 1. The winners in round two will be announced in September. School districts will then have 90 days to submit detailed work plans.

This year, Washington state made significant gains with the passage of education reform legislation (SB6696), which will improve the quality of instruction in classrooms, update evaluation standards for teachers and principals, and turn around low-performing schools. With key stakeholders collaborating closely on reform, the state has an opportunity to make innovative changes needed to improve student learning in every classroom.

For more information about Washington State's Race to the Top application, visit: www.waracetothetop.org/

The Seattle Times

Thursday, May 13, 2010 - Page updated at 06:01 PM

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Race to the Top will be Washington's tipping point for education

By Brad Smith
Special to The Times

EDUCATION in Washington is at a tipping point. And one of the critical routes on the road map to better schools is currently before us: Developing a clear reform plan for Washington's Race to the Top application.

Race to the Top is the biggest grant for education from the federal government â€" ever. States apply for competitive grants, which favor bold initiatives and innovative plans in education reform.

On April 7, Gov. Chris Gregoire sent letters to all 295 school districts in the state, asking them to join Washington's Race to the Top application. Those districts are now considering whether or not participate. It's crucial that they partner with the state, not just for a share of the $250 million Washington is requesting, but because the application sets out goals that provide us with a way forward in improving education.

(b)(6)

These goals state that all Washington students will:

â€¢ Enter kindergarten prepared for success;

â€¢ Compete in math and science nationally and internationally;

â€¢ Attain high academic standards regardless of race, ethnicity or gender;

â€¢ Graduate ready to succeed in college, training and careers.

With the help of Washington districts, we need to come together to develop a plan that turns these goals into reality.

This year, the passage of Washington's Race to the Top legislation, Senate Bill 6696, put in place reforms to

turn around our lowest-performing schools, open up alternative routes to teaching, set better evaluation criteria for teachers and principals and promote science, technology, engineering and math achievement.

These policies will only be impactful, however, if the state and its districts agree to do some things differently.

Why is this necessary? Our math and science scores remain flat and we are one of the few states in the nation where the achievement gap is actually growing.

Race to the Top represents an opportunity for Washington to get education reform right and solve these problems.

At the state level, this means reorganizing our education agencies to deliver on the reform plan established by Race to the Top. Creating departments and staff devoted to helping districts implement the grant application's reforms â€" improving teacher and principal effectiveness, implementing college- and career-ready standards and assessments, using data to improve instruction and turning around the lowest-performing schools â€" would not only make us more competitive for federal funding, but also demonstrate Washington's commitment to student success.

At the district level, this means signing on to participate in one of the state's "Innovation Clusters." These clusters represent the building blocks for transforming education in our state and would provide extra support for districts willing to implement bold reforms such as evaluating and compensating teachers based on student performance and advancing innovations in math and science education.

With the coming reauthorization of the No Child Left Behind Act and under Washington's SB 6696, districts will need to implement many of the reforms advocated by Race to the Top, regardless of federal funding. By making a strong show of support for Washington's application today, districts increase their chances to receive additional funding for reforms they will need to implement tomorrow.

Finally, it's important for all districts to sign on to the state's application, not just for the money they may receive, but in recognition of the significant collaboration and compromise that has already gone into this process. The business community would like to see stronger reforms implemented to make Washington truly competitive, but understands that conciliation is necessary to move our state forward.

Now it's up to districts to demonstrate to Washington citizens that our efforts have not been in vain and that we have developed a real plan â€" with broad support â€" that will move us one step closer to the goal of success for all students.

Brad Smith is the senior vice president and general counsel for Microsoft and board chair of the Washington Roundtable.

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Gov. Gregoire applauds local school districts for Racing to the Top

For Immediate Release: May 19, 2010

OLYMPIA - Gov. Chris Gregoire, State Superintendent Randy Dorn and State Board of Education Chairman Jeff Vincent today issued the following statement regarding the status of Washington state's application for federal Race to the Top education grants:

"As of this morning, we now have 251 districts that have signed on in support of Washington state's Race to the Top application. These districts represent 96% of all students in our state. There will likely be paperwork received from a few more districts arriving in the mail in the next few days. To those districts and all the others that have already pledged their support, we say, 'Welcome aboard.'

"A year ago, we decided we were going after Race to the Top funds our way, the Washington way. The strong support we have received from districts represents the great diversity of our state. Our large, urban districts - Seattle, Tacoma and Spokane - have signed on. Small districts such as Wishkah Valley and Union Gap are on board. What's more, we have representation from all parts of the state such as Ridgefield, Ritzville, Cheney, Colville, Auburn and Issaquah. This strength of support both in depth and breadth is a testament to the hard work that has been achieved to bring stakeholders together. Their effort shows the continuing commitment to improve our schools across the entire state.

"During the next few weeks, we will be working to complete our application, which is now stronger because of this local support. Our application will articulate an education reform plan that is right for our state, and one that will actually be implemented in our classrooms. Should we be successful, Washington will receive $250 million to help move us toward our goal of setting every Washington child on the path to a lifetime of success from cradle to career."

For a detailed list of school districts participating, see: www.waracetothetop.org

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Detailed Table for A-1 -- Exhibit 1: Required Components and Optional/Competitive Components

	ESD	LEA Demographics			Signatures on Partnership Agreements				Partnership Agreement		Preliminary Scope of Work -- Participation in Each Applicable Plan Criterion										
Participating LEAs	Name of Educational Service District	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt (or equivalent)	President of Local School Board	President of Local Teachers Union	Principals' Representative	Optional Components Innovation Clusters	Required Components	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(3)
Name of LEA here					Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ C	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA
Aberdeen School District	113	9	3358	2153	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Adna School District	113	2	595	191	Y	N	N	N	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Almira School District	101	1	84	33	Y	Y	Y	N	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Anacortes School District	189	8	2721	785	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arlington School District	189	11	5482	1236	Y	Y	N	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Asotin-Anatone School District	123	2	624	198	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Auburn School District	121	23	14496	4806	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bainbridge Island School District	121	10	3981	201	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Battle Ground School District	112	20	13513	3136	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bellevue School District	121	29	17461	3692	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bellingham School District	189	23	10822	3731	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bethel School District	121	27	17348	3261	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bickleton School District	105	1	91	0	Y	Y	NA	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Blaine School District	189	6	2132	400	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Boistfort School District	113	1	87	39	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bremerton School District	114	13	5294	2255	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brewster School District	171	3	936	754	Y	Y	N	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bridgeport School District	171	4	748	688	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brinnon School District	114	1	29	0	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Burlington-Edison School District	189	7	3863	1269	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Camas School District	112	9	5811	996	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cape Flattery School District	114	3	467	234	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carbonado School District	121	1	183	19	Y	Y	NA	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cascade School District	171	5	1218	455	Y	Y	Y	NA	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cashmere School District	171	3	1453	465	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Castle Rock School District	112	4	1378	441	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Central Kitsap School District	114	22	11484	3064	Y	Y	N	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Detailed Table for A-1 -- Exhibit 1: Required Components and Optional/Competitive Components

	ESD	LEA Demographics			Signatures on Partnership Agreements				Partnership Agreement		Preliminary Scope of Work -- Participation in Each Applicable Plan Criterion										
Participating LEAs	Name of Educational Service District	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt (or equivalent)	President of Local School Board	President of Local Teachers Union	Principals' Representative	Optional Components Innovation Clusters	Required Components	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(w)(c)	(D)(2)(w)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(3)
Name of LEA here					Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ C	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA
Central Valley School District	101	24	12304	4552	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Centralia School District	113	7	3419	2189	Y	Y	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chehalis School District	113	7	2901	968	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cheney School District	101	8	3853	1311	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chewelah School District	101	5	976	471	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chimacum School District	114	5	1133	348	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cle Elum - Roslyn School District	105	4	893	186	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clover Park School District	121	30	11474	6522	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Colfax School District	101	2	646	150	Y	Y	N	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
College Place School District	123	3	740	429	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Columbia School District (Stevens)	101	1	198	128	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Columbia School District (Walla Walla)	123	3	907	250	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Colville School District	101	6	2731	852	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Concrete School District	189	4	648	276	Y	N	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cosmopolis School District	113	1	178	56	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Coulee-Hartline School District	171	2	165	39	Y	N	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Crescent School District	114	2	378	107	Y	Y	N	NA	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Creston School District	101	2	114	42	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Curlew School District	101	2	223	77	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cusick School District	101	2	307	135	Y	N	N	N	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Darrington School District	189	3	474	187	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Davenport School District	101	2	593	316	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dayton School District	123	3	504	162	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Deer Park School District	101	5	2592	1029	Y	Y	Y	N	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dixie School District	123	1	27	18	Y	Y	NA	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Valley School District (Spokane)	101	10	4325	1550	Y	Y	N	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Valley School District (Yakima)	105	5	2822	513	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Name of LEA here					Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ C	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA
Eastmont School District	171	10	5493	3068	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Easton School District	105	1	98	55	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Edmonds School District	189	38	20193	3782	Y	N	N	N	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ellensburg School District	105	7	2983	695	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Elma School District	113	4	1706	852	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Entiat School District	171	2	349	114	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Enumclaw School District	121	10	4714	827	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ephrata School District	171	8	2284	941	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Evaline School District	113	1	36	0	Y	Y	NA	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Everett School District	189	31	18819	6995	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Evergreen School District (Clark)	112	36	26518	7023	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Evergreen School District (Stevens)	101	1	9	0	Y	Y	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Federal Way School District	121	41	21908	8739	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ferndale School District	189	12	5237	1995	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fife School District	121	7	3526	1471	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Finley School District	123	3	986	676	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Franklin Pierce School District	121	14	7476	4183	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Freeman School District	101	4	930	138	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Garfield School District	101	3	85	35	Y	N	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Glenwood School District	112	2	67	18	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Goldendale School District	105	3	1025	488	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grand Coulee Dam School District	171	3	687	355	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grandview School District	105	8	3507	2461	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Granger School District	105	3	1512	1412	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Granite Falls School District	189	5	2271	622	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grapeview School District	113	1	218	57	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Great Northern School District	101	1	50	0	Y	N	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Detailed Table for A-1 -- Exhibit 1: Required Components and Optional/Competitive Components

	ESD	LEA Demographics			Signatures on Partnership Agreements				Partnership Agreement		Preliminary Scope of Work -- Participation in Each Applicable Plan Criterion										
Participating LEAs	Name of Educational Service District	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt (or equivalent)	President of Local School Board	President of Local Teachers Union	Principals' Representative	Optional Components Innovation Clusters	Required Components	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(w)(c)	(D)(2)(w)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(3)
Name of LEA here					Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ C	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA
Green Mountain School District	112	1	137	38	Y	N	N	N	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Griffin School District	113	1	665	91	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Highland School District	105	4	1180	600	Y	Y	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Highline School District	121	35	17474	10774	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hockinson School District	112	4	1991	281	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hood Canal School District	113	1	318	310	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hoquiam School District	113	6	1908	820	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Inchelium School District	101	3	202	122	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Index School District	189	1	34	21	Y	Y	NA	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Issaquah School District	121	25	16758	1202	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kahlotus School District	123	1	62	34	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kalama School District	112	2	1045	215	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Keller School District	101	1	27	24	Y	Y	NA	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kelso School District	112	13	5019	1947	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kennewick School District	123	25	15704	7443	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kent School District	121	41	26896	9099	Y	Y	N	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kettle Falls School District	101	4	1032	402	Y	Y	N	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kiona-Benton City School District	123	3	1536	928	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kittitas School District	105	4	748	182	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Klickitat School District	112	1	121	56	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
La Conner School District	189	3	647	244	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
LaCrosse School District	101	2	107	39	Y	Y	N	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lake Washington School District	121	6	1395	896	Y	Y	N	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lake Chelan School District	171	2	218	187	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lake Quinault School District	113	12	7809	1782	Y	Y	N	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lake Stevens School District	189	51	23974	2201	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lakewood School District	189	5	2554	594	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Detailed Table for A-1 -- Exhibit 1: Required Components and Optional/Competitive Components

	ESD	LEA Demographics			Signatures on Partnership Agreements				Partnership Agreement		Preliminary Scope of Work -- Participation in Each Applicable Plan Criterion										
Participating LEAs	Name of Educational Service District	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt (or equivalent)	President of Local School Board	President of Local Teachers Union	Principals' Representative	Optional Components Innovation Clusters	Required Components	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(3)
Name of LEA here					Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ C	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA
Lamont School District	101	1	26	19	Y	N	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Liberty School District	101	2	468	152	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lind School District	101	2	205	125	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Longview School District	112	13	6934	2716	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lopez Island School District	101	3	222	81	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lyle School District	112	3	312	312	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mabton School District	105	3	956	134	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Manson School District	171	2	604	384	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mary M. Knight School District	113	2	188	106	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mary Walker School District	101	6	580	351	Y	N	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marysville School District	189	22	11606	2540	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
McCleary School District	113	1	313	119	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mead School District	101	14	9321	2506	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Medical Lake School District	101	6	2071	453	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mercer Island School District	121	5	4108	84	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Methow Valley School District	171	4	519	155	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mill A School District	112	1	63	31	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Monroe School District	189	15	7986	989	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Montesano School District	113	3	1241	441	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Morton School District	113	2	337	202	Y	N	N	N	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Moses Lake School District	171	13	7534	3175	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mossyrock School District	113	2	608	330	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mount Adams School District	105	3	1007	821	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mount Baker School District	189	7	2122	894	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mount Pleasant School District	112	1	47	9	Y	Y	NA	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mount Vernon School District	189	11	6144	2570	Y	Y	N	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mukilteo School District	189	18	14265	6319	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Name of LEA here					Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ C	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA
Naches Valley School District	105	4	1451	435	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Napavine School District	113	2	775	301	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Naselle-Grays River	112	3	418	145	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Nespelem School District	171	1	149	119	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Newport School District	101	5	1093	555	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Nine Mile Falls School District	101	5	1672	438	Y	N	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Nooksack Valley School District	189	7	1642	702	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Beach School District	113	4	664	264	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Franklin School District	123	7	1988	999	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Kitsap School District	114	14	6721	2000	Y	Y	N	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Mason School District	114	6	2171	538	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North River School District	113	1	48	31	Y	N	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Thurston School District	113	21	13748	2715	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northport School District	101	2	347	146	Y	N	N	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northshore School District	121	34	19490	2964	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oak Harbor School District	189	9	5551	1219	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oakesdale School District	101	2	114	35	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oakville School District	113	2	288	193	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ocean Beach School District	112	4	930	524	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ocosta School District	113	2	693	422	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Odessa School District	101	2	213	56	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Olympia School District	113	19	9229	1483	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Omak School District	171	6	1651	408	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Onalaska School District	113	5	874	291	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Onion Creek School District	101	1	42	32	Y	Y	NA	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Orchard Prairie School District	101	1	74	0	Y	N	NA	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Orient School District	101	2	217	7	Y	N	N	N	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Name of LEA here					Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ C	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA
Orondo School District	171	1	189	165	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oroville School District	171	2	620	404	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Orting School District	121	4	2293	555	Y	Y	N	N	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Othello School District	123	5	3661	2717	Y	Y	N	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Palisades School District	171	1	20	18	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Palouse School District	101	3	200	49	Y	N	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pasco School District	123	19	14254	10230	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pateros School District	171	2	300	165	Y	N	N	N	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Paterson School District	123	1	102	72	Y	Y	NA	NA	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pe Ell School District	113	1	303	137	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Peninsula School District	121	16	9169	1604	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pioneer School District	113	2	707	273	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pomeroy School District	123	2	335	123	Y	N	N	N	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Port Angeles School District	114	11	4147	1254	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Port Townsend School District	114	4	1408	484	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Prescott School District	123	2	239	164	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Prosser School District	123	6	2918	1831	Y	Y	N	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pullman School District	101	6	2376	537	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Puyallup School District	121	33	20802	4768	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Queets-Clearwater School District	114	1	19	19	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Quilcene School District	114	2	307	71	Y	N	N	N	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Quillayute Valley School District	114	7	3737	897	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Quincy School District	171	7	2563	1495	Y	Y	N	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rainier School District	113	3	918	391	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Reardan-Edwall School District	101	2	671	219	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Renton School District	121	25	13944	4203	Y	Y	N	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Republic School District	101	4	395	130	Y	Y	N	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Name of LEA here					Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ C	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA
Richland School District	123	17	10782	3311	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ridgefield School District	112	4	2161	447	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ritzville School District	101	2	337	124	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Riverside School District	101	5	1658	673	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Riverview School District	121	8	3205	311	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rochester School District	113	6	2338	801	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Roosevelt School District	112	1	35	0	Y	Y	NA	NA	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rosalia School District	101	1	215	78	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Royal School District	105	3	1499	1199	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Satsop School District	113	1	60	25	Y	Y	NA	NA	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Seattle School District	121	93	45976	17920	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sedro-Woolley	189	12	4283	1369	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Selah School District	105	6	3375	1024	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Selkirk Consolidated School District	101	2	279	113	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sequim School District	114	5	2935	868	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Shaw Island School District	189	1	17	0	Y	Y	NA	NA	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Shelton School District	113	8	4167	1543	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Shoreline School District	121	17	8962	1098	Y	Y	N	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Snoqualmie Valley School District	121	11	5970	456	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Bend School District	113	2	526	318	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Kitsap School District	114	17	10013	0	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Southside School District	113	1	228	68	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Spokane School District	101	46	27970	9841	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sprague School District	101	2	84	58	Y	N	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Stanwood Camano School District	189	11	5071	976	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Starbuck School District	123	1	25	0	Y	Y	NA	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Steilacoom School District	121	8	5583	477	Y	N	N	N	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Detailed Table for A-1 -- Exhibit 1: Required Components and Optional/Competitive Components

	ESD	LEA Demographics			Signatures on Partnership Agreements				Partnership Agreement		Preliminary Scope of Work -- Participation in Each Applicable Plan Criterion										
Participating LEAs	Name of Educational Service District	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt (or equivalent)	President of Local School Board	President of Local Teachers Union	Principals' Representative	Optional Components Innovation Clusters	Required Components	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(w)(c)	(D)(2)(w)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(3)
Name of LEA here					Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ C	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA
Steptoe School District	101	1	39	0	Y	Y	NA	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Stevenson-Carson School District	112	5	1431	351	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sultan School District	189	6	2169	923	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Summit Valley School District	101	1	99	0	Y	Y	NA	NA	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sumner School District	121	13	8149	1777	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sunnyside School District	105	8	6015	6014	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tacoma School District	121	64	28586	17189	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Taholah School District	113	2	194	136	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tahoma School District	121	9	7401	717	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tekoa School District	101	2	216	92	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tenino School District	113	4	1255	513	Y	Y	N	N	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Thorp School District	105	1	154	46	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Toledo School District	113	3	849	358	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tonasket School District	171	3	1061	613	Y	Y	Y	N	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Toppenish School District	105	7	3521	3375	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Touchet School District	123	1	299	138	Y	N	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Toutle Lake School District	112	2	626	249	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Trout Lake School District	112	2	178	0	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tukwila School District	121	5	2923	1178	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tumwater School District	113	14	6765	1244	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Union Gap School District	105	1	616	440	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
University Place School District	121	9	5568	1224	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Valley School District	101	2	1010	152	Y	N	N	N	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vancouver School District	112	40	22528	6972	Y	Y	N	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vashon Island School District	121	5	1524	152	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wahkiakum School District	112	2	464	72	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wahluke School District	105	6	1999	1665	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Detailed Table for A-1 -- Exhibit 1: Required Components and Optional/Competitive Components

	ESD	LEA Demographics			Signatures on Partnership Agreements				Partnership Agreement		Preliminary Scope of Work -- Participation in Each Applicable Plan Criterion										
Participating LEAs	Name of Educational Service District	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt (or equivalent)	President of Local School Board	President of Local Teachers Union	Principals' Representative	Optional Components Innovation Clusters	Required Components	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(3)
Name of LEA here					Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ C	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA
Waitsburg School District	123	3	337	121	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Walla Walla School District	123	12	6103	2704	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wapato School District	105	6	3284	2773	Y	Y	N	N	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Warden School District	171	3	951	583	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Washougal School District	112	7	2979	873	Y	Y	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Washtucna School District	101	1	62	14	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wellpinit School District	101	5	579	276	Y	N	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wenatchee School District	171	17	7829	36	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Valley School District (Spokane)	101	11	3798	1220	Y	Y	N	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Valley School District (Yakima)	105	9	4944	1636	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
White River School District	121	7	4150	673	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
White Salmon Valley School District	112	4	1192	440	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wilbur School District	101	2	249	76	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Willapa Valley School District	113	2	311	114	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wilson Creek School District	171	2	122	34	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Winlock School District	113	4	754	455	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wishkah Valley School District	113	1	132	75	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wishram School District	112	1	65	64	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Woodland School District	112	6	2159	1051	Y	N	N	N	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Yakima School District	105	23	15309	80	Y	Y	N	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Yelm School District	113	10	5433	1398	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Zillah School District	105	4	1367	401	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Data is not available for Benge and Damman due to non-reporting to the state's Comprehensive Education Data and Reporting System (CEDARS). Contact the district directly for enrollment/poverty information.

Detailed Table for A-1 -- Exhibit 1: Optional/Competitive Components

		Innovation Clusters			
		Teacher & Leader Development and Effectiveness	Persistently Lowest-Achieving (PLA) Schools	Improved College & Career Readiness & Closing the Achievement Gap	Improving Science, Technology, Engineering, & Math Performance
Participating LEAs	ESD				
Name of LEA here					
Aberdeen School District	113	N	N	N	N
Adna School District	113	Y	N	N	Y
Almira School District	101	Y	N	Y	Y
Anacortes School District	189	Y	N	N	N
Arlington School District	189	Y	Y	Y	Y
Asotin-Anatone School District	101	Y	N	Y	Y
Auburn School District	121	Y	N	Y	Y
Bainbridge Island School District	121	N	N	N	Y
Battle Ground School District	112	N	N	Y	N
Bellevue School District	121	N	N	N	N
Bellingham School District	189	N	N	N	N
Bethel School District	121	N	N	N	N
Bickleton School District	105	N	N	N	N
Blaine School District	189	Y	N	N	N
Boistfort School District	113	Y	N	N	N
Bremerton School District	114	N	N	N	Y
Brewster School District	171	N	N	Y	N
Bridgeport School District	171	N	N	N	N
Brinnon School District	114	N	N	N	N
Burlington-Edison School District	189	N	N	N	N
Camas School District	112	N	N	Y	Y
Cape Flattery School District	114	N	N	N	Y
Carbonado School District	121	N	N	Y	Y
Cascade School District	171	N	N	N	N
Cashmere School District	171	Y	Y	Y	Y
Castle Rock School District	112	N	N	N	N
Central Kitsap School District	114	Y	Y	Y	Y
Central Valley School District	101	N	N	N	Y
Centralia School District	113	N	N	N	N
Chehalis School District	113	N	N	N	N
Cheney School District	101	Y	N	Y	Y
Chewelah School District	101	N	N	N	N
Chimacum School District	114	N	N	N	N
Cle Elum - Roslyn School District	105	N	N	N	N
Clover Park School District	121	Y	N	Y	Y

Detailed Table for A-1 -- Exhibit 1: Optional/Competitive Components

		Innovation Clusters			
		Teacher & Leader Development and Effectiveness	Persistently Lowest-Achieving (PLA) Schools	Improved College & Career Readiness & Closing the Achievement Gap	Improving Science, Technology, Engineering, & Math Performance
Participating LEAs	ESD				
Name of LEA here					
Colfax School District	101	Y	N	N	Y
College Place School District	123	Y	Y	Y	Y
Columbia School District (Stevens)	101	N	N	Y	N
Columbia School District (Walla Walla)	123	N	N	N	Y
Colville School District	101	Y	N	Y	Y
Concrete School District	189	N	N	N	N
Cosmopolis School District	113	N	N	N	N
Coulee Hartline School District	171	N	N	N	N
Crescent School District	114	N	N	N	N
Creston School District	101	Y	Y	Y	Y
Curlew School District	101	N	N	N	N
Cusick School District	101	N	Y	Y	Y
Darrington School District	189	N	N	N	N
Davenport School District	101	N	N	Y	Y
Dayton School District	123	N	N	N	N
Deer Park School District	101	Y	N	N	N
Dixie School District	123	Y	N	N	Y
East Valley School District (Spokane)	101	Y	Y	Y	Y
East Valley School District (Yakima)	105	N	N	N	N
Eastmont School District	171	Y	N	N	N
Easton School District	105	N	N	N	N
Edmonds School District	189	N	N	Y	Y
Ellensburg School District	105	N	N	N	Y
Elma School District	113	N	N	N	N
Entiat School District	171	N	N	N	N
Enumclaw School District	121	N	N	N	N
Ephrata School District	171	N	N	Y	N
Evaline School District	113	N	N	N	N
Everett School District	189	Y	Y	Y	Y
Evergreen School District (Clark)	112	Y	Y	Y	Y
Evergreen School District (Stevens)	101	N	N	N	N
Federal Way School District	121	N	N	N	N
Ferndale School District	189	N	N	N	N
Fife School District	121	N	N	N	N
Finley School District	123	N	N	Y	Y

Detailed Table for A-1 -- Exhibit 1: Optional/Competitive Components

		Innovation Clusters			
		Teacher & Leader Development and Effectiveness	Persistently Lowest-Achieving (PLA) Schools	Improved College & Career Readiness & Closing the Achievement Gap	Improving Science, Technology, Engineering, & Math Performance
Participating LEAs	ESD				
Name of LEA here					
Franklin Pierce School District	121	N	Y	Y	Y
Freeman School District	101	Y	Y	Y	Y
Garfield School District	101	N	N	N	N
Glenwood School District	112	N	N	N	N
Goldendale School District	105	N	N	N	N
Grand Coulee Dam School District	171	Y	N	Y	N
Grandview School District	105	N	N	N	N
Granger School District	105	N	N	N	N
Granite Falls School District	189	N	N	N	N
Grapeview School District	113	N	N	N	N
Great Northern School District	101	N	N	N	N
Green Mountain School District	112	N	N	N	Y
Griffin School District	113	N	N	N	N
Highland School District	105	N	N	N	N
Highline School District	121	N	N	N	N
Hockinson School District	112	N	N	N	N
Hood Canal School District	113	N	N	N	N
Hoquiam School District	113	N	N	N	N
Inchelium School District	101	N	N	N	N
Index School District	189	N	N	N	N
Issaquah School District	121	N	N	Y	Y
Kahlotus School District	123	Y	N	N	N
Kalama School District	112	N	N	N	N
Keller School District	101	Y	Y	Y	Y
Kelso School District	112	N	N	N	N
Kennewick School District	123	Y	N	Y	Y
Kent School District	121	N	Y	Y	Y
Kettle Falls School District	101	Y	Y	Y	Y
Kiona-Benton City School District	123	N	N	N	N
Kittitas School District	105	N	N	N	N
Klickitat School District	112	N	N	Y	N
La Conner School District	189	N	N	N	N
LaCrosse School District	101	N	N	Y	Y
Lake Chelan School District	171	Y	Y	Y	Y
Lake Quinault School District	113	Y	N	N	N

Detailed Table for A-1 -- Exhibit 1: Optional/Competitive Components

		Innovation Clusters			
		Teacher & Leader Development and Effectiveness	Persistently Lowest-Achieving (PLA) Schools	Improved College & Career Readiness & Closing the Achievement Gap	Improving Science, Technology, Engineering, & Math Performance
Participating LEAs	ESD				
Name of LEA here					
Lake Stevens School District	189	Y	N	Y	Y
Lake Washington School District	121	N	N	Y	Y
Lakewood School District	189	N	N	N	N
Lamont School District	101	N	N	N	N
Liberty School District	101	N	N	N	N
Lind School District	101	N	N	N	N
Longview School District	112	Y	Y	Y	Y
Lopez Island School District	189	N	N	Y	N
Lyle School District	112	Y	N	N	N
Mabton School District	105	N	N	N	N
Manson School District	171	N	N	Y	N
Mary M. Knight School District	113	N	N	N	Y
Mary Walker School District	101	N	N	N	N
Marysville School District	189	N	Y	Y	N
McCleary School District	113	N	N	N	N
Mead School District	101	N	N	N	Y
Medical Lake School District	101	N	Y	Y	Y
Mercer Island School District	121	N	N	N	N
Methow Valley School District	171	Y	N	Y	Y
Mill A School District	112	N	N	N	N
Monroe School District	189	N	N	Y	Y
Montesano School District	113	N	N	N	N
Morton School District	113	Y	Y	Y	Y
Moses Lake School District	171	N	N	N	N
Mossyrock School District	113	N	N	N	N
Mount Baker School District	189	N	N	N	N
Mount Vernon School District	189	N	N	Y	N
MountAdams School District	105	N	N	N	N
MountPleasant School District	112	N	N	N	N
Mukilteo School District	189	N	N	N	N
Naches Valley School District	105	N	N	N	N
Napavine School District	113	N	N	N	N
Naselle-Grays River Valley	112	N	N	N	N
Nespelem School District	171	N	N	N	N
Newport School District	101	Y	Y	Y	Y

Detailed Table for A-1 -- Exhibit 1: Optional/Competitive Components

		Innovation Clusters			
		Teacher & Leader Development and Effectiveness	Persistently Lowest-Achieving (PLA) Schools	Improved College & Career Readiness & Closing the Achievement Gap	Improving Science, Technology, Engineering, & Math Performance
Participating LEAs	ESD				
Name of LEA here					
Nine Mile Falls School District	101	N	N	N	N
Nooksack Valley School District	189	Y	Y	Y	Y
North Beach School District	113	N	N	N	N
North Franklin School District	123	Y	N	Y	N
North Kitsap School District	114	N	N	N	Y
North Mason School District	114	N	N	N	N
North River School District	113	N	N	N	N
North Thurston School District	113	N	N	N	N
Northport School District	101	Y	Y	Y	Y
Northshore School District	121	Y	Y	Y	Y
Oak Harbor School District	189	N	N	N	N
Oakedale School District	101	N	N	N	N
Oakville School District	113	N	N	N	N
Ocean Beach School District	112	N	N	N	N
Ocosta School District	113	N	Y	Y	Y
Odessa School District	101	N	N	Y	Y
Olympia School District	113	Y	N	Y	Y
Omak School District	171	Y	N	Y	Y
Onalaska School District	113	N	Y	Y	Y
Onion Creek School District	101	N	N	N	N
Orchard Prairie School District	101	N	N	N	N
Orient School District	101	Y	Y	Y	Y
Orondo School District	171	N	N	Y	N
Oroville School District	255	Y	Y	Y	Y
Orting School District	121	Y	Y	Y	Y
Othello School District	123	N	N	Y	N
Palisades School District	171	N	N	N	N
Palouse School District	101	N	N	N	N
Pasco School District	123	Y	Y	Y	Y
Pateros School District	171	N	N	Y	Y
Paterson School District	123	Y	Y	Y	Y
Pe Ell School District	113	N	N	N	N
Peninsula School District	121	N	Y	N	Y
Pioneer School District	113	N	N	N	N
Pomeroy School District	101	Y	N	Y	Y

Detailed Table for A-1 -- Exhibit 1: Optional/Competitive Components

		Innovation Clusters			
		Teacher & Leader Development and Effectiveness	Persistently Lowest-Achieving (PLA) Schools	Improved College & Career Readiness & Closing the Achievement Gap	Improving Science, Technology, Engineering, & Math Performance
Participating LEAs	ESD				
Name of LEA here					
Port Angeles School District	114	N	N	N	N
Port Townsend School District	114	Y	N	Y	N
Prescott School District	123	Y	N	N	N
Prosser School District	123	N	N	Y	N
Pullman School District	101	Y	N	Y	Y
Puyallup School District	121	N	N	N	N
Queets-Clearwater School District	114	N	N	N	N
Quilcene School District	114	Y	Y	Y	Y
Quillayute Valley School District	114	Y	Y	Y	Y
Quincy School District	171	N	N	Y	Y
Rainier School District	113	N	N	N	N
Reardan-Edwall School District	101	N	N	N	N
Renton School District	121	N	N	Y	Y
Republic School District	101	Y	Y	Y	Y
Richland School District	123	Y	N	N	Y
Ridgefield School District	112	N	N	N	N
Ritzville School District	101	N	N	N	N
Riverside School District	101	Y	Y	Y	Y
Riverview School District	121	N	N	N	N
Rochester School District	113	N	N	N	Y
Roosevelt School District	112	N	N	N	N
Rosalia School District	101	Y	N	Y	Y
Royal School District	105	N	N	N	N
Satsop School District	113	N	N	N	N
Seattle School District	121	Y	Y	Y	Y
Sedro-Woolley School District	189	N	N	N	N
Selah School District	105	N	N	Y	Y
Selkirk Consolidated School District	101	N	N	Y	Y
Sequim School District	114	N	N	N	N
Shaw Island School District	189	N	N	N	N
Shelton School District	113	N	N	Y	N
Shoreline School District	121	Y	N	Y	Y
Snoqualmie Valley School District	121	N	N	Y	Y
South Bend School District	113	N	N	Y	N
South Kitsap School District	114	N	N	N	N

Detailed Table for A-1 -- Exhibit 1: Optional/Competitive Components

		Innovation Clusters			
		Teacher & Leader Development and Effectiveness	Persistently Lowest-Achieving (PLA) Schools	Improved College & Career Readiness & Closing the Achievement Gap	Improving Science, Technology, Engineering, & Math Performance
Participating LEAs	ESD				
Name of LEA here					
Southside School District	113	N	N	N	N
Spokane School District	101	Y	Y	Y	Y
Sprague School District	101	N	N	N	N
Stanwood School District	189	N	N	Y	N
Starbuck School District	123	N	N	N	N
Steilacoom School District	121	Y	N	Y	Y
Steptoe School District	101	N	N	N	N
Stevenson-Carson School District	112	N	N	N	N
Sultan School District	189	N	N	N	N
Summit Valley School District	101	N	N	N	N
Sumner School District	121		N	N	N
Sunnyside School District	105	N	N	N	N
Tacoma School District	121	Y	Y	Y	Y
Taholah School District	113	Y	N	Y	Y
Tahoma School District	121	N	N	N	N
Tekoa School District	101	Y	N	Y	N
Tenino School District	113	Y	Y	Y	Y
Thorp School District	105	N	N	N	N
Toledo School District	113	N	N	Y	N
Tonasket School District	171	N	N	Y	Y
Toppenish School District	105	Y	Y	Y	Y
Touchet School District	123	N	N	N	N
Toutle Lake School District	112	Y	N	Y	Y
Trout Lake School District	112	Y	N	Y	Y
Tukwila School District	121	N	N	N	N
Tumwater School District	113	N	N	N	N
Union Gap School District	105	N	N	N	N
University Place School District	121	Y	N	Y	N
Valley School District	101	Y	Y	Y	Y
Vancouver School District	112	Y	Y	Y	Y
Vashon Island School District	121	N	N	N	N
Wahkiakum School District	112	N	N	N	N
Wahluke School District	105	N	N	N	N
Waitsburg School District	123	Y	N	Y	Y
Walla Walla School District	123	N	N	N	N

Detailed Table for A-1 -- Exhibit 1: Optional/Competitive Components

		Innovation Clusters			
		Teacher & Leader Development and Effectiveness	Persistently Lowest-Achieving (PLA) Schools	Improved College & Career Readiness & Closing the Achievement Gap	Improving Science, Technology, Engineering, & Math Performance
Participating LEAs	ESD				
Name of LEA here					
Wapato School District	105	N	N	Y	N
Warden School District	171	Y	Y	Y	Y
Washougal School District	112	N	N	N	N
Washtucna School District	101	Y	N	N	N
Wellpinit School District	101	N	N	N	N
Wenatchee School District	171	N	N	N	N
West Valley School District (Spokane)	101	Y	Y	Y	Y
West Valley School District (Yakima)	105	N	N	N	N
White River School District	121	Y	N	Y	Y
White Salmon Valley School District	112	N	N	N	N
Wilbur School District	101	N	N	Y	N
Willapa Valley School District	113	N	N	N	N
Wilson Creek School District	171	N	N	N	N
Winlock School District	113	N	N	N	N
Wishkah Valley School District	113	Y	N	N	Y
Wishram School District	112	N	N	N	N
Woodland School District	112	N	Y	Y	Y
Yakima School District	105	Y	Y	Y	Y
Yelm School District	113	N	N	N	N
Zillah School District	105	Y	Y	Y	Y

A-2 -- STAKEHOLDER LETTERS OF SUPPORT

Organization
Washington Congressional delegation
Washington State Legislature - education leadership
Alliance for Education
Association Leaders' letter - Monte Bridges, Phil Brockman, Kevin Laverty, Mary Lindquist
Association of Washington School Principals
Battelle
Black Education Strategy Roundtable
Council of Presidents
Excellent Schools NOW
Greater Seattle Chamber of Commerce
Highline Public Schools - letter received with Partnership Agreement
King County Hispanic Chamber of Commerce
League of Education Voters
Nesholm Family Foundation
Pacific Science Center
Philanthropic Leaders - Jackie and Mike Bezos, Tricia Raikes, Norman Rice, Patrick Shanahan, Brad Smith, Cree Zischke
Public School Employees of Washington
Renton School District - letter received with Partnership Agreement
Stand for Children
State of Washington Commission on African American Affairs
State of Washington Commission on Asian Pacific American Affairs
State of Washington Commission on Hispanic Affairs
State of Washington Department of Early Learning
State of Washington Higher Education Coordinating Board
State of Washington Professional Educators Standards Board
State of Washington Workforce Training and Education Coordinating Board
Technology Alliance
Thrive by Five Washington
Urban League of Seattle
Washington Association for Career and Technical Education
Washington Association of Colleges for Teacher Education
Washington Association of School Administrators
Washington Education Association
Washington Roundtable and Partnership for Learning, Joint letter
Washington State Board For Community & Technical Colleges
Washington State PTA
Washington State School Directors' Association

Congress of the United States

Washington, DC 20515

May 20, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan,

We are writing in strong support of Washington state's Race to the Top application. The education of our children is the paramount duty of the Washington state government. Our state's application is an example of how innovative federal and state initiatives can come together to help students achieve at the highest level possible.

Washington state's application and actions demonstrate a strong commitment to closing the achievement gap, creating effective teachers and principals through an improved evaluation system, and turning around Washington's lowest performing schools. The Washington State Legislature used the Race to the Top program as a tool to pass state-level education reform legislation, building on the state's sincere commitment to improving student learning.

Throughout the state and in our congressional districts, we have seen parents, teachers, school leaders, support staff, policy-makers, and business leaders working together to make these reforms a reality. These partnerships demonstrate Washington's strong dedication to implementing and sustaining these reforms. This grant will help our state make lasting gains in closing the achievement gap, in teaching science, math, engineering and technology, in strengthening teachers and principals, and in giving us the data to help every child reach their highest potential.

We thank you for your consideration of Washington state's Race to the Top application. Please do not hesitate to contact our offices with any questions.

Sincerely,

Patty Murray
United States Senator

Maria Cantwell
United States Senator

PRINTED ON RECYCLED PAPER

Norm Dicks
United States Representative

Jim McDermott
United States Representative

Adam Smith
United States Representative

Jay Inslee
United States Representative

Brian Baird
United States Representative

Rick Larsen
United States Representative

Washington State Legislature

May 12, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan,

We strongly support Washington's Race to the Top application. During our recently concluded legislative session, we passed SB 6696 and HB 2776, a comprehensive K-12 education reform measure that builds upon the education reforms Washington began in 1993 and a financing system to support this work.

The reforms will help close achievement gaps, by creating an accountability system that recognizes success and requires action when improvement is needed, improving teaching and learning through better evaluation of teachers and principals, broadening educator preparation programs, and strengthening parent and community involvement. The financing system will provide a transparent and practical way to support student learning.

Our state's continuing reform efforts, the new legislation and our application are built upon collaboration among school staff, teachers, principals, administrators, policy makers, communities, education associations, parents and business. These are true and lasting partnerships. This foundation gives us the ability to take full advantage of the opportunity presented by Race to the Top to move our state forward, making sustainable and systemic improvements for our children and their children.

Even in these difficult economic times, we know our students must be prepared to be more competitive in our state, regional and national economies and that innovation fueled by excellence in math, science, engineering and technology are keys to their success.

Sincerely,

Rosemary McAuliffe
Senator McAuliffe
Chair, Senate K-12 Education

Dave Quall
Representative Quall
Chair, House Education Committee

Senator King
Ranking Minority Member
Senate K-12 Education

Representative Priest
Ranking Minority Member
House Education Committee

Legislative Building • Olympia, WA 98504-0482

May 17, 2010

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The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

The Alliance for Education is a local education fund that supports public education in Seattle. We do this in three ways: raising and investing millions of private dollars directly into Seattle Public Schools; acting as an independent voice and external catalyst for policy changes; and facilitating conversations on education issues amongst community groups, organizations and civic leaders. We support the goals of Race to the Top and the reform potential it has catalyzed in Washington State.

Please find this letter of support for Washington State's Race to the Top application. RTTT has provided valuable leverage for the regional work to-date. Earlier this year, the Washington State legislature passed S.B. 6696, putting in place the education reforms that, when implemented, will result in a stronger education system for all of our students. These policy changes include improving the evaluation criteria for teachers and principals, prioritizing more funding for STEM programs, turning around lower-performing schools and opening up alternative routes for would-be teachers. We believe these reforms will result in a stronger teaching corps and will better prepare our students to be productive citizens of the future.

The Alliance is a founding partner in a current coalition effort recommending changes to the Seattle Public Schools' teacher contract. Prior to the start of bargaining, we advocated for specific reforms in three categories – support & development, performance & evaluation, and compensation & career opportunities. We advocated that all be fully implemented in time for the 2011-2012 school year. The coalition quickly attracted a diverse array of more than 25 citywide organizations and civic leaders in support of the proposed reforms.

The Alliance focuses exclusively on Seattle. As the largest district in the state, we have the opportunity to lead reforms that will spread across Washington. With a strong school board and Superintendent in place, our district has been laying the groundwork over the past few years for dramatic changes that we believe will result in improved outcomes for all of our richly diverse student populations.

The recently adopted state-level reforms send a very important message, but Washington State needs to push further. We need to address the entrenched inequities that exist among diverse student populations; regionally we are actually witnessing a growing achievement gap. We continue to strive for meaningful policy changes that will eliminate this persistent and pernicious gap.

We are excited to be part of building the public and political will needed to embrace – and successfully implement – these reforms. We applaud the direction of the Department of Education and encourage you to continue the pressure for critical reforms that will result in better opportunities for all students.

Sincerely,

Sara Morris
President & CEO
Alliance for Education

May 4, 2010

Dear Superintendent:

We are writing to you to express our strong support for Washington's Race to the Top application. As you know, your district has a critical role to play right now. We encourage you to sign your partnership agreement and return it to the state.

Our state is pushing hard to improve our schools and, just recently, Governor Chris Gregoire signed into law major education reforms.

Right now we have a crucial opportunity to get the resources we need to make a difference in our schools and for our students. Three weeks ago, Governor Gregoire kicked off an effort to unite educators across the state around Washington's application for Race to the Top funding from the federal government.

At stake is $250 million for education. The funds will play a critical role in improving our schools and advancing the reform efforts we've already begun.

Race to the Top brings together our teachers, administrators, principals, school board members and communities to collaborate on closing the achievement gap that leaves too many of our minority and low income children from accomplishing all they can in school. In fact, Washington is one of the few states in which that gap is actually growing. We can and must do a better job to ensure all students can succeed in school.

The federal funds will support new research-based tools for teacher development, to evaluate teachers and principals and to help our lowest performing schools find paths to success.

Race to the Top also supports meaningful innovation in our schools. Far too often, dedicated and creative teachers and principals are stymied in their efforts to improve schools by lack of the necessary ingredients to support change. And in too many parts of our state, schools are left without the resources for robust math and science programs, up-to-date technology or meaningful professional development for staff to meet the needs of all of our students. Race to the Top funding would play a critical role in implementing these and other important changes, making them a reality in districts across our state.

Last month, the federal government announced the first two winners of Race to the Top funding: Delaware and Tennessee.

What distinguished those states from others that applied? Their educators, school and district leaders, and Associations all worked together and supported statewide plans to improve public schools for all students. They chose to make a difference.

The lesson was clear. To succeed, Washington must unite around school reform. That's why we're working closely with the Governor on the state's application.

In education, time does matter. Each year, more than one million children attend public school in our state. Every single one of these students deserves the best we can provide them.

Washington has 295 school districts and we need every one of them to examine how their students would benefit. Participation is the heart and soul of the state's Race to the Top application. Working together, teachers, principals, superintendents, support staff, school boards and community members can move our state toward the goal of a quality education for every student.

Let's show that we are united across the state for the benefit of all of our students. Please return your signed Partnership Agreement so we can submit the strongest possible Race to the Top application.

Sincerely,

Monte Bridges, *President, Washington Association of School Administrators*
Phil Brockman, *President, Association of Washington School Principals*
Kevin Laverty, *President, Washington State School Directors' Association*
Mary Lindquist, *President, Washington Education Association*

ASSOCIATION OF WASHINGTON SCHOOL PRINCIPALS
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800.562.6100 · 360.357.7951 · FAX: 360.357.7966 · www.awsp.org

May 7, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan:

I am writing to express strong support for Washington's Race to the Top grant application.

We in Washington state do not have all the answers. What we do have are bright, creative leaders in the education community, bound together by a spirit of cooperation and a priority of putting student achievement first. The Association of Washington School Principals—the professional association for 98 percent of the state's building leaders—is very excited about the potential support coming from Race to the Top, which will allow us to revamp both teacher and principal evaluation systems as leverage for improving teaching and learning.

Our Association has been engaged throughout the state's application process, and we are just one of many organizations that feel a deep sense of ownership for this work. Along with key educators, stakeholders and policymakers in Washington state, we are truly committed to seeing this work through to fruition. We have already invested tremendous resources to make this happen, from reviewing research to developing protocols to lobbying for the passage of education reform legislation.

Our commitment is making a difference. On March 29, 2010, Gov. Chris Gregoire signed SB 6696, a substantial education reform law that will help us improve academic outcomes, raise instruction and academic standards, and provide a focused approach to ensuring high student achievement. Race to the Top funding would support our commitment to these essential goals.

We know that all the reform rhetoric will mean nothing if we cannot influence the way teachers teach and principals lead. It is our firm belief that we are moving in the right direction and that our state can invest Race to the Top money into a system that will not only increase student achievement in the short term, but will sustain high expectations and achievement of students into the future.

Sincerely,

Gary Kipp
Executive Director
Association of Washington School Principals

STATE COMPONENTS
Elementary School Principals Association of Washington (ESPAW)
Association of Washington Middle Level Principals (AWMLP)
Washington Association of Secondary School Principals (WASSP)

NATIONAL AFFILIATES
National Association of Elementary School Principals (NAESP)
National Association of Secondary School Principals (NASSP)

Battelle
The Business of Innovation

PACIFIC NORTHWEST DIVISION

Mike Kluse
MSIN K1-46
Phone: 509.375.6600
Fax: 509.375.6844
mkluse@pnl.gov

May 20, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan:

On behalf of the more than 4700 employees at the Pacific Northwest National Laboratory (PNNL) and Battelle Memorial Institute, operator of PNNL for the U.S. Department of Energy, we'd like to applaud your efforts through the federal Race-to-the-Top program to catalyze education reform and dramatic STEM education improvement at scale.

We believe the impacts of this effort will dramatically address the wide-spread and urgent call for improvements in our nation's educational system to support our economic competitiveness, national security, and the abilities of our citizens to engage in thoughtful public discourse on critical issues and to make informed societal and personal decisions.

We view Race-to-the-Top as a grand opportunity to catalyze substantive private/public partnerships in Washington State that have real impact, and for those impacts to occur at a faster pace and in a more coordinated way than this state has previously experienced. The promise of transformational change versus incremental improvement excites us.

Battelle has a strong history of partnering with public and private partners to enhance and improve education in general, and STEM education in particular. Our core skills in program management, systems engineering, product design and managing simultaneous partnerships have translated into high value for STEM education partnerships in the communities, states and regions in which Battelle operates.

This is especially true in states where Battelle operates scientific research and technology development laboratories. Here in Washington State, the Pacific Northwest National Laboratory has leveraged federal support from the U.S. Department of Energy and Battelle's corporate advocacy and philanthropy to help launch and lead a science education network that brings research and best practices to classrooms across our state. This network, called the Leadership and Assistance for Science Education Reform (LASER) Network, is a fundamental

902 Battelle Boulevard P.O. Box 999 Richland, WA 99352 888.375.7665 inquiry@pnl.gov www.pnl.gov

pillar for the proposed work within Washington State's proposal to create *STEM Innovation Clusters*. These Clusters will assist schools and school districts that are committed to providing students with the knowledge, skills and habits of mind they will need to be ready for and successful in college and careers, including STEM fields. These *STEM Innovation Clusters*, in partnership with the LASER Network, not only hold great potential for improvements in science education, but could be the foundation for dramatic improvements in mathematics, engineering and technology education.

It is not hard to imagine how such a network provides the basis for a focused effort on the integration and applications of STEM. Again, Battelle and PNNL have worked closely with the Office of the Superintendent of Public Instruction to demonstrate how a STEM focused high school, open to all students, can impact the ways STEM is learned and taught in Washington's secondary schools. Delta High School, modeled after Battelle's Metro School in Columbus, Ohio, is part of an emerging network of schools in Washington. These schools are not only an outgrowth of Washington's science network, but represent the next innovation needed to reach our state's aspiration to provide a high-quality STEM learning system for all students as the foundation for college success, meaningful employment, economic competitiveness, and civic engagement.

Connected to these *Science Innovation Clusters* is the state's most effective public/private partnership to support students, historically under-represented in STEM fields, to successfully pursue and succeed in post-secondary education. Battelle and PNNL were founding members of Washington State's Mathematics, Engineering and Science Achievement (MESA) program.

We share this information with your for two reasons. First, to demonstrate that we are a committed STEM partner with a history of working with public and private education stakeholders found within the formal and informal education spheres. As a part of Washington's Race-to-the-Top Initiative, we plan to remains so, bringing our human, financial and technical resources to bear on the shared STEM education priorities of our state. Second, to make the point that our public and private partners in Washington, participating in the *STEM Innovation Clusters*, have roots in this state and you can expect that we will be there for the "long haul" in this effort to improve STEM education for all students.

We not only bring a strong track record of STEM education engagement in Washington, but in many other regions across the country as a result of Battelle's national STEM education commitments. Battelle's approach of connecting advocacy, on-the-ground engagement and philanthropy holds out further potential for enhancing the Race-to-the-Top efforts in Washington because the work being proposed in Washington's Race-to-the-Top proposal can be connected to an emerging multi-state STEM network that Battelle, and its affiliated laboratories and partners, are working to create. This STEM network holds forth the promise of closing the STEM education achievement gap in various states around the country for minority students and those living in poverty. Please note the duel signatures on this letter from executives in Washington State and at our corporate headquarters in Ohio. This signifies the broad reach and local impact that Battelle wishes to have with our STEM education engagement. Our multi-state STEM network emphasis is aimed at simultaneously enabling Washington State to benefit

from Battelle's involvement across other regions, and for these regions to accelerate their own work from Washington's progress.

Finally, we view Race-to-the-Top as a unique opportunity, created by the American Recovery and Reinvestment Act, to improve education nationally and in Washington State. We support Washington's Race-to-the-Top application and stand ready to engage in this extraordinary opportunity.

Sincerely,

(b)(6)

Richard D. Rosen
Vice President, Education and Philanthropy

(b)(6)

Mike Kluse
Senior Vice President

Black Education Strategy Roundtable

May 7, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan:

We support Washington State's Race to the Top grant application. The application and associated legislation approved this year show that our state is advancing reforms to help students succeed. With the added leverage of RTT grant funding, our state could expedite its progress.

While we'd hoped for stronger language in some areas of the application, we are pleased with the final product. Powerful stakeholders worked together to craft the application. Their collaboration resulted in reform proposals that are ambitious AND attainable.

Washington State has a very diverse population. Among our state's one million public school students, 35 percent are children of color, and 40 percent qualify for free or reduced price lunch. RTT funding will advance one of our highest educational priorities – closing the state's achievement gap for students of color and low-income students.

Washington is a global leader in critical industries. We will lose that distinction unless we reform our schools so that children of color – and all children -- achieve at a high level. Only effective and speedy education reform can give our children access to the jobs of the future. RTT is a critical element in that transformation.

We wear various hats as advocates for students. Dr. Jackson is president of the Washington State Alliance of Black School Educators. Dr. Bailey serves on the board of directors of the Pacific Science Center. Recently, we've served as steering team members of the Black Education Strategy Roundtable. Since 2006, this alliance of 300 advocates has worked to move state policy to close the achievement/opportunity gap. In the course of our work, we've seen evidence that change is underway, but it is moving far too slowly. RTT funding would expedite the educational reforms that our children desperately need.

We urge you to look favorably on Washington State's RTT grant application.

Sincerely,

(b)(6)

Dr. Thelma Jackson
Steering Team Member

(b)(6)

Dr. Mona Bailey
Steering Team Member

General Administration Building • Room 301A • P.O. Box 40926 • Olympia, WA 98504-0926 • (360) 725-5663 • rjenkins@caa.wa.gov

Citizens sign over 350 postcards in support of Washington's Race to the Top application and our education reform plan. Each signer had the opportunity to check a box to include their email address to receive future information about K-12 education reform issues and provide contact information. Below is a copy of the front and back of the postcard.

(b)(6)

I support Washington's Race to the Top application and our education reform plan. We must ensure that all Washington students will:

- → **Enter kindergarten ready to learn**
- → **Be competitive in math and science nationally and internationally**
- → **Attain high academic standards regardless of race, ethnicity, income or gender**
- → **Graduate prepared to succeed in college, training and careers**

Council of Presidents

Representing Washington's Public Baccalaureate Institutions

May 21, 2010

The Honorable Arne Duncan,
Secretary of Education, US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Mr. Secretary:

The Council of Presidents representing the public baccalaureate institutions of the state of Washington support the state of Washington's Race to the Top application.

As the presidents of the University of Washington, Washington State University, Eastern Washington University, Central Washington University, Western Washington University, and The Evergreen State College, we recognize the importance of providing every young person in our state with a strong educational foundation that prepares them to succeed at our institutions and in their careers and lives. The long term success of our state depends on our ability to increase the educational attainment of our citizens and to ensure that the opportunity to earn degrees at our colleges and universities is available to all of our young people regardless of their backgrounds.

We recognize the vital role our institutions play in preparing teachers, principals and superintendents for our K-12 schools. We have developed innovative strategies to address the shortages of teachers in critical areas such as math and science, and we are working with our local school districts to identify ways to partner more effectively to meet both short and long-term needs of our schools. Our institutions are committed to preparing teachers and leaders who are ready for the challenge of ensuring that their students achieve the highest standards possible.

Our public college and universities have also been strong partners in the development of college readiness standards and assessment tools that ensure that the high school curricula are aligned with expectations. We have adopted a College Readiness Math assessment built on the new standards and have established a common cutoff score for all public higher education institutions to ensure that students have rigorous preparation for college-level work. We are strong advocates of data-driven educational reform and have joined with all of our education partners in the creation of a state-level, longitudinal data system that monitors student success, particularly at the critical junctures between K-12, community college and our public baccalaureates.

The Council of Presidents is strongly supportive of the goals of the Race to the Top initiative and commit our institutions to partner in these important efforts.

Sincerely,

President Rodolfo Arevalo, Chair

President Mark Emmert

President Elson Floyd

President James Gaudino

President Les Purce

President Bruce Shepard

410 11th Ave SE, Suite 101
Olympia, WA 98501

www.councilofpresidents.org

PHONE: (360) 292-4100
FAX: (360) 292-4110

May 17, 2010

The Honorable Arne Duncan

U.S. Secretary of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

The Excellent Schools Now Coalition, an organization comprised of community leaders, business members, parents and education advocates from across Washington, is united in our support of the state's Race to the Top application.

The goals of Race to the Top are in line with our effort to increase student learning, close the achievement gap and prepare students to be college and career-ready. Race to the Top has served as critical leverage for our state and we are pleased by the improvements it has already created for Washington schools.

Earlier this year, the passage of Washington's Race to the Top legislation put in place reforms to turn around our lowest-performing schools, open up alternative routes to teaching, set better evaluation criteria for teachers and principals and move more funding to Science, Technology, Engineering and Math (STEM) achievement.

It is important to note that we support Washington's Race to the Top application, not just for the money owe may receive, but in recognition of the significant collaboration and compromise that has already gone into this process. And we are prepared to help support and strengthen these efforts as we move forward.

We commend your visionary leadership for launching the Race to the Top competition.

Sincerely,

(b)(6)

Karen Waters

Excellent Schools Now Coalition Manager

Excellent Schools Now Coalition *includes the following members: Alliance for Education, ArtsEd Washington, Black Collective, Black Education Strategy Roundtable, Coalition for Equal Education Rights, College & Work Ready Agenda, College Spark, College Success Foundation, Communities in Schools of Seattle, Executive Council for a Greater Tacoma, King County Hispanic Chamber of Commerce, League of Education Voters, Pacific Science Center, Partnership for Learning, Powerful Schools, Rainier Scholars, Seattle Biomedical Research Institute, Seattle Breakfast Group, Social Venture Partners, Stand for Children, Tabor 100, Technology Access Foundation, Technology Alliance, WashACE, Washington Alliance of Black School Educators, Washington Global Health Alliance, Washington State PTA , Washington Roundtable, and Washington Technology Industry Association. You can learn more about us at www.excellentschoolsnow.org*

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Seattle, WA 98101-2611

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206.389.7288 FAX
www.seattlechamber.com

May 28, 2010

The Honorable Arne Duncan
Secretary of Education, U.S. Department of Education
400 Maryland Ave SW
Washington, D.C. 20202

Dear Mr. Secretary,

I am writing to express the Greater Seattle Chamber's support for the state of Washington's Race to the Top initiative.

As a leader of the regional business community, we recognize the importance of providing every young person in our state with a strong educational foundation that prepares them to succeed at our institutions and in their careers and lives. The long term success of our state and the future of our business community depends on our ability to increase the educational attainment of our citizens and to ensure that the opportunity to earn degrees at our colleges and universities is available to all of our young people, regardless of their backgrounds.

We recognize the vital role our institutions play in preparing teachers, principals and superintendents for our K-12 schools. The Seattle Chamber has long supported efforts to increase standards and performance, and transform our schools into a world-class, student focused learning system.

The Greater Seattle Chamber of Commerce is strongly supportive of the goals of the Race to the Top initiative and is committed to partnering in these important efforts.

Sincerely,

(b)(6)

Phil Bussey
President and CEO
Greater Seattle Chamber of Commerce

Highline Public Schools
District 401
Educational Resource and Administrative Center
15675 Ambaum Boulevard Southwest
Burien, Washington 98166
www.hsd401.org • 206.433.0111

Board of Directors
Angelica Alvarez
Bernie Dorsey
Susan Goding
Sili Savusa
Michael D. Spear
Superintendent
John P. Welch

May 14, 2010

Randi Schaff, Executive Policy Advisor
Race to the Top Program
Governor's Executive Policy Office
P.O. Box 43113
Olympia, WA 98504-3113

Dear Randi:

Attached is the Partnership Agreement application and improvement plan for the Highline School District to participate in Washington's Race to the Top program.

Our work, and the requirements outlined in the Partnership Agreement, aligns with the state and federal government goals for student achievement. The School Board of Directors, the Highline Education Association (teachers' bargaining unit), the Principals' Association, and I are working in a spirit of collaboration in all four assurance areas to ensure students are prepared to succeed in the 21st century world of work, learning, and global citizenship.

Thank you for your consideration of this application. Please don't hesitate to call me if you have any questions.

Sincerely,

John P. Welch
Superintendent

Educate Every Student and Expect Excellence

May 3, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan:

I am writing today to express the strong support of the Latino business community for Washington's Race to the Top application.

Washington is one of the few states where the academic achievement gap is growing for Latino and African American children. Many business leaders within the Latino and African American communities strongly advocated for key Race to the Top reforms during the 2010 legislative session. That effort paid off, and Washington state took enormous steps forward this year with the passage of state Senate Bill 6696. While the Race to the Top funds served as a strong incentive to pass this legislation, the school reform movement now has real momentum to continue the efforts needed to improve our schools.

Our state is also committed to creating excellent Science, Technology, Engineering and Math (STEM) standards and curriculum. These efforts are supported by a diverse coalition of business, community, and education reform groups. In this increasingly interdependent world, our students need world class STEM offerings to compete globally and to join the complex, innovative workforce of the future.

The state is united as never before, with teachers, administrators, policymakers and key stakeholders working together to improve public education. We see this as a once-in-a-generation opportunity to enact long-term change and to ensure that our schools give children the opportunity to reach their full potential.

The Race to the Top funding would serve as a powerful catalyst for meaningful reform of education, and make a positive impact on the educational opportunities for the children of Washington state.

Sincerely,

(b)(6)

(b)(6)

Mike Sotelo
President, King County Hispanic Chamber of Commerce

May 18, 2010

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan:

On behalf of the League of Education Voters, I write today to offer our support for Washington's Race to the Top (RTTT) application, and more importantly to assure you that we will be mobilizing the troops to ensure faithful implementation of our new education reform plan.

The League of Education Voters (LEV) is an evidenced-based advocacy organization in Washington State. LEV is citizen-founded and citizen-led and we work to ensure that all of our kids get the education they need to be successful in college, work, and life. We press hard for the resources and the reforms that our schools so desperately need. Unlike most education advocacy groups in Washington State, we have a cradle to career focus.

As a first-generation high school graduate on one side of my family and a first-generation college graduate on the other side, I frankly know too much about how education saves lives. As a mother of a preschooler who will be assigned to some of Seattle's lowest performing schools, I have skin in this game. My hair is on fire about the need to improve the quality of Washington's public schools.

I thank you for launching this RTTT competition. It has quite honestly spurred more change in Washington State than we would have thought possible. While some of us wish we could have taken larger "reform steps," the fact remains that Washington State has just made some big, important moves that will improve outcomes for our school children.

When the race rules were announced, Washington was frankly not in a good education reform place. There was too much pride about being home to Boeing and Microsoft, and not enough discussion about what to do about the fact that so few of our children were qualified for the great jobs that our high-tech businesses create. There is no doubt that this RTTT competition has forced Washington's policymakers to face the realities and inconvenient truths about our growing achievement gaps, serious math and science achievement problems, and flat graduation rates.

2734 Westlake Ave N | Seattle, WA 98109
(206) 728-6448 | www.educationvoters.org | info@educationvoters.org

Please consider this list of recent policy changes as evidence of Washington's new seriousness of purpose about education reform. Washington has:

- Redefined "basic education" to include higher graduation requirements that will ensure that our students are college and career ready;
- Extended the provisional status for new teachers from 2 to 3 years;
- Finally given the state the authority to intervene in low-performing schools;
- Authorized non-higher education institutions to offer teacher preparation programs and opened the doors to programs like Teach For America; and
- Committed itself to developing a new teacher and principal evaluation system.

It is significant that these policy moves were made with the full support of our teachers' union and other education stakeholders. While we accomplished a great deal in this last legislative session, there is a growing realization that now "it's all about implementation." Truth be told, our past allegiance to local control has not served our students well. So the fact that school districts all across our state want to participate in this RTTT competition is not just noteworthy—it's groundbreaking for us. An impressive 95 percent of Washington's students are covered by partnership agreements signed by the school district superintendent, school board president, union leader, and principal representative.

Thanks to this RTTT competition and your commitment to transparency, it's a whole new ball game for education reform in Washington State. You have given advocacy groups like ours an unprecedented amount of data to help build the political will to make deeper changes. Our policymakers are now standing taller, and they are rallying around a new set of student-focused goals that LEV enthusiastically supports:

- Enter kindergarten prepared for success;
- Be competitive in math and science nationally and internationally;
- Attain high academic standards regardless of race, ethnicity, income, or gender; and close achievement gaps; and
- Graduate able to succeed in college, training, and career.

Washington State has accepted your challenge to set ambitious, yet achievable goals. We actually have stretched. Now we need an investor, so we can bring these reforms to life and seriously boost student achievement and college success rates.

Respectfully,

(b)(6)

Chris Korsmo
Executive Director

2734 Westlake Ave N | Seattle, WA 98109
(206) 728-6448 | www.educationvoters.org | info@educationvoters.org

RECEIVED
May 10, 2010

NESHOLM FAMILY
FOUNDATION
120 Lakeside Avenue
Suite 340
Seattle, Washington
98122
206 324 3339

DIRECTORS
John F. Nesholm
Joseph M. Gaffney
Edgar K. Marcuse, M.D.
Laurel Nesholm
Kirsten Nesholm
Erika J. Nesholm
Carol Lewis
EXECUTIVE DIRECTOR
Laurel Nesholm
ADMINISTRATIVE OFFICER
Diana C. Kallmer

May 5, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan:

The Nesholm Family Foundation wants to express its strong support for the state of Washington's Race to the Top grant application.

For the past ten years, our family foundation has committed its thought, energy and money to improve literacy among students in Seattle, specifically focusing on four middle schools serving disadvantaged communities. Our commitment to this work comes from a belief that all children, regardless of background and circumstance, deserve pathways to success. We are pleased that this spring one of our schools, Mercer Middle School, was named as one of the 174 winners of the Washington state award of achievement, the only high poverty school to be honored. We are quite familiar with the "ups and downs" of the public education system in our state. (I am enclosing the "Kids in the Middle" report that we commissioned in 2007 to review the early results of our literacy initiative.) On the one hand, our trustees are pleased that the several million dollars we've invested has improved outcomes for many students and inspired the Seattle Public School District to support similar literacy initiatives in its other schools. But while our ten-year experience in the schools has been rewarding (and gives us a deep appreciation for the teachers and principals we work with), it has also given us a first hand view of the systemic barriers to success many students face in our public education system.

That is why we are very pleased with this Race to the Top application. It represents the work of a broad coalition of committed public officials, educators, civic and business leaders in Washington State who have worked collaboratively, analyzing our state's educational needs and creatively mapping the education reforms which will clear the way for more student success. The time has come to raise the bar and create greater expectations that lead to a brighter future for our students, preparing them to enter higher education and the world of work. The right stakeholders are at the table, the essential foundation has been laid and time is now for Washington's children. We urge you to select this proposal for federal funding and support.

Sincerely,

(b)(6)

John F. Nesholm
President, Nesholm Family Foundation Board of Trustees.

May 11, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan:

I am delighted to write this letter of support for Washington's Race to the Top grant application.

Pacific Science Center and Washington State LASER (Leadership and Assistance for Science Education Reform) have been a driving force for improved STEM education for many years. Our research shows that to have a successful STEM education experience for our youth, it takes well coordinated resources – instructional materials, professional development for teachers, administrators and parents, plus a commitment and advocacy for STEM being part of both school and out-of-school activities of our youth. Pacific Science Center serves the entire state and is dedicated and fully committed to assisting the state education agency and others in the state to make the most of any Race to the Top funds for all youth in the state.

Race to the Top is an exciting opportunity to realize Washington State's coordinated vision of reform and to drive significant improvements in educational outcomes for all of our students. Key educators, stakeholders and policymakers in Washington State have worked closely and collaboratively to review the state's educational needs and to think boldly and creatively about education reforms. Washington's Race to the Top application builds upon this important work, and the funds would give us tremendous momentum to move forward.

PACIFIC
SCIENCE
CENTER

The state of Washington is deeply committed to the four core reform initiatives of the Race to the Top competition. Race to the Top funding would support the implementation of Common Core standards and more effective evaluation criteria for teachers and administrators, and would ensure improvements at the state's lowest-performing schools. It would also help us to better collect and apply data to enhance performance and reverse a growing achievement gap in our state.

200 Second Avenue N
Seattle, Washington
98109-4895

(206) 443-2001
pacificsciencecenter.org

Pacific Science Center is an independent not-for-profit educational institution that inspires lifelong interest in science, math and technology by engaging diverse communities through interactive and innovative exhibits and programs.

Remarkable progress was made in Washington State this year with the passage of a substantial education reform law, SB 6696, signed by Governor Chris Gregoire on March 29. This legislation will help us improve academic outcomes, raise instruction and academic standards and provide a focused approach to ensuring high student achievement.

Race to the Top funding would support our commitment to these essential goals.

Creating world-class education is the best investment we can make in children, opening avenues of lifelong opportunity and discovery to them. We want all Washington students to graduate ready to succeed in college, career and life, and we believe that Washington's Race to the Top will help us get there.

Sincerely,

(b)(6)

R. Bryce Seidl
President & CEO
Pacific Science Center

May 27, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan:

I am writing on behalf of several philanthropic leaders in the state of Washington to express our endorsement of Washington State's Race to the Top grant application.

As philanthropic leaders with roots in the business community, we know Washington is ripe for an education reform agenda that ensures that all young people are prepared to succeed in college, pursue careers and reach their full potential as engaged citizens. For the past several years, we have collaborated with educational leaders, policymakers, business leaders and other stakeholders in Washington state to identify and promote new education strategies for generating dramatic improvements in student outcomes. Progress, however, has not been easy and we are grateful for the incentive the Obama Administration has given states to drive meaningful and much-needed education reforms. Race to the Top represents important leverage in our state and we are pleased by the forward motion it has yielded for Washington schools.

Washington is known for innovation in technology, aviation and biotech, yet we are ranked 46th in participation in math and engineering graduate programs. Locally, 55% of Seattle residents have at least a bachelor's degree—yet only 50% of our recent high school graduates had enough credits to make them eligible to enroll in a four-year state university. We can do better, and Washington's philanthropic community is united in its commitment to making high-quality public education a reality for all children.

We commend your visionary leadership for launching the Race to the Top competition, and encourage you to continue to support states that implement the grant's policy goals in the future. The grant competition has been a catalyst for education reform in Washington and for the development of a roadmap for the transformation of our public education system.

Whether Washington receives Race to the Top funding or not, we will continue to fund and promote the policies and innovations advanced by the grant and ensure that the districts and nonprofits that take up the mantle of bold reform are supported for long-term success.

Thank you for your consideration.

Sincerely,

(b)(6)

Norman B. Rice
President & CEO
The Seattle Foundation

On behalf of:

Jackie and Mike Bezos
President and Vice President
Bezos Family Foundation

Patrick Shanahan
Vice President & General Manager of Airplane Programs
Boeing Commercial Airplanes

Cree Zischke
Vice President Global Philanthropy
JPMorgan Chase & Co.
Northwest Region

Brad Smith
General Counsel & Senior Vice President, Legal and Corporate Affairs
Microsoft

Tricia Raikes
Co-Founder
Raikes Foundation

PUBLIC SCHOOL EMPLOYEES OF WASHINGTON

JUDI OWENS, PRESIDENT • GEORGE DOCKINS, EXECUTIVE DIRECTOR

May 21, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan:

I am writing to express strong support for Washington's Race to the Top grant application.

Race to the Top is an exciting opportunity to realize Washington State's coordinated vision of reform and to drive significant improvements in educational outcomes for all of our students. Washington State has worked closely and collaboratively to review the state's educational needs and to think boldly and creatively about education reforms. Washington's Race to the Top application builds upon this important work, and the funds would give us tremendous momentum to move forward.

The state of Washington is deeply committed to the four core reform initiatives of the Race to the Top competition. Race to the Top funding would support the implementation of Common Core standards and more effective evaluation criteria for teachers and administrators, and would ensure improvements at the state's lowest-performing schools. It would also help us to better collect and apply data to enhance performance and reverse a growing achievement gap in our state.

Our organization is committed to helping schools that have been identified as falling; we will do so in promoting more flexibility in the terms and conditions contained within our collective bargaining agreements. We will work in cooperation with the schools and the school improvement panel to ensure greater success for our students.

Remarkable progress was made in Washington State this year with the passage of a substantial education reform law, SB 6696, signed by Gov. Chris Gregoire on March 29. This legislation will help us improve academic outcomes, raise instruction and academic standards and provide a focused approach to ensuring high student achievement. Race to the Top funding would support our commitment to these essential goals.

Creating world-class education is the best investment we can make in children, opening avenues of lifelong opportunity and discovery to them. We want all Washington students to graduate ready to succeed in college, career and life, and we believe that Washington's Race to the Top will help us get there.

Sincerely,

(b)(6)

George K. Dockins
Executive Director

STATE OFFICE
PO Box 798
AUBURN, WA 98071-0798
(253) 876-7407
(866) 820-5652
FAX: (253) 876-7409

SPOKANE
9207 East Mission Ave., Suite A
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(866) 820-5615
FAX: (509) 484-2512

KENNEWICK
410 North Neel St., Suite B
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(866) 820-5650
FAX: (509) 735-8782

VANCOUVER
201 N.E. Park Plaza Dr., Suite 260
Vancouver, WA 98684-5880
(360) 256-2140
(866) 820-5613
FAX: (360) 256-2142

AUBURN
PO Box 798
Auburn, WA 98071-0798
(253) 876-7430
(866) 820-5653
FAX: (253) 876-7435

RENTON SCHOOL DISTRICT 403
Office of the Superintendent

May 14, 2010

Email PDF to: RaceToTheTop@gov.wa.gov

Randi Schaff, Executive Policy Advisor
Race to the Top Program
Governor's Executive Policy Office
P.O. Box 43113
Olympia, WA 98504-3113

Re: Race to the Top Partnership Agreement and Optional/Competitive items of Interest

Dear Randi:

Enclosed you will find the Partnership Agreement and Optional/Competitive items of Interest pages for Renton School District which confirms our interest in participating in Washington's Race to the Top program.

Renton School District is excited about this once in a lifetime opportunity and fully support's Washington State's effort to partner with school districts across the State to support education and work together toward the goal of closing the achievement gap.

If additional information is needed, you may contact me at 425.204.2340 or email maryalice.heuschel@rentonschools.us.

Sincerely,

Dr. Mary Alice Heuschel,
Superintendent

RECEIVED
MAY 17 2010
OFFICE OF THE GOVERNOR

Attachments: Pages 11, 12 & 13

sd

Stand for Children
LEADERSHIP CENTER

May 18, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Washington Advisory Board
Connie Ballmer, *Emeritus*
Laura Kohn
Jennifer Vranek
Bill Sherman
Lisa Wissner-Slivka
Dr. Doreen Cato
Judy Bushnell
Tonya Dressel

Washington State Strategy Team
Kent Agda Burchard
Tacoma Jennie Tibbitts
Issaquah Marianne Kersten
Bellevue Sarah Powers
Seattle Shannon Braddock

Dear Secretary Duncan:

We, Stand for Children – a nonprofit, grassroots advocacy organization of parents, educators and concerned citizens working to get all children the excellent education and strong support they need to thrive – are writing today to express our strong support for Washington's Race to the Top application.

Washington State made significant progress this year by passing SB 6696 –legislation that made strides toward turning around our lowest performing schools, improving teacher and principal evaluations, and additional reforms incentivized by Race to the Top funds. We now have the momentum to develop a powerful education reform plan with clear benchmarks, strategies and a commitment to implementation. We will continue to advocate strongly for this to be a meaningful and robust reform plan that will accelerate improvement in our schools.

We owe it to our 1 million k-12 students to reform our public education system. Washington is known for its dynamic industry, including businesses like Microsoft, Boeing and Amazon, yet our public education system is failing to prepare our students to succeed in the 21st century. Washington is one of the few states where the achievement gap is growing.

Our state is also committed to creating excellent Science, Technology, Engineering and Math (STEM) standards and curriculum. In this increasingly interdependent world, our students need world class STEM offerings to compete globally and to join the complex, innovative workforce of the future.

Washington State has brought together teachers, administrators, policymakers and key stakeholders to collectively improve public education. As a state, we are prepared to do the hard work necessary to ensure that our schools give children the opportunity to reach their full potential in college, careers and life.

Race to the Top funding would serve as a powerful catalyst for meaningful education reform and improved outcomes for the children of Washington state.

Sincerely,

(b)(6)

Shannon Campion
Washington Executive Director
Stand for Children

STATE OF WASHINGTON
COMMISSION ON AFRICAN AMERICAN AFFAIRS
P.O. Box 40926 Olympia, Washington 98504-0926 (360) 725-5664 rjenkins@caa.wa.gov

May 7, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan:

On behalf of my fellow commissioners and our staff, I would like to express strong support for Washington's Race to the Top grant application.

Washington is on the path to meaningful education reform that, ultimately, will empower all students to graduate ready to succeed in college, in careers, and in life. Key educators, stakeholders and policymakers worked together to review the state's needs and to creatively undertake substantive reforms. Washington's application is a worthy move forward to ensure excellent and equitable educational outcomes for all students.

Our state has a diverse population and a technologically driven economy. Accordingly, we need an effective education system that serves all students well. Race to the Top funding will help us narrow our state's glaring achievement gap for minority and low-income students. As an engineer working daily amid a dwindling supply of technically skilled young Washingtonians, I assure you that this gap threatens our state's long-term economic prospects. We need technically skilled young professionals and many of them must be African Americans, Hispanics, and other people of color because these populations are growing quickly. Right now, our public schools are working hard to meet the challenge and RTT is a key ingredient for their continued progress.

The Commission strongly supports state efforts to raise the cultural competency of instruction and engage parents and families in their students' academic lives. We've actively worked to support and advance these and other reforms. Our state is moving in the right direction.

Education is the most important investment we can make in children. The Commission has made education reform our priority for the last four years, with emphasis on advancing policies to close the academic achievement and opportunity gap afflicting black students. We were proud to support passage of Senate Bill 6696 to help our state advance a stronger grant application. We encourage you to respond affirmatively to Washington State's application.

Sincerely,

Oscar Eason, Jr.
Chairman

The State of Washington
COMMISSION ON ASIAN PACIFIC AMERICAN AFFAIRS
P.O. Box 40925 • Olympia, Washington 98504-0925
PH: 360.725.5667 • FX: 360.586.9501 • EM: capaa@capaa.wa.gov • WS: www.capaa.wa.gov

Improving the lives of Asian Pacific Americans

May 10, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan:

The Commission on Asian Pacific American Affairs strongly supports Washington's *Race to the Top* proposal. We believe a strong education system is paramount for the future of our children and the prosperity of Washington and the nation.

In Washington State, there are over 470,361 Asian Pacific Americans representing over 47 distinct communities, languages, and cultures. Today, Washington ranks in the top ten states with the most Asian Pacific Americans. It is expected that within the next twenty years, the communities will make up over 10% of the population.

As our communities experience growth, our state's work on education reform and closing the achievement gap becomes ever more important. While many students in our communities are successful, a state funded report in 2008 disaggregating data, uncovered hidden achievement gaps existing among many of our Pacific Islander and Asian students. As this is the first report of its kind in the country, our state is at the forefront in investing significant research into achievement gap issues and strategies for closing this gap to ensure the success of all of our students.

Our state's *Race to the Top* proposal outlines reform in four specific areas meeting the federal guidelines:

- Adopting standards and assessments that prepare students for success
- Preparing, recruiting, supporting, and retaining effective teachers and principals
- Improving the use of data to inform and improve practices
- Turning around the lowest performing schools

Funding for Washington's *Race to the Top* proposal will accelerate reforms and provide the support necessary to actualize them for our communities. This proposal sets forth a foundation and path allowing all of our children to succeed in the 21st century world of work, learning, and global citizenship.

We commend our state for bringing together a coalition of leaders and partners to submit an application that reflects a truly collaborative and community-wide priority for the reform efforts. We encourage you to support Washington State's application.

Sincerely,

Jagdish Sharma
Chairman

Agency Overview
The CAPAA was established by the state legislature in 1974 to improve the well-being of Asian Pacific Americans (APAs) by insuring their access to participation in the fields of government, business, education, and other areas. It has a board made up of 12-governor appointed members that represent the diverse APA communities of Washington State.

APPENDIX 346 WASHINGTON STATE

STATE OF WASHINGTON

COMMISSION ON HISPANIC AFFAIRS

COMISIÓN DE ASUNTOS HISPANOS

Lillian Ortiz-Self, Chair

Ty Cordova, Vice Chair

AnaMaria Diaz Martinez

Gilberto F. Mireles, Executive Committee

Rosalba D. Pitkin

Lourdes Portillo-Salazar, Executive Committee

Ernest Radillo

Teresita Torres

Manuel Villafan Jr. Executive Committee

Uriel Iñiguez, Executive Director

May 12, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan:

The Washington State Commission on Hispanic Affairs (CHA) was created by a Governor's Executive Order and established in statue in 1971. As mandated by the state legislature, the Commission's functions are to improve public policy development and the delivery of government services to the Hispanic/Latino community.

Therefore, on behalf of the Washington State Commission on Hispanic Affairs, I submit this letter in support of the Race to the Top proposal. Washington State is primed to meet the objectives of this proposal largely because it has been working diligently to enhance the delivery of services in the educational system so that all children will achieve.

Washington State Legislature passed a bill that provided funding to the ethnic commissions, to conduct independent studies that looked at our children's academic achievement; as they are often disenfranchised. As a result of these findings, the Legislature approved an adhoc group to report strategies to address the achievement gap, synthesize the findings and recommendations from the five studies and to recommend policies and strategies in various areas to the Office of the Superintendent of Public Instruction, the Professionals Educator Standards Board, and the State Board of Education.

The people of the State of Washington have tasked the Commission on Hispanic Affairs with advising the Governor, the Legislature, and state and local agencies on issues that affect the Hispanic community of the State.

210 11th Avenue SW, Suite 301A PO Box 40924 Olympia, WA 98504-0924
Toll-Free: (800) 443-0294 Olympia: (360) 725-5661 Fax: (360) 586-9501
www.cha.wa.gov hispanic@cha.wa.gov

In addition, as a result of these efforts, we now have research data that details the academic achievement gap that exists within our Latino student population and recommendations to close the gap. The areas of concern in our study parallel the specific areas in both the state and federal Race to the Top reform guidelines.

Our study identified the following areas:

- The need to improve data collection and data reform practices;
- A seamless P-13 continuum;
- Effective teacher and administrative practices that include, culturally competent standards; family and community engagement; and recruitment of qualified staff that can utilize varied teaching modalities;
- Utilize data to help identify the lowest performing schools where the achievement gap is the largest

As you can see, the areas our study identified parallel the federal and Washington State guidelines in the Race to the Top proposal. Our state leaders have already started this process by bringing communities, school districts, and legislators together. This proposal will certainly enhance our ability to assure that all of our children are getting the education that will assist them in reaching academic success. The Commission on Hispanic Affairs continues to support this process and strongly urges you to support our proposal.

Sincerely,

Lillian Ortiz-Self

Lillian Ortiz-Self, Chair
Commission of Hispanic Affairs

STATE OF WASHINGTON
DEPARTMENT OF EARLY LEARNING
PO BOX 40970, Olympia, Washington 98504-0970
(360) 725-4665 • FAX (360) 413-3482

May 11, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan:

I am pleased to support Washington's Race to the Top application. This application reflects the education goals in our state, and begins with having our children prepared for a successful kindergarten experience.

At the Department of Early Learning, our work focuses on children's earliest years of life, offering information and resources for children's first and most important teachers – parents, supporting early learning educators and caregivers, funding a state preschool program for children and families living in poverty, licensing and improving the quality of care, and investing in early reading initiatives. In each of these areas we have an opportunity to contribute to the well-being of young children and their future educational success.

Specific activities related to the transition to kindergarten continue to be a focus. One important activity has been the creation of early learning benchmarks in partnership with K-12 educators. These benchmarks help align the experiences children have before they enter school with what they need to know and be able to do when they are in school. We are now developing a kindergarten assessment process in partnership with the state education agency, the Superintendent of Public Instruction, and a public-private partnership, Thrive by Five. We are also working on improving the transitions from early learning to kindergarten and beyond by transforming learning programs through grade 3 to better fit the learning needs of young children.

By better preparing children for kindergarten we are helping to reduce the achievement gap. Our reforms in early learning are designed to work with the reforms in K-12 to help students succeed in school and life. As a contributor to the Race to the Top application, I am confident that with these resources early learning and school district partnerships will grow stronger and our outcomes for children will improve.

Sincerely,

Elizabeth M. Hyde, Ph.D.
Director, Department of Early Learning

STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD
917 Lakeridge Way SW • PO Box 43430 • Olympia, WA 98504-3430 • (360) 753-7800 • FAX (360) 753-7808 •www.hecb.wa.gov

May 14, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan,

The Higher Education Coordinating Board (HECB) strongly supports Washington's Race to the Top application. By improving teaching and learning, students will graduate better able to succeed in college and careers. The HECB is responsible for strategic planning for the state's higher education system, and for setting policies to enhance the availability, quality, efficiency and accountability of higher education. As part of this mission, the HECB partners with early learning and K-12 to create a seamless system of education to improve student success.

Race to the Top will build upon Washington's education reform efforts to better prepare students to enroll, persist, and succeed in college. In 2008, the HECB established two major goals, which were endorsed by the Legislature, in its *Strategic Master Plan* for higher education:

> *Goal 1: We will create a high-quality education system that provides expanded opportunity for more Washingtonians to complete postsecondary degrees, certificates and apprenticeships.*
>
> *Goal 2: We will create a higher education system that drives greater economic prosperity, innovation and opportunity.*

The reforms described in our state's *Race to the Top* application, building upon legislation passed during the 2010 session, will focus on student achievement in math, science, engineering, and technology; increase student educational attainment levels; and close the achievement gap. Better prepared students in the K-12 system will help us achieve crucial goals for higher education: 1) increasing the number of students attaining postsecondary degrees and certificates, and 2) specifically increasing the number and percentage of underrepresented students, a growing segment of the overall population, advancing to college.

The higher education system is a committed partner in sustaining education reforms to improve college and career readiness and degree and certificate attainment for all students. In Washington, we recognize that we have one education system. Higher education and K-12 schools are partners in improving learning for all Washingtonians.

Sincerely,

Don Bennett
Interim Executive Director

STATE OF WASHINGTON
PROFESSIONAL EDUCATOR
STANDARDS BOARD

May 18, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan:

I am writing today to express the strong support of the Washington State Professional Educator Standards Board for Washington's Race to the Top application.

The work of the PESB, like Race to the Top, is firmly rooted in the belief that nothing is more important to student achievement than highly effective educators. With full support of the PESB, Washington State took an enormous step forward this year with education reform legislation enacted by the Legislature (S.B. 6696) that places initiatives to ensure educator effectiveness as a central focus of the state's education reform plans. While the Race to the Top funds served as a strong incentive to pass this legislation, the education reform plan for Washington State now has real momentum to continue the efforts needed to improve our schools.

With Race to the Top funding, the PESB will move rapidly to a new system of accountability, for an expanded range of educator preparation programs and options, that is based on the effectiveness of the educators they produce; as measured by their impact on student achievement. As the lead state on track to implement the new, nationally-available preservice Teacher Performance Assessment, and the first state to implement an entirely online portfolio assessment of teacher- and student-based evidence at the second-tier certification level, the PESB will combine these powerful new measures with data from Washington's new evaluation system to ensure our systems of preparation, induction, and continued licensure result in effective instructional practice.

The PESB is working in close collaboration with the State Board of Education, Office of Superintendent of Public Instruction, and others to ensure that reforms approved by the state this year results in a highly effective educator workforce that enables us to close the achievement gap for poor and minority children, to raise achievement of all students in Science, Technology, Engineering and Math (STEM), and to ensure that every child in Washington has the opportunities and support to succeed in college, work and life.

Race to the Top funding would serve as a powerful catalyst for the work of the PESB and for Washington's overall reform of education, making a real difference for the children of Washington state.

Sincerely,

Stephen Rushing
Chair, Professional Educator Standards Board

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Old Capitol Building • 600 Washington Street S., Room 249 • P. O. Box 47236 • Olympia, WA 98504-7236

STATE OF WASHINGTON
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
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May 11, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan,

On behalf of the Workforce Training and Education Coordinating Board, I am writing in strong support of Washington's Race to the Top Application. The Workforce Board is committed to the development of a highly skilled workforce that will sustain Washington's economic vitality. The Board works in partnership with the Superintendent of Public Instruction, the Higher Education Coordinating Board, the State Board for Community and Technical Colleges and the Employment Security Department to provide planning, coordination, evaluation and policy analysis for the state's training system.

The Race to the Top application focuses on several areas in which we are involved. We support career and technical education, dropout prevention, career information and youth employment strategies and programs. Our work supports the goals of the state's application and education reform goals. High Skills, High Wages, the Board's ten year plan, has established a number of goals to be reached by 2018 to help prepare youth for college and careers. These goals include:

- A guidance and counseling system that provides students and their parents with a curriculum to individually plan their pathways and prepare for future education and or work after high school.
- All students leave high school prepared for success in future education or work.
- All students graduate from high school.
- Reduce unemployment rates among older youth and improve career prospects.

These goals are complemented and reinforced by the activities included in the Race to the Top application. These have great potential to improve the academic achievement of all students and specifically to improve the academic attainment of those students who have large hurdles to overcome.

Sincerely,

Eleni Papadakis
Executive Director

Technology Alliance

1301 Fifth Avenue, Suite 2500
Seattle, Washington 98101
(206) 389-7261
www.technology-alliance.com

May 18, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan:

I am writing to express strong support for Washington's Race to the Top grant application.

Washington is on the path to meaningful education reform that will ensure all students graduate ready to succeed in college, career and life. Key educators, stakeholders and policymakers in Washington state have worked closely and collaboratively to review the state's educational needs and to think boldly and creatively about education reforms. Washington is working hard on comprehensive education reform and Race to the Top funds would be a tremendous catalyst to spark significant progress.

The Technology Alliance is a group of technology business leaders who have been committed to improving K-12 education and college readiness since our founding in 1996. We know from direct experience that improving rigor in STEM education is essential to building an effective 21st century workforce. In Washington, over 381,000 jobs, equivalent to 13% of total state employment, are in technology sectors. As part of the Excellent Schools Now Coalition we have partnered with parents, tax payers and other business organizations to help drive an effective education reform agenda that is gaining momentum and would greatly benefit from federal support.

Washington's business community is deeply committed to excellent educational outcomes for all of our students. We believe that education is the most important investment we can make in children, and that it has the potential to be a great equalizer and to create opportunity for all students. Education powers our economic engine, providing the employees, business leaders and new technologies of the future.

As a state known for its high-tech prowess, Washington needs graduates who can compete globally in science, technology, math and engineering. Currently, we are not leading the way in STEM standards. In fact, Washington state ranks fourth in the nation in concentration of technology-based employment, but is only 46th in participation in math and engineering graduate programs. This trend must be reversed.

It is time to raise the bar and create greater expectations that lead to a brighter future for our students, preparing them to successfully enter higher education and the world of work. Washington's business leaders and its innovative companies support Washington's Race to the Top. The right stakeholders are at the table, the essential foundation has been laid and the time is now for Washington's children.

Cordially,

(b)(6)

Susannah Malarkey
Executive Director, Technology Alliance

Thrive by Five WASHINGTON

Nina Auerbach
President & CEO

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Tabor 100

Bob Watt
Community Volunteer

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan,

Washington's Race to the Top application reflects the education goals in our state, and begins with having our children prepared for a successful kindergarten experience. This application supports the work we do at Thrive by Five, Washington as a public private partnership dedicated to ensuring that all children succeed in school and life. As the executive director of Thrive, I am adding my support for our state's application.

Thrive by Five, Washington is the state's public private partnership formed in 2006. There are three goals driving Thrive's efforts:

Goal #1: Help create the environment to support early learning and positive child development
Goal #2: Make effective early learning programs more available
Goal #3: Be a voice for and assist in building early learning systems

We work in partnership with private and public partners to achieve these goals. We have signed a partnership agreement with the Superintendent of Public Instruction and the Director of the Department of Early Learning. The agreement outlines how we will work together to promote school readiness in such key areas as kindergarten readiness assessment planning, child care quality, parenting information and support, and early literacy.

By better preparing children for success in school and life we are reducing the achievement or opportunity gap when children enter kindergarten. Thrive's work in early learning and early learning system development support the work being done to reform Washington's education system and will be furthered by the work outlined in our state's Race to the Top application. Our reforms in early learning are designed to work with the reforms in K-12 to improve outcomes for children and their families. These reforms meet one of Washington's four education reform plan goals: entering kindergarten prepared for success. We will work to support the state's plan to develop and implement a kindergarten assessment process. We will also support local districts in their commitment to align early learning development benchmarks to kindergarten programs. We will help support innovative efforts to close the P-13 Achievement Gap through efforts such as aligned P-3 systems and early literacy and numeracy.

(b)(6)

Nina Auerbach
President & CEO

www.thrivebyfivewa.org
1218 Third Avenue, #800, Seattle WA 98101 Phone: 206.621.5555 Fax: 206.652.0761

THRIVE BY FIVE is a trademark of financial literacy programs for preschoolers supported by Credit Union National Association Inc. (CUNA) and those CUNA programs are not affiliated with Thrive by Five Washington. Learn more at: www.creditunion.coop/pre_k/index.html.

Urban League of
Metropolitan Seattle

Empowering Communities.
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May 17, 2010

The Honorable Arne Duncan

Secretary of Education

U.S. Department of Education

400 Maryland Avenue SW

Washington, DC 20202-0008

Dear Secretary Duncan:

I am writing today to express my strong support for Washington's Race to the Top application.

Washington state took an enormous step forward this year with education reform legislation that was enacted by the Legislature (S.B. 6696). While the Race to the Top funds served as a strong incentive to pass this legislation, the school reform movement now has real momentum to continue the efforts needed to improve our schools.

And we owe it to our children to reform our education system. Washington is one of the few states where the achievement gap is growing. The reforms approved by the state this year will allow us to begin closing that gap for poor and minority children. And, they will help us ensure that every child in Washington has the opportunities and support to succeed and prepare them for college, work and life.

Our state is also committed to creating excellent Science, Technology, Engineering and Math (STEM) standards and curriculum. In this increasingly interdependent world, our students need world class STEM offerings to compete globally and to join the complex, innovative workforce of the future.

Our state is united as never before, with teachers, administrators, policymakers and key stakeholders working together in a collaborative spirit to improve public education.

Together, we are poised to take more steps – and do the hard work necessary – to ensure that our schools give children the opportunity to reach their full potential.

The Race to the Top funding would serve as a powerful catalyst for meaningful reform of education, making a real difference for the children of Washington state.

Sincerely,

(b)(6)

James Kelly, President and CEO

Washington ACTE
Washington Association for Career and Technical Education
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May 5, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington DC 20202-0008

Dear Secretary Duncan:

I am writing to express the Washington Association for Career and Technical Education's (WA-ACTE) support for Washington's Race to the Top grant application.

Race to the Top is an opportunity to realize Washington State's coordinated vision of reform and to drive significant improvements in educational outcomes for all of our students. Our members along with other key educators, stakeholders, and policymakers in Washington State have worked collaboratively to review the state's educational needs and to bring the value of Career and Technical Education opportunities in thinking boldly and creatively about education reforms. Washington's Race to the Top application builds upon this important work, and the funds would give us tl momentum to move forward.

The state of Washington has committed to the four core reform initiatives of the Race to the Top competition. Race to the Top funding would support the implementation of Common Core standards and more effective evaluation criteria for teachers and administrators, and would ensure improvements at the state's lowest-performing schools. It would also help us to better collect and apply data to enhance performance and reverse a growing achievement gap in our state.

The Washington Association for Career and Technical Education is excited to participate in the Innovation Cluster option of the Washington state application. We look forward to continue bringing the technical and engineering skills to our state's STEM programs that students need in addition to the academic math and science concepts. The Innovation Cluster component of the state's plan provides needed resources for school districts and partners such as our association to bring to scale CTE and STEM programs to improve Career and College Readiness along with Closing the Achievement Gap.

WA-ACTE believes in making the investment in education one that serves all students by providing opportunities for them to become successful and positive contributors to society for a lifetime in their careers and family. We truly believe that Washington's Race to the Top will help us get there.

Sincerely,

(b)(6)

(b)(6)

Tim Knue
Executive Director

The Washington Association of Colleges for Teacher Education

WACTE members are the 22 Schools or Colleges of Teacher Education at more than 50 locations throughout the state of Washington:

Antioch University (Seattle)
Central Washington University (Ellensburg, Lynnwood, Lakewood, Moses Lake, Wenatchee, Des Moines, Yakima)
City University of Seattle (Bellevue, Everett, Seattle, Renton, Tacoma, Vancouver, Port Hadlock, Port Angeles, Centralia, Mt. Vernon)
Eastern Washington University (Cheney, Spokane)
Gonzaga University (Spokane)
Heritage University (Toppenish, Yakima, Seattle, Moses Lake, Tri-Cities, Wenatchee)
Lesley University (Tacoma)
Northwest University (Kirkland)
Pacific Lutheran University (Tacoma)
Seattle Pacific University
Seattle University
St. Martin's University (Lacey, Centralia, Ft. Lewis, McChord AFB)
The Evergreen State College (Olympia)
University of Puget Sound (Tacoma)
University of Washington (Seattle)
University of Washington (Tacoma)
University of Washington (Bothell)
Walla Walla University (College Place)
Washington State University (Pullman, Spokane, Tri-Cities, Vancouver)

May 4, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan:

I am writing today to express the strong support of the Washington Association of Colleges of Teacher Education (WACTE) for Washington's Race to the Top application.

Washington State took an enormous step forward this year with education reform legislation that was enacted by the Legislature (S.B. 6696). While the Race to the Top funds served as a strong incentive to pass this legislation, the school reform movement now has real momentum to continue the efforts needed to improve our schools.

We owe it to our children to reform our education system. Washington is one of the few states where the achievement gap is growing. The reforms approved by the state this year will allow us to begin closing that gap for poor and minority children. These efforts will also help us ensure that every child in Washington has the opportunities and support to succeed and prepare him/her for college, work and life. WACTE has listed this goal as part of its strategic plan and has been active in providing technical assistance to member institutions so that we can be assured that the candidates we recommend are well equipped to deal with the diversity they will find as they begin their careers.

Our state is also committed to creating excellent Science, Technology, Engineering and Math (STEM) standards and curriculum. In this increasingly interdependent world, our students need world-class STEM offerings to compete globally and to join the complex, innovative workforce of the future. WACTE has joined together to support state and private STEM initiatives.

Our state is united as never before, with teachers, administrators, policymakers, and key stakeholders working together in a collaborative spirit to improve public education. Together, we are poised to take more steps—and do the hard work necessary—to ensure that our schools give children the opportunity to reach their full potential.

The Race to the Top funding would serve as a powerful catalyst for meaningful reform of education, making a real difference for the children of Washington State.

Sincerely,

(b)(6)

Patricia A. Wasley (b)(6)
President

May 10, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan:

I am writing to express the Washington Association of School Administrators' strong support for Washington State's Race to the Top grant application.

Race to the Top provides Washington with the opportunity to realize our state's coordinated vision of reform and to drive significant improvements in educational outcomes for all of our students. Key educators, stakeholders, and policymakers in Washington have worked closely and collaboratively to review the state's educational needs and to think boldly and creatively about education reforms. Washington's Race to the Top application builds upon this important work and the funds would give us tremendous momentum to move forward.

The state of Washington is committed to the four core reform initiatives of the Race to the Top competition. The funding would support the implementation of Common Core standards and more effective evaluation criteria for teachers and administrators. It would ensure improvements at the state's lowest-performing schools and help us to better collect and apply data to enhance performance and reverse a growing achievement gap in our state.

The Washington Association of School Administrators (WASA) has been engaged in partnership with the Office of Superintendent of Public Instruction to support school districts that have been identified as not meeting standards and that are in the category of improvement under NCLB. We have identified research-based practices to support districts in closing the learning gap and are assisting them in implementing these strategies. In addition, and in partnership with the Association of Washington School Principals, we have developed a statewide leadership academy for superintendents and principals designed to improve leadership practice focused on

WASHINGTON ASSOCIATION OF SCHOOL ADMINISTRATORS
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the improvement of student learning and achievement. These experiences place WASA in a unique position to assist in the implementation of the Washington State plan for Race to the Top!

Significant progress was made in Washington State this year with the passage of a substantial education reform law, SB 6696, which was signed by Governor Chris Gregoire on March 29. This legislation will help us improve academic outcomes, raise instruction and academic standards, and provide a focused approach to ensuring high student achievement. Race to the Top funding would support our commitment to these essential goals.

Creating a world-class education is a smart investment, so our students can graduate ready to succeed in college, career, and life. We believe that Washington's Race to the Top will help us get there.

Sincerely,

(b)(6)

Paul Rosier
Executive Director

WEA
WASHINGTON EDUCATION ASSOCIATION

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telephone: 360-943-3150
fax: 360-352-3986

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Mary Lindquist, President
Mike Ragan, Vice President
John Okamoto, Executive Director
Rod Regan, Managing Director

May 24, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Ave. S.W.
Washington, DC 20202-0008

Dear Secretary Duncan,

As president of the 82,000-member Washington Education Association, I am writing to express our full support for Washington State's round-two Race to the Top application.

I am proud of WEA's work with Governor Chris Gregoire, Superintendent of Public Instruction Randy Dorn and the Washington State Board of Education to pass important education reform legislation earlier this year. Senate Bill 6696 makes crucial improvements in our state's public school system, which we believe will improve student achievement. It includes education reform policies on teacher and principal evaluation, state accountability, help for struggling schools, programs to encourage innovation and performance and expands professional preparation and pathways that are research based.

The bill was the result of months of collaboration, a process in which WEA members were full partners. SB 6696 represents the perspective, judgment and experience of Washington's professional educators.

As a result, the majority of our local teachers' unions signed their local school district's Race to the Top applications. Governor Gregoire asked our members to support Race to the Top when she spoke to more than 1,200 local union leaders at our convention in May. I also encouraged our locals to participate.

In local associations where we have a strong collaborative relationship, we have the commitment and framework to make significant and lasting change through implementation of Race to the Top.

At the state level, WEA is leading the way with several programs that improve the educational environment and the quality and effectiveness of educators. WEA sponsors support programs for candidates earning National Board certification. We typically train more than 1,200 teachers a year who pursue this certification.

May 24, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education

Page Two

WEA also supports the development of effective Professional Learning Communities. WEA has worked with over 300 schools across the state, conducted state-wide trainings, provided workshops at educational conferences, implemented PLC academies, and has even developed a PLC support website.

Both of these priorities demonstrate our commitment to improving our profession and supporting educators.

WEA will continue to advocate for the changes necessary to close the achievement gap and ensure that all Washington students receive the quality education they deserve.

Winning a Race to the Top grant will allow us to further our work toward that goal.

Sincerely,

(b)(6)

Mary Lindquist, President
Washington Education Association

WASHINGTON
ROUNDTABLE

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Nancy Hileshue
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Michelle Pina
Office Manager

May 25, 2010

Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

The Washington Roundtable, an organization composed of senior executives from 40 large employers in Washington state, and our education nonprofit affiliate Partnership for Learning are pleased to announce our support of Washington's Race to the Top application. The policy goals of Race to the Top have long been supported by our organizations and we are pleased to see them gain traction.

Washington state's business community has a strong history of advancing education reform. From leading the way to standards-based reforms in the early 1990s to calling for college and work ready graduation requirements the 2000s, we are steadfastly committed to the success of all Washington students. Progress, however, has not been easy and we are grateful for the opportunity the Obama Administration has given states to drive meaningful and much-needed education reforms. Race to the Top has served as critical leverage for our state and we are pleased by the forward motion it has yielded for Washington schools.

Earlier this year, the passage of Washington's Race to the Top legislation, S.B. 6696, put in place reforms to turn around our lowest-performing schools, open up alternative routes to teaching, set better evaluation criteria for teachers and principals and move more funding to Science, Technology, Engineering and Math (STEM) achievement.
These new policies will only be impactful, however, if the state agrees to do some things fundamentally differently.

We strongly urge our state education agencies to reorganize in order to truly deliver on the education reform plan established by Race to the Top. Creating departments and staff devoted to helping districts implement the grant application's reforms—improving teacher and principal effectiveness, implementing college and career ready standards and assessments, using data improve instruction and turning around the lowest performing schools—will not only ensure more districts receive the targeted support they need, but ensure our students are taught in a system geared toward their success.

We also strongly urge the state to rigorously support the reform-minded districts who have signed on to Washington's Race to the Top application—particularly those who have signed on to participate in the application's "Innovation Clusters." These clusters represent the building blocks for transforming education in our state and, with the right mix of innovative thinking and support, will provide proof points for our state to implement and scale-up bolder reforms in the future. From using student growth data to evaluate teachers and improve instruction, to developing innovative practices that accelerate student performance in STEM, each cluster will help more students graduate prepared to succeed in college and the workplace.

WASHINGTON
ROUNDTABLE

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David W. Wyckoff

* *Executive Committee Member*

Staff:

Stephen F. Mullin
President

Sara Garrettson
Director of Communications

Nancy Hileshue
Director of Public Affairs

Michelle Pina
Office Manager

Finally, it is important to note that we support Washington's Race to the Top application, not just for the money our state may receive, but in recognition of the significant collaboration and compromise that has already gone into this process. Reforms adopted this year represent a step forward for Washington, but many more policy changes will need to occur before Washington delivers on the promise it has made to its students. We stand ready to help build the public demand and political will necessary for these reforms to take hold.

We commend you for your leadership in launching the Race to the Top competition, and encourage you to continue to support states that implement the grant's policy goals in the future. Whether Washington receives Race to the Top funding or not, the Washington Roundtable and Partnership for Learning will continue to advocate for the policies advanced by the grant and ensure that the districts that take up the mantle of bold reform and innovation are well-supported.

Sincerely,

(b)(6)

(b)(6)

Steve Mullin
President
Washington Roundtable

Caroline King
Executive Director
Partnership for Learning

(b)(6)

SBCTC
WASHINGTON STATE BOARD FOR COMMUNITY & TECHNICAL COLLEGES

May 11, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan,

On behalf of the State Board for Community and Technical Colleges, I strongly support Washington's Race to the Top application. The State Board for Community and Technical Colleges is responsible for adult basic education, workforce development and training, and academic programs in Washington's thirty-four community and technical colleges.

The State Board shares the goals of our state's application and education reform legislation passed this session, SB 6696, to improve academic achievement for all students. We will be active partners at both the state level and with local schools and community colleges as we work on shared goals included in our strategic plan to:

- *Enroll more underserved populations.*
- *Improve academic achievement for all students.*
- *Ensure community and technical college is affordable and accessible, especially for basic skills and part-time students.*
- *Provide smooth transitions from K-12 to colleges and universities.*
- *Expand the pipeline to associate and bachelor's degrees, particularly in math, science, engineering and health sciences.*

The improvements made possible through the reforms in K-12 will help all students better achieve their goals of attaining a degree or certificate in one of our community or technical colleges. Our commitment is also demonstrated by our community and technical colleges offering educational opportunities to high school students. Under our running-start and college in the high school programs, students have the opportunity to earn dual high school and college credits or even dual diplomas.

In Washington, we will partner with the K-12 system and our other education partners to support and sustain the reforms in Washington's race to the top application and improve student learning at every level of education.

Sincerely,

(b)(6)

Charles N. Earl
Executive Director

Charles N. Earl, *Executive Director* • 1300 Quince Steet SE • P.O. Box 42495 • Olympia, WA 98504-2495 • 360-704-4400 Office • 360-704-4415 Fax

Washington State
PTA®
everychild.onevoice.

May 13, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan:

I am writing on behalf of the 145,000 members of the Washington State PTA to express strong support for Washington's Race to the Top grant application. We believe that this process creates an opportunity to create a public school system in Washington that can truly achieve PTA's vision that every child's potential becomes a reality.

With the support of the resources available through this grant, Washington state's coordinated vision of reform can drive significant improvements in educational outcomes for all of our students. Washington State PTA along with other stakeholders and policymakers in Washington state have worked closely and collaboratively to review the state's educational needs and to think boldly and creatively about education reforms. Washington's Race to the Top application builds upon this important work, and the funds available through the grant would give us tremendous momentum to move forward.

Race to the Top funding would support the implementation of Common Core standards and more effective evaluation criteria for teachers and administrators, and would ensure improvements at the state's lowest-performing schools. It would also help us to better collect and apply data to enhance performance and reverse a growing achievement gap in our state.

We believe that parental engagement is a key component of a successful public education system, and that is why we worked to ensure that the recent legislation creating a new evaluation system for teachers and principals includes parental engagement as one of the enumerated evaluation components. Washington State PTA has consistently supported high standards for all children, and along with our National PTA organization supports implementation of the common core standards.

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Remarkable progress was made in Washington state this year with the passage of a substantial education reform law, Senate Bill 6696, signed by Gov. Chris Gregoire on March 29. This legislation will help us improve academic outcomes, raise instruction and academic standards and provide a focused approach to ensuring high student achievement. Race to the Top funding would support our commitment to these essential goals.

Creating world-class education is the best investment we can make in children, opening avenues of lifelong opportunity and discovery to them. We want all Washington students to graduate ready to succeed in college, career and life, and we believe that Washington's Race to the Top will help us get there.

Sincerely,

(b)(6)

Scott Allen
President

(b)(6)

Bill Williams
Executive Director

WSSDA
Washington State
School Directors' Association

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May 18, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary Duncan:

I am writing to express strong support for Washington's Race to the Top grant application.

Race to the Top is an exciting opportunity to realize Washington state's coordinated vision of reform and to drive significant improvements in educational outcomes for all of our students. Key educators, stakeholders and policymakers in Washington state have worked closely and collaboratively to review the state's educational needs and to think boldly and creatively about education reforms. Washington's Race to the Top application builds upon this important work, and the funds would give us tremendous momentum to move forward.

The state of Washington is deeply committed to the four core reform initiatives of the Race to the Top competition. Race to the Top funding would support the implementation of Common Core standards and more effective evaluation criteria for teachers and administrators, and would ensure improvements at the state's lowest-performing schools. It would also help us to better collect and apply data to enhance performance and reverse a growing achievement gap in our state.

The Washington State School Directors' Association is particularly supportive of using data to monitor progress and guide decisions on student learning. WSSDA, which is made up of all locally elected school board members in our state, recently adopted comprehensive school board standards which underscore a commitment to data-based governance and decision-making. This commitment is woven through many of the association's programs, products and services. An example is the Washington Lighthouse Project, a program that brings a

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research-based approach to building school board leadership for high levels of student achievement. Another is *Data Dashboards for School Boards,* a guidebook that helps boards and districts learn to distill and interpret data to measure progress, ensure accountability and promote the most effective use of resources.

Remarkable progress was made in Washington state this year with the passage of a substantial education reform law, SB 6696, signed by Gov. Chris Gregoire on March 29. This legislation will help us improve academic outcomes, raise instruction and academic standards and provide a focused approach to ensuring high student achievement. Race to the Top funding would support our commitment to these essential goals.

Creating world-class education is the best investment we can make in children, opening avenues of lifelong opportunity and discovery to them. We want all Washington students to graduate ready to succeed in college, career and life, and we believe that Washington's Race to the Top will help us get there.

Sincerely,

(b)(6)

Kevin Laverty
President

This report provides selected results for Washington's public school students at grades 4 and 8 from the National Assessment of Educational Progress (NAEP) assessment in mathematics. Results are reported by average scale scores and by achievement levels (*Basic, Proficient*, and *Advanced*).

State-level results in mathematics are available for eight assessment years (at grade 8 in 1990; and at both grades 4 and 8 in 1992, 1996, 2000, 2003, 2005, 2007, and 2009), although not all states may have participated or met the criteria for reporting in every year. All 50 states, the District of Columbia, and the Department of Defense Schools participated in the 2009 mathematics assessment at grades 4 and 8. For the first time in 2009, grade 12 mathematics results are also available for the 11 states that volunteered for the assessment and met the reporting criteria. Grade 12 results follow the grade 4 and 8 results in the NAEP reporting schedule.

For more information about the assessment, see the NAEP website http://nces.ed.gov/nationsreportcard/ which contains
- *The Nation's Report Card, Mathematics 2009*
- The full set of national and state results in an interactive database
- Released test questions, scoring guides, and question-level performance data

NAEP is a project of the National Center for Education Statistics (NCES), reporting on the academic achievement of elementary and secondary students in the United States.

KEY FINDINGS FOR 2009

Grade 4:

- In 2009, the average mathematics score for fourth-grade students in Washington was 242. This was higher than that of the nation's public schools (239).
- The average score for students in Washington in 2009 (242) was higher than that in 1996 (225) and was not significantly different from that in 2007 (243).
- In 2009, the percentage of students in Washington who performed at or above *Proficient* was 43 percent. This was greater than that for the nation's public schools (38 percent).
- The percentage of students in Washington who performed at or above *Proficient* in 2009 (43 percent) was greater than that in 1996 (21 percent) and was not significantly different from that in 2007 (44 percent).
- In 2009, the percentage of students in Washington who performed at or above *Basic* was 84 percent. This was greater than that for the nation's public schools (81 percent).
- The percentage of students in Washington who performed at or above *Basic* in 2009 (84 percent) was greater than that in 1996 (67 percent) and was not significantly different from that in 2007 (84 percent).

Grade 8:

- In 2009, the average mathematics score for eighth-grade students in Washington was 289. This was higher than that of the nation's public schools (282).
- The average score for students in Washington in 2009 (289) was higher than that in 1996 (276) and in 2007 (285).
- In 2009, the percentage of students in Washington who performed at or above *Proficient* was 39 percent. This was greater than that for the nation's public schools (33 percent).
- The percentage of students in Washington who performed at or above *Proficient* in 2009 (39 percent) was greater than that in 1996 (26 percent) and in 2007 (36 percent).
- In 2009, the percentage of students in Washington who performed at or above *Basic* was 78 percent. This was greater than that for the nation's public schools (71 percent).
- The percentage of students in Washington who performed at or above *Basic* in 2009 (78 percent) was greater than that in 1996 (67 percent) and was not significantly different from that in 2007 (75 percent).

The U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) has provided software that generated user-selectable data, statistical significance test result statements, and technical descriptions of the NAEP assessments for this report. Content may be added or edited by states or other jurisdictions. This document, therefore, is not an official publication of the National Center for Education Statistics.

Introduction

What Was Assessed?

The content for each NAEP assessment is determined by the National Assessment Governing Board. The framework for each assessment documents the content and process areas to be measured and sets guidelines for the types of questions to be used. The mathematics frameworks were developed with the guidance of the Council of Chief State School Officers (CCSSO) and under the direction of the Governing Board. The current framework is available at the Governing Board's website http://www.nagb.org/publications/frameworks/math-framework09.pdf.

For grades 4 and 8, the mathematics framework for the 2009 assessment is similar to earlier versions that guided the 1990, 1992, 1996, 2000, 2003, 2005, and 2007 mathematics assessments. Although the frameworks are updated periodically, the mathematics content objectives for grades 4 and 8 have not changed, allowing students' performance in 2009 to be compared with previous years.

For 2005, the Governing Board adopted a new mathematics framework for grade 12 to reflect changes in high school standards and coursework. For 2009, the grade 12 mathematics framework was updated, adding objectives addressing mathematics content beyond that typically taught in a standard 3-year course of study in high school mathematics.

Content Areas and Mathematical Complexity

The 2009 mathematics framework classifies assessment questions in two dimensions, *content area* and *mathematical complexity*, that are used to guide the assessment. Each question is designed to measure one of the five content areas. However, certain aspects of mathematics, such as computation, occur in all content areas. Although the names of the content areas (as well as some topics in those areas) have changed from one framework to the next, a consistent focus has remained on measuring student performance in all five content areas. The distribution of questions among each content area differs by grade to reflect the knowledge and skills appropriate for each grade level. At grade 12, the measurement and geometry content areas are combined into one for reporting purposes to reflect the fact that the majority of measurement topics suitable for grade 12 students are geometric in nature.

- **Number properties and operations** measures students' understanding of ways to represent, calculate, and estimate with numbers.
- **Measurement** measures students' knowledge of measurement attributes, such as capacity and temperature, and geometric attributes, such as length, area, and volume.
- **Geometry** measures students' knowledge and understanding of shapes in a plane and in space.
- **Data analysis, statistics, and probability** measures students' understanding of data representation, characteristics of data sets, experiments and samples, and probability.
- **Algebra** measures students' understanding of patterns, using variables, algebraic representation, and functions.

The mathematical complexity of a question refers to the level of cognitive demand it places on students. Each level of complexity includes aspects of knowing and doing mathematics, such as performing procedures, understanding concepts, or solving problems.

- **Low complexity** questions typically specify what a student is to do, which is often to carry out a routine mathematical procedure.
- **Moderate complexity** questions involve more flexibility of thinking and often require a response with multiple steps.
- **High complexity** questions make heavier demands and often require abstract reasoning or analysis in a novel situation.

Assessment Design

Because of the breadth of the content covered in the NAEP mathematics assessment, each student took just a portion of the test, consisting of two 25-minute sections. Testing time was divided evenly between multiple-choice and constructed-response questions. Short constructed-response questions asked students to provide the answer for a numerical problem or to briefly describe the solution to a problem. Longer constructed-response questions required students to write both a solution and its justification, explanation, or interpretation. Released test questions, along with student performance data by state, are available on the NAEP website at http://nces.ed.gov/nationsreportcard/itmrls/.

Some questions in the 2009 assessment incorporated the use of calculators (four-function calculators at grade 4, and scientific or graphing calculators at grades 8 and 12), rulers, protractors (at grades 8 and 12), or manipulatives such as spinners and geometric shapes. Calculator use at all grades was permitted on approximately one-third of the assessment.

Who Was Assessed?

All 50 states, the District of Columbia, and the Department of Defense Schools participated in the 2009 mathematics assessment at grades 4 and 8. For the first time in 2009, grade 12 mathematics results are also available for the following 11 states that met the reporting criteria: Arkansas, Connecticut, Florida, Idaho, Illinois, Iowa, Massachusetts, New Hampshire, New Jersey, South Dakota, and West Virginia.

The overall participation rates for schools and students must meet guidelines established by the National Center for Education Statistics (NCES) and the National Assessment Governing Board for assessment results to be reported publicly. A participation rate of at least 85 percent for schools in each subject and grade was required. Participation rates for the 2009 mathematics assessment are available on the NAEP website at http://nationsreportcard.gov/math_2009/participation.asp.

The schools and students participating in NAEP assessments are selected to be representative both nationally and for public schools at the state level. The comparisons between national and state results in this report present the performance of public school students only. In NAEP reports, the category "nation (public)" does not include Department of Defense or Bureau of Indian Education schools.

How Is Student Mathematics Performance Reported?

The 2009 state results are compared to results from six earlier assessments at grade 4 and from seven earlier assessments at grade 8. At grade 12, state results are available for 2009 only.

Scale Scores: Student performance is reported as an average score based on the NAEP mathematics scale, which ranges from 0 to 500 for grades 4 and 8, and from 0 to 300 for grade 12. Because NAEP scales are developed independently for each subject and for each content area within a subject, the scores cannot be compared across subjects or across content areas within the same subject. Results are also reported at five percentiles (10th, 25th, 50th, 75th, and 90th) to show trends in performance for lower-, middle-, and higher-performing students.

Achievement Levels: Based on recommendations from policymakers, educators, and members of the general public, the Governing Board sets specific achievement levels for each subject area and grade. Achievement levels are performance standards indicating what students should know and be able to do. They provide another perspective with which to interpret student performance. NAEP results are reported in terms of three achievement levels—*Basic*, *Proficient*, and *Advanced*—and are expressed in terms of the percentage of students who attained each level. The three achievement levels are defined as follows:

- *Basic* denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- *Proficient* represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and appropriate analytical skills.
- *Advanced* represents superior performance.

The achievement levels are cumulative; therefore, students performing at the *Proficient* level also display the competencies associated with the *Basic* level, and students at the *Advanced* level also demonstrate the competencies associated with both the *Basic* and the *Proficient* levels.

As provided by law, NCES, upon review of congressionally mandated evaluations of NAEP, has determined that achievement levels are to be used on a trial basis and should be interpreted with caution. The NAEP achievement levels have been widely used by national and state officials. The mathematics achievement-level descriptions are summarized in figures 1-A and 1-B.

Figure 1-A	The Nation's Report Card 2009 State Assessment
	Descriptions of fourth-grade achievement levels for 2009 NAEP mathematics assessment

Basic Level (214)	Fourth-grade students performing at the *Basic* level should show some evidence of understanding the mathematical concepts and procedures in the five NAEP content areas.

Fourth-graders performing at the *Basic* level should be able to estimate and use basic facts to perform simple computations with whole numbers, show some understanding of fractions and decimals, and solve some simple real-world problems in all NAEP content areas. Students at this level should be able to use—although not always accurately—four-function calculators, rulers, and geometric shapes. Their written responses are often minimal and presented without supporting information.

Proficient Level (249)	Fourth-grade students performing at the *Proficient* level should consistently apply integrated procedural knowledge and conceptual understanding to problem solving in the five NAEP content areas.

Fourth-graders performing at the *Proficient* level should be able to use whole numbers to estimate, compute, and determine whether results are reasonable. They should have a conceptual understanding of fractions and decimals; be able to solve real-world problems in all NAEP content areas; and use four-function calculators, rulers, and geometric shapes appropriately. Students performing at the *Proficient* level should employ problem-solving strategies such as identifying and using appropriate information. Their written solutions should be organized and presented both with supporting information and explanations of how they were achieved.

Advanced Level (282)	Fourth-grade students performing at the *Advanced* level should apply integrated procedural knowledge and conceptual understanding to complex and nonroutine real-world problem solving in the five NAEP content areas.

Fourth-graders performing at the *Advanced* level should be able to solve complex and nonroutine real-world problems in all NAEP content areas. They should display mastery in the use of four-function calculators, rulers, and geometric shapes. These students are expected to draw logical conclusions and justify answers and solution processes by explaining why, as well as how, they were achieved. They should go beyond the obvious in their interpretations and be able to communicate their thoughts clearly and concisely.

NOTE: The scores in parentheses indicate the cut point on the scale at which the achievement-level range begins.
SOURCE: National Assessment Governing Board. (2008). *Mathematics Framework for the 2009 National Assessment of Educational Progress.* Washington, DC: Author.

Figure 1-B	The Nation's Report Card 2009 State Assessment
	Descriptions of eighth-grade achievement levels for 2009 NAEP mathematics assessment

Basic Level (262)	Eighth-grade students performing at the *Basic* level should exhibit evidence of conceptual and procedural understanding in the five NAEP content areas. This level of performance signifies an understanding of arithmetic operations—including estimation—on whole numbers, decimals, fractions, and percents.

Eighth-graders performing at the *Basic* level should complete problems correctly with the help of structural prompts such as diagrams, charts, and graphs. They should be able to solve problems in all NAEP content areas through the appropriate selection and use of strategies and technological tools—including calculators, computers, and geometric shapes. Students at this level also should be able to use fundamental algebraic and informal geometric concepts in problem solving.

As they approach the *Proficient* level, students at the *Basic* level should be able to determine which of the available data are necessary and sufficient for correct solutions and use them in problem solving. However, these eighth-graders show limited skill in communicating mathematically.

Proficient Level (299)	Eighth-grade students performing at the *Proficient* level should apply mathematical concepts and procedures consistently to complex problems in the five NAEP content areas.

Eighth-graders performing at the *Proficient* level should be able to conjecture, defend their ideas, and give supporting examples. They should understand the connections among fractions, percents, decimals, and other mathematical topics such as algebra and functions. Students at this level are expected to have a thorough understanding of *Basic* level arithmetic operations—an understanding sufficient for problem solving in practical situations.

Quantity and spatial relationships in problem solving and reasoning should be familiar to them, and they should be able to convey underlying reasoning skills beyond the level of arithmetic. They should be able to compare and contrast mathematical ideas and generate their own examples. These students should make inferences from data and graphs, apply properties of informal geometry, and accurately use the tools of technology. Students at this level should understand the process of gathering and organizing data and be able to calculate, evaluate, and communicate results within the domain of statistics and probability.

Advanced Level (333)	Eighth-grade students performing at the *Advanced* level should be able to reach beyond the recognition, identification, and application of mathematical rules in order to generalize and synthesize concepts and principles in the five NAEP content areas.

Eighth-graders performing at the *Advanced* level should be able to probe examples and counterexamples in order to shape generalizations from which they can develop models. Eighth-graders performing at the *Advanced* level should use number sense and geometric awareness to consider the reasonableness of an answer. They are expected to use abstract thinking to create unique problem-solving techniques and explain the reasoning processes underlying their conclusions.

NOTE: The scores in parentheses indicate the cut point on the scale at which the achievement-level range begins.
SOURCE: National Assessment Governing Board. (2008). *Mathematics Framework for the 2009 National Assessment of Educational Progress*. Washington, DC: Author.

Assessing Students With Disabilities and/or English Language Learners

Testing accommodations, such as extra testing time or individual (rather than group) administration, are provided for students with disabilities (SD) or English language learners (ELL) who could not fairly and accurately demonstrate their abilities without modified test administration procedures. In 1996, administration procedures were introduced at the national level allowing certain accommodations for students requiring such accommodations to participate.

In state NAEP mathematics assessments prior to 2000, no testing accommodations or adaptations were permitted for SD or ELL students. In 2000, NAEP was administered using a split sample of schools—one sample in which accommodations were permitted for special-needs students who normally received them and another sample in which accommodations were not permitted. Therefore, there were two different sets of results available for 2000, and both are shown in the tables in this report. Results for the assessment years where accommodations were not permitted in state NAEP assessments (1990, 1992, 1996) are reported in the same tables as the results where accommodations were permitted (2000, 2003, 2005, 2007, 2009).

Even with the availability of accommodations, however, some students may still be excluded from the NAEP assessment. Due to differences in policies and practices regarding the identification and inclusion of SD and ELL students, variations in exclusion and accommodation rates should be considered when comparing students' performance over time and across states. The types of accommodations used in the 2009 NAEP mathematics assessment are available on the NAEP website at http://nationsreportcard.gov/math_2009/type_accomm.asp

Interpreting Results

The scores and percentages in this report are estimates based on samples of students rather than on entire populations. In addition, the collection of questions used at each grade level is only a sample of the many questions that could have been asked to assess the skills and abilities described in the NAEP framework. Therefore, the results are subject to a measure of uncertainty, reflected in the standard error of the estimates—a range of up to a few points above or below the score or percentage—which takes into account potential score fluctuation due to sampling error and measurement error. Statistical tests that factor in these standard errors are used to determine whether the differences between average scores or percentages are significant. All differences were tested for statistical significance at the .05 level using unrounded numbers.

NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller standard errors. As a consequence, smaller differences are detected as statistically significant than were detected in previous assessments. In addition, estimates based on smaller groups are likely to have relatively large standard errors. Thus, some seemingly large differences may not be statistically significant. That is, it cannot be determined whether these differences are due to sampling error, or to true differences in the population of interest.

Differences between scores or between percentages are discussed in this report only when they are significant from a statistical perspective. Significant differences between 2009 and prior assessments are marked with a notation (*) in the tables. Any differences in scores within a year or across years that are mentioned in the text as "higher," "lower," "greater," or "smaller" are statistically significant.

The reader is cautioned against making simple causal inferences between student performance and the other variables (e.g., race/ethnicity, gender, and type of school location) discussed in this report. A statistically significant relationship between a variable and measures of student performance does not imply that the variable causes differences in how well students perform. The relationship may be influenced by a number of other variables not accounted for in this report, such as family income, parental involvement, or student attitudes.

NAEP 2009 Mathematics Overall Scale Score and Achievement-Level Results for Public School Students

Overall mathematics results are reported in this section for public school students from Washington along with regional and national results.

Prior to 2000, testing accommodations were not provided for students with special needs in NAEP state mathematics assessments. For 2000, results are displayed for both the sample in which accommodations were permitted and the sample in which they were not permitted. Subsequent assessment results were based on the more inclusive samples. In the text of this report, comparisons to 2000 results refer only to the sample in which accommodations were permitted.

Overall Scale Score Results

Student performance is reported as an average score based on the NAEP mathematics scale, which ranges from 0 to 500 for grades 4 and 8, and from 0 to 300 for grade 12.

Tables 1-A and 1-B show the overall performance results of grades 4 and 8 public school students in Washington, the nation (public), and the region. The list of states making up a given region for NAEP prior to 2003 differed from the list used by the U.S. Census Bureau, which has been used in NAEP from 2003 onward. Therefore, the data for the state's region are given only for 2003, 2005, 2007, and 2009. The first column of results presents the average score on the NAEP mathematics scale. The remaining columns show the scores at selected percentiles. A percentile indicates the percentages of students whose scores fell at or below a particular score. For example, the 25th percentile demarks the cut point for the lowest 25 percent of students within the distribution of scale scores.

Grade 4 Scale Score Results

- In 2009, the average scale score for students in Washington was 242. This was higher than that of students across the nation (239).
- In Washington, the average scale score for students in 2009 was not significantly different from that in 2007 (243). Similarly, the average scale score for students in public schools across the nation in 2009 was not significantly different from that in 2007 (239).
- In Washington, the average scale score for students in 2009 was higher than the scores in 1996 and 2003. However, it was not significantly different from the scores in 2005 and 2007.

Grade 8 Scale Score Results

- In 2009, the average scale score for students in Washington was 289. This was higher than that of students across the nation (282).
- In Washington, the average scale score for students in 2009 was higher than that in 2007 (285). Similarly, the average scale score for students in public schools across the nation in 2009 was higher than that in 2007 (280).
- In Washington, the average scale score for students in 2009 was higher than the scores in 1996, 2003, 2005, and 2007.

Table 1-A

The Nation's Report Card 2009 State Assessment

Average scale scores and selected percentile scores in NAEP mathematics for fourth-grade public school students, by assessment year and jurisdiction: Various years, 1996–2009

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
1996[1]	Nation (public)	222*	180*	201*	224*	244*	261*
	Washington	225*	187*	207*	226*	245*	261*
2003	Nation (public)	234*	196*	215*	235*	254*	270*
	West[2]	230*	191	210*	231*	251*	267*
	Washington	238*	202	220	239*	257*	273*
2005	Nation (public)	237*	199*	219*	239*	257*	272*
	West[2]	233*	193	213	235*	254*	270*
	Washington	242	205	224	243	261	276
2007	Nation (public)	239	201	221	241	259	274
	West[2]	233	191	213	236	256	272
	Washington	243	204	225	245	263	277
2009	Nation (public)	239	201	221	241	259	275
	West[2]	235	193	214	236	256	273
	Washington	242	204	224	244	262	277

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2009.

[1] Accommodations were not permitted for this assessment.

[2] Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2009 Mathematics Assessments.

The Nation's Report Card 2009 State Assessment

Table 1-B

Average scale scores and selected percentile scores in NAEP mathematics for eighth-grade public school students, by assessment year and jurisdiction: Various years, 1996–2009

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
1996[1]	Nation (public)	271*	222*	247*	272*	296*	316*
	Washington	276*	232*	253*	278*	300*	320*
2003	Nation (public)	276*	228*	253*	278*	301*	321*
	West[2]	272*	222*	247*	273*	299*	320*
	Washington	281*	234*	259*	283*	306*	325*
2005	Nation (public)	278*	230*	254*	279*	303*	323*
	West[2]	273*	224	248*	274*	299*	321*
	Washington	285*	237	262	287	310	331
2007	Nation (public)	280*	234	257*	281*	305*	325*
	West[2]	275	226	250	276	302	323
	Washington	285*	236*	262	287	310*	331
2009	Nation (public)	282	235	258	283	307	328
	West[2]	276	226	251	277	303	325
	Washington	289	242	266	290	314	334

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2009.

[1] Accommodations were not permitted for this assessment.

[2] Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2009 Mathematics Assessments.

Overall Achievement-Level Results

Student results are reported as the percentages of students performing relative to performance standards set by the National Assessment Governing Board. These performance standards for what students should know and be able to do were based on the recommendations of broadly representative panels of educators and members of the public.

Tables 2-A and 2-B show the percentage of students at grades 4 and 8 who performed below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced*. Because the percentages are cumulative from *Basic* to *Proficient* to *Advanced*, they may sum to more than 100 percent. Only the percentage of students performing at or above *Basic* (which includes the students at *Proficient* and *Advanced)* plus the students below *Basic* will sum to 100 percent.

Grade 4 Achievement-Level Results

- In 2009, the percentage of Washington's students who performed at or above *Proficient* was 43 percent. This was greater than the percentage of the nation's public school students who performed at or above *Proficient* (38 percent).
- In Washington, the percentage of students who performed at or above *Proficient* in 2009 was greater than the percentages in 1996 and 2003, but was not significantly different from the percentages in 2005 and 2007.
- In 2009, the percentage of Washington's students who performed at or above *Basic* was 84 percent. This was greater than the percentage of the nation's public school students who performed at or above *Basic* (81 percent).
- In Washington, the percentage of students who performed at or above *Basic* in 2009 was greater than the percentage in 1996, but was not significantly different from the percentages in 2003, 2005, and 2007.

Grade 8 Achievement-Level Results

- In 2009, the percentage of Washington's students who performed at or above *Proficient* was 39 percent. This was greater than the percentage of the nation's public school students who performed at or above *Proficient* (33 percent).
- In Washington, the percentage of students who performed at or above *Proficient* in 2009 was greater than the percentages in 1996, 2003, and 2007, but was not significantly different from the percentage in 2005.
- In 2009, the percentage of Washington's students who performed at or above *Basic* was 78 percent. This was greater than the percentage of the nation's public school students who performed at or above *Basic* (71 percent).
- In Washington, the percentage of students who performed at or above *Basic* in 2009 was greater than the percentages in 1996 and 2003, but was not significantly different from the percentages in 2005 and 2007.

Table 2-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students at or above NAEP mathematics achievement levels, by assessment year and jurisdiction: Various years, 1996–2009

Year and jurisdiction		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
1996[1]	Nation (public)	38*	62*	20*	2*
	Washington	33*	67*	21*	1*
2003	Nation (public)	24*	76*	31*	4*
	West[2]	29*	71*	27*	3*
	Washington	19	81	36*	5
2005	Nation (public)	21*	79*	35*	5*
	West[2]	26	74	31*	4*
	Washington	16	84	42	6
2007	Nation (public)	19	81	39	5
	West[2]	26	74	33	5
	Washington	16	84	44	7
2009	Nation (public)	19	81	38	6
	West[2]	25	75	34	5
	Washington	16	84	43	7

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2009.

[1] Accommodations were not permitted for this assessment.

[2] Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 and above. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2009 Mathematics Assessments.

Table 2-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students at or above NAEP mathematics achievement levels, by assessment year and jurisdiction: Various years, 1996–2009

Year and jurisdiction		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
1996[1]	Nation (public)	39*	61*	23*	4*
	Washington	33*	67*	26*	4*
2003	Nation (public)	33*	67*	27*	5*
	West[2]	39*	61*	25*	5*
	Washington	28*	72*	32*	6*
2005	Nation (public)	32*	68*	28*	6*
	West[2]	38*	62*	25*	5*
	Washington	25	75	36	9
2007	Nation (public)	30*	70*	31*	7*
	West[2]	36	64	27	6
	Washington	25	75	36*	9
2009	Nation (public)	29	71	33	7
	West[2]	35	65	28	6
	Washington	22	78	39	11

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2009.

[1] Accommodations were not permitted for this assessment.

[2] Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2009 Mathematics Assessments.

Comparisons Between Washington, the Nation, and Participating States and Jurisdictions

All 50 states, the District of Columbia, and the Department of Defense Schools participated in the 2009 mathematics assessment at grades 4 and 8. For the first time in 2009, grade 12 mathematics results are also available for 11 states that met the reporting criteria. References to "jurisdictions" in the results statements may include states, the District of Columbia, and/or Department of Defense Schools.

Comparisons by Average Scale Scores

Figures 2-A and 2-B compare Washington's 2009 overall mathematics scale scores at grades 4 and 8 with those of public schools in the nation and all other participating states and jurisdictions. The different shadings indicate whether the average score of the nation (public), a state, or a jurisdiction was found to be higher than, lower than, or not significantly different from that of Washington in the NAEP 2009 mathematics assessment.

Grade 4 Scale Score Comparison Results

- Students' average score in Washington was higher than the scores in 23 jurisdictions, not significantly different from those in 21 jurisdictions, and lower than those in 7 jurisdictions.

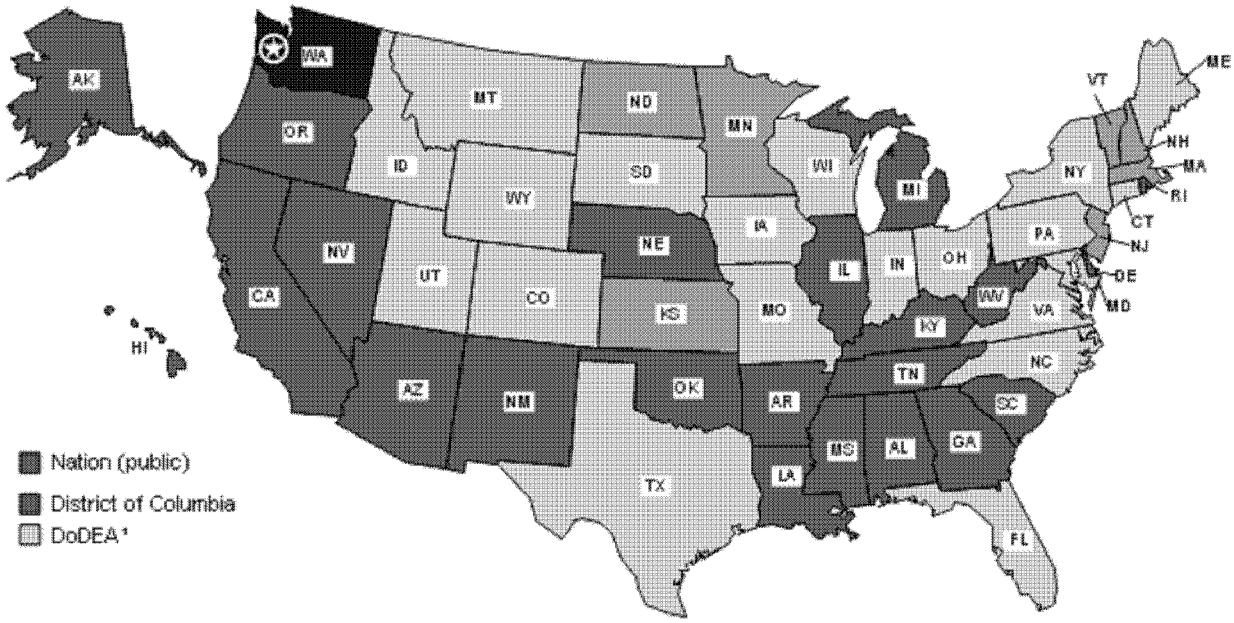
Grade 8 Scale Score Comparison Results

- Students' average score in Washington was higher than the scores in 31 jurisdictions, not significantly different from those in 13 jurisdictions, and lower than those in 7 jurisdictions.

Figure 2-A

The Nation's Report Card 2009 State Assessment

Washington's average scale score in NAEP mathematics for fourth-grade public school students compared with scores for the nation and other participating jurisdictions: 2009



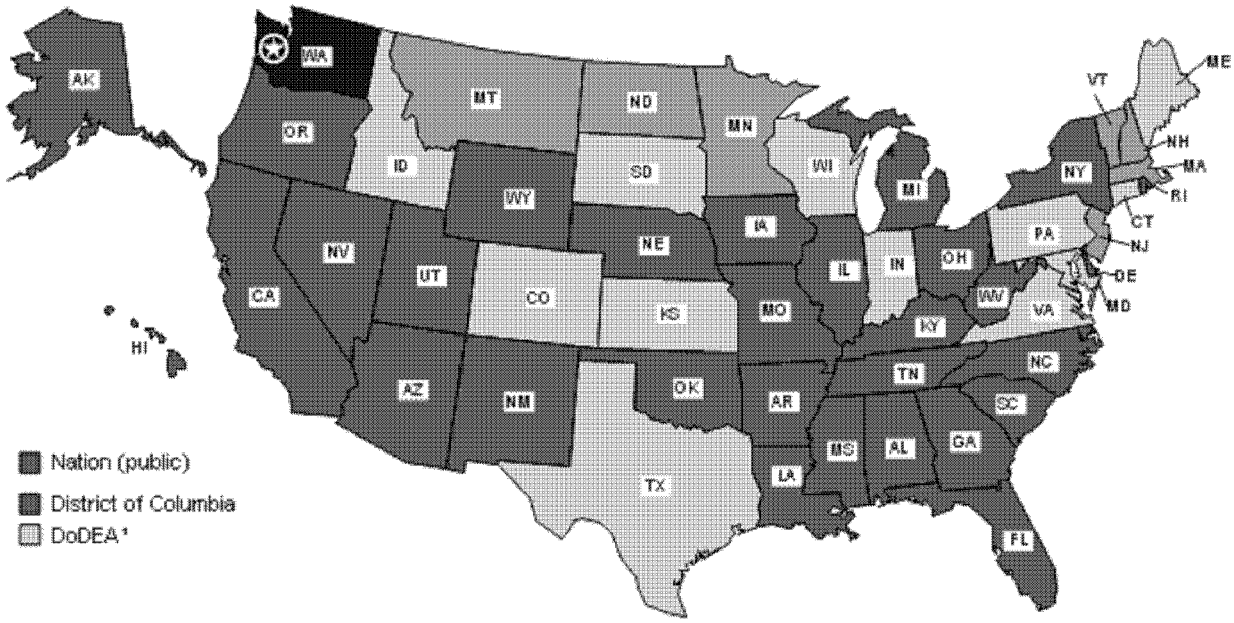
★	Focal state/jurisdiction (Washington)
	Higher average scale score than Washington (7 jurisdictions)
	Not significantly different from Washington (21 jurisdictions)
	Lower average scale score than Washington (nation and 23 jurisdictions)

[1] Department of Defense Education Activity schools (domestic and overseas).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment.

Figure 2-B

The Nation's Report Card 2009 State Assessment

Washington's average scale score in NAEP mathematics for eighth-grade public school students compared with scores for the nation and other participating jurisdictions: 2009



★	Focal state/jurisdiction (Washington)
	Higher average scale score than Washington (7 jurisdictions)
	Not significantly different from Washington (13 jurisdictions)
	Lower average scale score than Washington (nation and 31 jurisdictions)

[1] Department of Defense Education Activity schools (domestic and overseas).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment.

Comparisons by Achievement Levels

Figures 3-A and 3-B permit comparisons of all jurisdictions (and the nation) participating in the NAEP 2009 mathematics assessment in terms of percentages of grades 4 and 8 students performing at or above *Proficient*. The participating states and jurisdictions are grouped into categories reflecting whether the percentage of their students performing at or above *Proficient* (including *Advanced*) was found to be higher than, not significantly different from, or lower than the percentage in Washington.

Note that the selected state is listed first in its category, and the other states and jurisdictions within each category are listed alphabetically; statistical comparisons among jurisdictions in each of the three categories are not included in this report. However, statistical comparisons among states by achievement level can be calculated online by using the NAEP Data Explorer at http://nces.ed.gov/nationsreportcard/naepdata/.

Grade 4 Achievement-Level Comparison Results

- The percentage of students performing at or above the *Proficient* level in Washington was higher than the percentage in 24 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 5 jurisdictions.
- The percentage of students performing at or above the *Basic* level in Washington was higher than the percentage in 18 jurisdictions, not significantly different from those in 21 jurisdictions, and lower than those in 12 jurisdictions (data not shown).

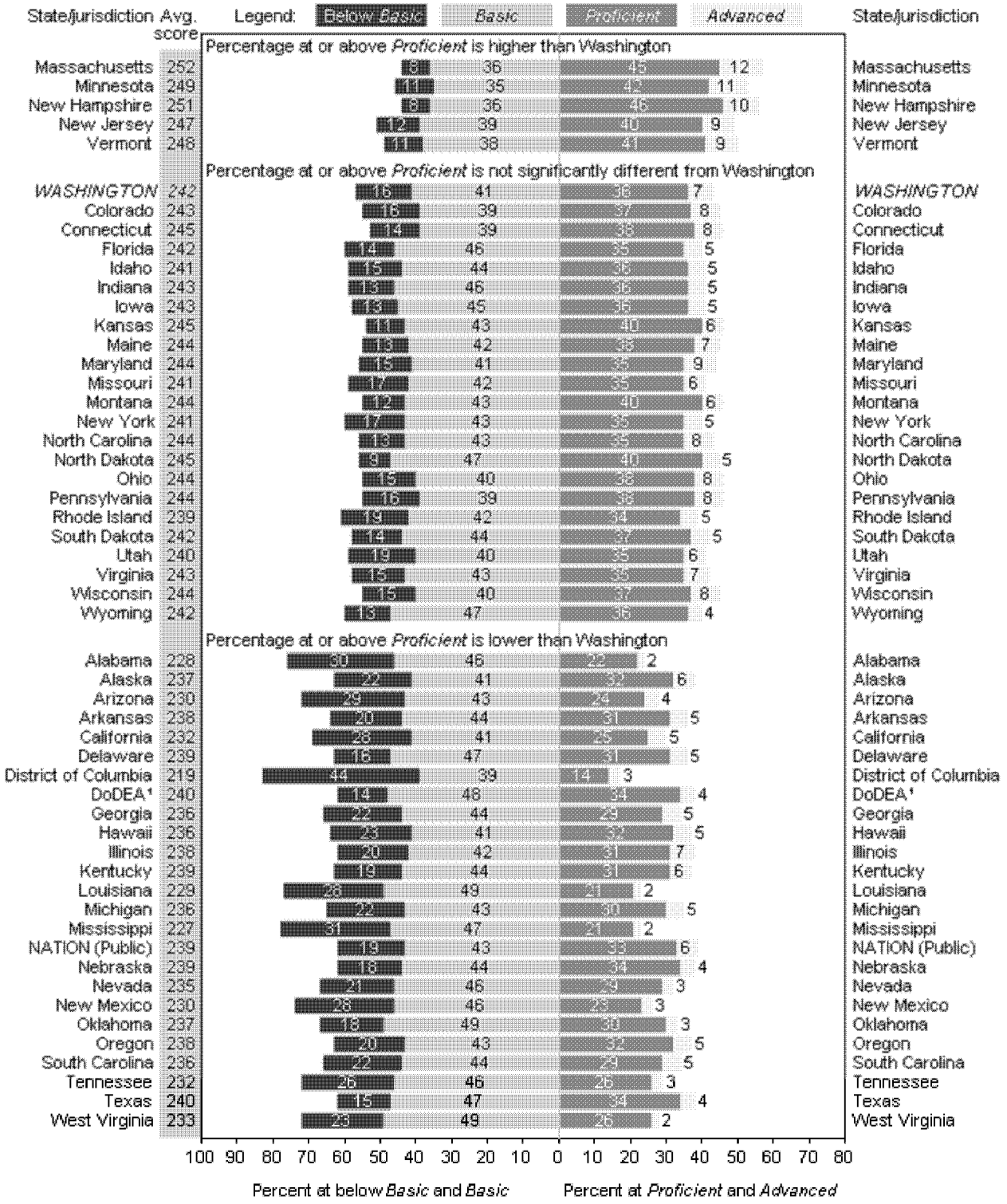
Grade 8 Achievement-Level Comparison Results

- The percentage of students performing at or above the *Proficient* level in Washington was higher than the percentage in 29 jurisdictions, not significantly different from those in 15 jurisdictions, and lower than those in 7 jurisdictions.
- The percentage of students performing at or above the *Basic* level in Washington was higher than the percentage in 23 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 6 jurisdictions (data not shown).

Figure 3-A

The Nation's Report Card 2009 State Assessment

Average scale scores in NAEP mathematics for fourth-grade public school students, percentage within each achievement level, and Washington's percentage at or above *Proficient* compared with the nation and other participating states/jurisdictions: 2009



[1] Department of Defense Education Activity schools (domestic and overseas).

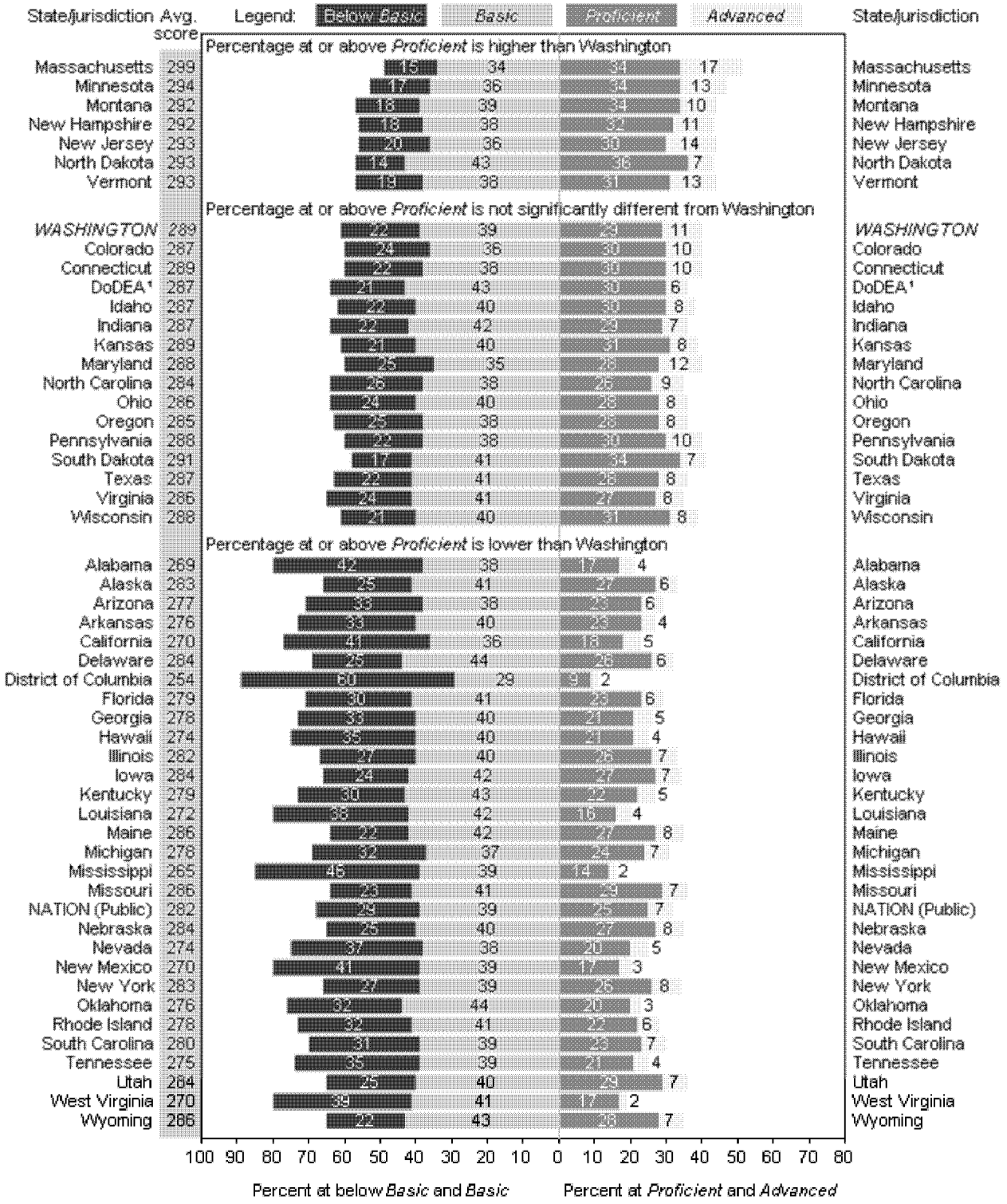
NOTE: The bars above contain percentages of students in each NAEP mathematics achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment.

Figure 3-B

The Nation's Report Card 2009 State Assessment

Average scale scores in NAEP mathematics for eighth-grade public school students, percentage within each achievement level, and Washington's percentage at or above *Proficient* compared with the nation and other participating states/jurisdictions: 2009



[1] Department of Defense Education Activity schools (domestic and overseas).

NOTE: The bars above contain percentages of students in each NAEP mathematics achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment.

Mathematics Performance of Selected Student Groups

This section of the report presents trend results for public school students in Washington and the nation by demographic characteristics. Student performance data are reported for

- race/ethnicity
- gender
- student eligibility for the National School Lunch Program
- type of school location (for 2007 and 2009 only)
- parents' highest level of education

Results for each of the variables are reported in tables that include the percentage of students in each group in the first column, and the average scale score in the second column. The columns to the right show the percentage of students below *Basic* and at or above each achievement level.

Two sets of results from the 2000 mathematics assessment are included in the tables for grades 4 and 8: one obtained from student samples for which accommodations were permitted and one for which accommodations were not permitted. Comparisons to the 2000 results made in the summary statements, however, are based solely on the sample for which accommodations were permitted.

Results by students' race/ethnicity and gender include statements about score point differences between student groups (e.g., between White and Black or White and Hispanic students, or between male and female students) in 2009 and in the first assessment year. Because these differences are calculated using unrounded values, they may differ slightly from what would be obtained by subtracting the rounded values that appear in the tables. Statements indicating a narrowing or widening of the gap in students' scores are only made if the change in the gap from the first assessment year to 2009 was found to be statistically significant.

The reader is cautioned against making simple causal inferences about group differences, as a complex mix of educational and socioeconomic factors may affect student performance. NAEP collects information on many additional variables, including school and home factors related to achievement. This information is in an interactive database available on the NAEP website http://nces.ed.gov/nationsreportcard/naepdata/.

Race/Ethnicity

Schools reported the race/ethnicity that best described each student. The six mutually exclusive categories are White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and Unclassified. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Tables 3-A and 3-B show average scale scores and achievement-level data for public school students at grades 4 and 8 in Washington and the nation, by race/ethnicity.

Grade 4 Scale Score Results by Race/Ethnicity

- In 2009, White students in Washington had an average scale score that was higher than the scores of Black, Hispanic, and American Indian/Alaska Native students, but not found to be significantly different from the score of Asian/Pacific Islander students.
- In 2009, the average scale score of White students in Washington was higher than the scores of their corresponding peers in 1996 and 2003, but not found to be significantly different from the scores of their corresponding peers in 2005 and 2007.
- In 2009, the average scale scores of Black, Hispanic, and Asian/Pacific Islander students in Washington were higher than the score in 1996, but not found to be significantly different from the scores of their corresponding peers in 2003, 2005, and 2007.
- In 2009, the average scale score of American Indian/Alaska Native students in Washington was higher than the score in 1996, but not found to be significantly different from the scores of their corresponding peers in 2003 and 2007.
- In 2009, Black students in Washington had an average score that was lower than that of White students by 20 points. In 1996, the average score for Black students was lower than that of White students by 27 points.
- In 2009, Hispanic students in Washington had an average score that was lower than that of White students by 20 points. In 1996, the average score for Hispanic students was lower than that of White students by 25 points.

Grade 4 Achievement-Level Results by Race/Ethnicity

- In Washington in 2009, the percentage of White students performing at or above *Proficient* was greater than the corresponding percentages of Black, Hispanic, and American Indian/Alaska Native students, but not found to be significantly different from the percentage of Asian/Pacific Islander students.
- In 2009, the percentage of White students in Washington performing at or above *Proficient* was greater than the percentages of their respective peers in 1996 and 2003, but not found to be significantly different from the percentages of their respective peers in 2005 and 2007.
- In 2009, the percentages of Black, Hispanic, and Asian/Pacific Islander students in Washington performing at or above *Proficient* were greater than the percentage in 1996, but not found to be significantly different from the percentages of their respective peers in 2003, 2005, and 2007.
- In 2009, the percentage of American Indian/Alaska Native students in Washington performing at or above *Proficient* was not found to be significantly different from the percentages of their respective peers in 1996, 2003, and 2007.

Table 3-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by race/ethnicity, year, and jurisdiction, assessment year and jurisdiction: Various years, 1996–2009

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
White							
1996[1]	Nation (public)	71 *	230 *	27 *	73 *	25 *	3 *
	Washington	79 *	229 *	29 *	71 *	23 *	2 *
2003	Nation (public)	58 *	243 *	13 *	87 *	42 *	5 *
	Washington	71 *	242 *	14	86	40 *	5
2005	Nation (public)	57 *	246 *	11 *	89 *	47 *	7 *
	Washington	69 *	246	11	89	48	7
2007	Nation (public)	55 *	248	9	91	51	8
	Washington	65	248	10	90	51	8
2009	Nation (public)	54	248	10	90	50	8
	Washington	62	247	11	89	51	8
Black							
1996[1]	Nation (public)	17	199 *	70 *	30 *	4 *	#
	Washington	5	202 *	65 *	35 *	5 *	#
2003	Nation (public)	17 *	216 *	46 *	54 *	10 *	# *
	Washington	6	222	38	62	17	1
2005	Nation (public)	17 *	220 *	40 *	60 *	13 *	1
	Washington	6	231	26	74	26	2
2007	Nation (public)	17	222	37	63	15	1
	Washington	6	222	37	63	17	2
2009	Nation (public)	16	222	37	63	15	1
	Washington	6	227	29	71	24	3

See notes at end of table.

Table 3-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by race/ethnicity, year, and jurisdiction, assessment year and jurisdiction: Various years, 1996–2009–Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Hispanic							
1996[1]	Nation (public)	9 *	204 *	63 *	37 *	7 *	#
	Washington	6 *	204 *	63 *	37 *	8 *	#
2003	Nation (public)	19 *	221 *	38 *	62 *	15 *	1 *
	Washington	12 *	223	39	61	18	1
2005	Nation (public)	20 *	225 *	33 *	67 *	19 *	1
	Washington	15	224	34	66	17	1
2007	Nation (public)	21	227	31	69	22	1
	Washington	15	225	32	68	19	1
2009	Nation (public)	22	227	30	70	21	1
	Washington	18	227	31	69	20	1
Asian/Pacific Islander							
1996[1]	Nation (public)	3 *	225 *	35 *	65 *	20 *	5 *
	Washington	7 *	226 *	32 *	68 *	20 *	1
2003	Nation (public)	4 *	246 *	13 *	87 *	48 *	10 *
	Washington	7	244	15	85	44	10
2005	Nation (public)	4 *	251 *	11 *	89 *	54 *	14
	Washington	8	245	16	84	46	9
2007	Nation (public)	5	254	9	91	59	16
	Washington	11	250	12	88	54	14
2009	Nation (public)	5	255	9	91	61	18
	Washington	9	253	9	91	56	16

See notes at end of table.

Table 3-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by race/ethnicity, year, and jurisdiction, assessment year and jurisdiction: Various years, 1996–2009–Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
American Indian/Alaska Native							
1996[1]	Nation (public)	1 *	‡	‡	‡	‡	‡
	Washington	3	215 *	44	56	12	#
2003	Nation (public)	1	224	35	65	18 *	1
	Washington	3	229	31	69	24	2
2005	Nation (public)	1	227	31	69	22	2
	Washington	2	‡	‡	‡	‡	‡
2007	Nation (public)	1	229	28	72	26	3
	Washington	2	227	32	68	26	4
2009	Nation (public)	1	227	32	68	23	2
	Washington	3	227	31	69	21	3
Unclassified[2]							
1996[1]	Nation (public)	1 *	‡	‡	‡	‡	‡
	Washington	# *	‡	‡	‡	‡	‡
2003	Nation (public)	1 *	236 *	20 *	80 *	32 *	3 *
	Washington	1 *	‡	‡	‡	‡	‡
2005	Nation (public)	1 *	240	18	82	38	5
	Washington	# *	‡	‡	‡	‡	‡
2007	Nation (public)	1 *	240	16	84	39	6
	Washington	1 *	‡	‡	‡	‡	‡
2009	Nation (public)	2	242	14	86	41	6
	Washington	2	247	11	89	51	4

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

[2] The unclassified category includes students whose school-reported race/ethnicity was "other" or unavailable, or was missing, and whose race/ethnicity category could not be determined from self-reported information.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 and above. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2009 Mathematics Assessments.

Grade 8 Scale Score Results by Race/Ethnicity

- In 2009, White students in Washington had an average scale score that was higher than the scores of Black, Hispanic, and American Indian/Alaska Native students, but lower than the score of Asian/Pacific Islander students.
- In 2009, the average scale scores of Black and Hispanic students in Washington were higher than the score in 1996, but not found to be significantly different from the scores of their corresponding peers in 2003, 2005, and 2007.
- In 2009, the average scale score of American Indian/Alaska Native students in Washington was not found to be significantly different from the scores of their corresponding peers in 1996, 2003, 2005, and 2007.
- In 2009, the average scale score of White students in Washington was higher than the scores of their corresponding peers in 1996, 2003, 2005, and 2007.
- In 2009, the average scale score of Asian/Pacific Islander students in Washington was higher than the scores of their corresponding peers in 1996, 2003, and 2007, but not found to be significantly different from the score in 2005.
- In 2009, Black students in Washington had an average score that was lower than that of White students by 27 points. In 1996, the average score for Black students was lower than that of White students by 38 points.
- In 2009, Hispanic students in Washington had an average score that was lower than that of White students by 32 points. In 1996, the average score for Hispanic students was lower than that of White students by 33 points.

Grade 8 Achievement-Level Results by Race/Ethnicity

- In Washington in 2009, the percentage of White students performing at or above *Proficient* was greater than the corresponding percentages of Black, Hispanic, and American Indian/Alaska Native students, but not found to be significantly different from the percentage of Asian/Pacific Islander students.
- In 2009, the percentage of White students in Washington performing at or above *Proficient* was greater than the percentages of their respective peers in 1996, 2003, and 2005, but not found to be significantly different from the percentage in 2007.
- In 2009, the percentage of Black students in Washington performing at or above *Proficient* was greater than the percentage in 1996, but not found to be significantly different from the percentages of their respective peers in 2003, 2005, and 2007.
- In 2009, the percentage of Asian/Pacific Islander students in Washington performing at or above *Proficient* was greater than the percentages of their respective peers in 1996 and 2003, but not found to be significantly different from the percentages of their respective peers in 2005 and 2007.
- In 2009, the percentages of Hispanic and American Indian/Alaska Native students in Washington performing at or above *Proficient* were not found to be significantly different from the percentages of their respective peers in 1996, 2003, 2005, and 2007.

Table 3-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by race/ethnicity, year, and jurisdiction, assessment year and jurisdiction: Various years, 1996–2009

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
White							
1996[1]	Nation (public)	70 *	280 *	28 *	72 *	29 *	5 *
	Washington	81 *	281 *	27 *	73 *	29 *	4 *
2003	Nation (public)	62 *	287 *	21 *	79 *	36 *	7 *
	Washington	75 *	285 *	24 *	76 *	36 *	6 *
2005	Nation (public)	60 *	288 *	21 *	79 *	37 *	7 *
	Washington	74 *	289 *	20 *	80 *	39 *	10
2007	Nation (public)	58 *	290 *	19 *	81 *	41 *	9 *
	Washington	69	291 *	19	81	42	10
2009	Nation (public)	56	292	18	82	43	10
	Washington	68	295	15	85	46	12
Black							
1996[1]	Nation (public)	16	241 *	74 *	26 *	4 *	#
	Washington	4	243 *	75 *	25 *	4 *	#
2003	Nation (public)	17 *	252 *	61 *	39 *	7 *	# *
	Washington	5	262	46	54	13	1
2005	Nation (public)	17 *	254 *	59 *	41 *	8 *	1 *
	Washington	4	265	44	56	15	1
2007	Nation (public)	17 *	259	53 *	47 *	11	1
	Washington	5	264	44	56	16	4
2009	Nation (public)	16	260	51	49	12	1
	Washington	5	269	40	60	16	4

See notes at end of table.

Table 3-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by race/ethnicity, year, and jurisdiction, assessment year and jurisdiction: Various years, 1996–2009–Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Hispanic							
1996[1]	Nation (public)	9 *	250 *	62 *	38 *	8 *	1
	Washington	6 *	248 *	68 *	32 *	7	#
2003	Nation (public)	15 *	258 *	53 *	47 *	11 *	1
	Washington	9 *	263	50	50	17	3
2005	Nation (public)	17 *	261 *	50 *	50 *	13 *	1 *
	Washington	10 *	262	50	50	15	2
2007	Nation (public)	19 *	264	46	54	15	2
	Washington	14	263	46	54	13	2
2009	Nation (public)	21	266	44	56	17	2
	Washington	15	264	47	53	13	2
Asian/Pacific Islander							
1996[1]	Nation (public)	‡	‡	‡	‡	‡	‡
	Washington	6 *	272 *	39 *	61 *	27 *	5 *
2003	Nation (public)	4 *	289 *	23 *	77 *	42 *	12 *
	Washington	8	285 *	28	72	37 *	11 *
2005	Nation (public)	5 *	294 *	19 *	81 *	46 *	16 *
	Washington	8	294	19	81	45	15
2007	Nation (public)	5	296	18	82	49	17
	Washington	10	289 *	24	76	41	14
2009	Nation (public)	5	300	16	84	53	20
	Washington	8	302	15	85	53	22

See notes at end of table.

Table 3-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by race/ethnicity, year, and jurisdiction, assessment year and jurisdiction: Various years, 1996–2009–Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
American Indian/Alaska Native							
1996[1]	Nation (public)	1	‡	‡	‡	‡	‡
	Washington	3	257	54	46	8	1
2003	Nation (public)	1	265	46	54	16 *	2
	Washington	2	264	44	56	17	1
2005	Nation (public)	1	266	45	55	14 *	2 *
	Washington	2	273	36	64	26	4
2007	Nation (public)	1 *	265	44	56	17	2
	Washington	2	265	45	55	18	3
2009	Nation (public)	1	267	43	57	20	3
	Washington	3	269	42	58	23	8
Unclassified[2]							
1996[1]	Nation (public)	# *	‡	‡	‡	‡	‡
	Washington	# *	‡	‡	‡	‡	‡
2003	Nation (public)	1 *	276 *	30	70	24 *	3
	Washington	1 *	‡	‡	‡	‡	‡
2005	Nation (public)	1 *	278 *	31	69	29	7
	Washington	# *	‡	‡	‡	‡	‡
2007	Nation (public)	1 *	282	28	72	32	8
	Washington	# *	‡	‡	‡	‡	‡
2009	Nation (public)	1	283	28	72	33	7
	Washington	1	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

[2] The unclassified category includes students whose school-reported race/ethnicity was "other" or unavailable, or was missing, and whose race/ethnicity category could not be determined from self-reported information.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2009 Mathematics Assessments.

Gender

Information on student gender is reported by the student's school when rosters of the students eligible to be assessed are submitted to NAEP.

Tables 4-A and 4-B show average scale scores and achievement-level data for public school students at grades 4 and 8 in Washington and the nation, by gender.

Grade 4 Scale Score Results by Gender

- In 2009, male students in Washington had an average score that was not found to be significantly different from that of female students. In 1996, male students in Washington had an average score that was not found to be significantly different from that of female students.
- In 2009, male students in Washington had an average scale score in mathematics (242) that was higher than that of male students in public schools across the nation (240). Similarly, female students in Washington had an average scale score (242) that was higher than that of female students across the nation (238).
- In Washington, the average scale score of male students in 2009 was higher than the score of male students in 1996, but not found to be significantly different from the scores of male students in 2003, 2005, and 2007.
- In Washington, the average scale score of female students in 2009 was higher than the scores of female students in 1996 and 2003, but not found to be significantly different from the scores of female students in 2005 and 2007.

Grade 4 Achievement-Level Results by Gender

- The percentage of male students in Washington's public schools who were at or above *Proficient* in 2009 (45 percent) was greater than that of male students in the nation (40 percent).
- The percentage of female students in Washington's public schools who were at or above *Proficient* in 2009 (42 percent) was greater than that of female students in the nation (37 percent).
- In Washington, the percentage of male students performing at or above *Proficient* in 2009 was greater than the corresponding percentages of students in 1996 and 2003, but not significantly different from the corresponding percentages of students in 2005 and 2007.
- In Washington, the percentage of female students performing at or above *Proficient* in 2009 was greater than the corresponding percentages of students in 1996 and 2003, but not significantly different from the corresponding percentages of students in 2005 and 2007.

Table 4-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by gender, year, and jurisdiction, assessment year and jurisdiction: Various years, 1996–2009

Gender, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Male							
1996[1]	Nation (public)	51	224*	37*	63*	22*	3*
	Washington	52	226*	32*	68*	23*	2*
2003	Nation (public)	51	235*	23*	77*	34*	5*
	Washington	51	240	18	82	39*	6
2005	Nation (public)	51	238*	20*	80*	37*	6*
	Washington	50	242	15	85	43	6
2007	Nation (public)	51*	240	18	82	41	7
	Washington	52	244	15	85	46	9
2009	Nation (public)	51	240	19	81	40	7
	Washington	51	242	17	83	45	8
Female							
1996[1]	Nation (public)	49	221*	39*	61*	17*	1*
	Washington	48	224*	34*	66*	18*	1*
2003	Nation (public)	49	233*	25*	75*	29*	3*
	Washington	49	237*	20*	80*	33*	4
2005	Nation (public)	49	236*	21*	79*	33*	4*
	Washington	50	241	17	83	41	6
2007	Nation (public)	49*	238	19	81	36	4
	Washington	48	241	16	84	41	6
2009	Nation (public)	49	238	19	81	37	5
	Washington	49	242	15	85	42	6

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 and above. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2009 Mathematics Assessments.

Grade 8 Scale Score Results by Gender

- In 2009, male students in Washington had an average score that was not found to be significantly different from that of female students. In 1996, male students in Washington had an average score that was not found to be significantly different from that of female students.
- In 2009, male students in Washington had an average scale score in mathematics (290) that was higher than that of male students in public schools across the nation (283). Similarly, female students in Washington had an average scale score (288) that was higher than that of female students across the nation (281).
- In Washington, the average scale score of male students in 2009 was higher than the scores of male students in 1996, 2003, 2005, and 2007.
- In Washington, the average scale score of female students in 2009 was higher than the scores of female students in 1996 and 2003, but not found to be significantly different from the scores of female students in 2005 and 2007.

Grade 8 Achievement-Level Results by Gender

- The percentage of male students in Washington's public schools who were at or above *Proficient* in 2009 (41 percent) was greater than that of male students in the nation (34 percent).
- The percentage of female students in Washington's public schools who were at or above *Proficient* in 2009 (38 percent) was greater than that of female students in the nation (31 percent).
- In Washington, the percentage of male students performing at or above *Proficient* in 2009 was greater than the corresponding percentages of students in 1996 and 2003, but not significantly different from the corresponding percentages of students in 2005 and 2007.
- In Washington, the percentage of female students performing at or above *Proficient* in 2009 was greater than the corresponding percentages of students in 1996 and 2003, but not significantly different from the corresponding percentages of students in 2005 and 2007.

Table 4-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by gender, year, and jurisdiction, assessment year and jurisdiction: Various years, 1996–2009

Gender, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Male							
1996[1]	Nation (public)	52 *	270 *	40 *	60 *	24 *	4 *
	Washington	51	276 *	34 *	66 *	27 *	4 *
2003	Nation (public)	50	277 *	33 *	67 *	29 *	6 *
	Washington	50	282 *	28 *	72 *	33 *	7 *
2005	Nation (public)	51	278 *	32 *	68 *	30 *	6 *
	Washington	51	285 *	26 *	74 *	37	9
2007	Nation (public)	51	281 *	29 *	71 *	33 *	8 *
	Washington	50	285 *	26 *	74 *	37	10
2009	Nation (public)	51	283	28	72	34	8
	Washington	51	290	21	79	41	12
Female							
1996[1]	Nation (public)	48 *	271 *	39 *	61 *	21 *	3 *
	Washington	49	277 *	32 *	68 *	26 *	4 *
2003	Nation (public)	50	275 *	34 *	66 *	26 *	4 *
	Washington	50	281 *	29 *	71 *	31 *	5 *
2005	Nation (public)	49	277 *	33 *	67 *	27 *	5 *
	Washington	49	285	24	76	35	8
2007	Nation (public)	49	279 *	30	70	29 *	6 *
	Washington	50	285	24	76	35	8
2009	Nation (public)	49	281	29	71	31	7
	Washington	49	288	23	77	38	10

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2009 Mathematics Assessments.

Student Eligibility for the National School Lunch Program

NAEP collects data on eligibility for the federal program providing free or reduced-price school lunches. The free/reduced-price lunch component of the National School Lunch Program (NSLP) offered through the U.S. Department of Agriculture (USDA) is designed to ensure that children near or below the poverty line receive nourishing meals. Eligibility is determined through the USDA's Income Eligibility Guidelines, and results for this category of students are included as an indicator of lower family income. NAEP first collected information on participation in this program in 1996; therefore, cross-year comparisons to assessments prior to 1996 cannot be made.

Tables 5-A and 5-B show average scale scores and achievement-level data for public school students at grades 4 and 8 in Washington and the nation, by student eligibility for the NSLP.

Grade 4 Scale Score Results by Free/Reduced-Price School Lunch Eligibility

- In 2009, students in Washington eligible for free/reduced-price lunch had an average mathematics scale score of 231. This was lower than that of students in Washington not eligible for this program (251).
- In 2009, students in Washington who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 20 points. In 1996, the average score for students in Washington who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 20 points.
- Students in Washington eligible for free/reduced-price lunch had an average scale score (231) in 2009 that was higher than that of students in the nation who were eligible (228).
- In Washington, students eligible for free/reduced-price lunch had an average mathematics scale score in 2009 that was higher than that of eligible students in 1996 and 2003, but not found to be significantly different from that of eligible students in 2005 and 2007.

Grade 4 Achievement-Level Results by Free/Reduced-Price School Lunch Eligibility

- In Washington, 27 percent of students who were eligible for free/reduced-price lunch and 56 percent of those who were not eligible for this program performed at or above *Proficient* in 2009. These percentages were found to be significantly different from one another.
- For students in Washington in 2009 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (27 percent) was greater than the corresponding percentage for their counterparts around the nation (22 percent).
- In Washington, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2009 was greater than the corresponding percentages for 1996 and 2003, but not found to be significantly different from the corresponding percentages for 2005 and 2007.

Table 5-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by eligibility status, year, and jurisdiction, assessment year and jurisdiction: Various years, 1996–2009

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Eligible							
1996[1]	Nation (public)	34 *	207 *	59 *	41 *	8 *	# *
	Washington	32 *	212 *	51 *	49 *	10 *	#
2003	Nation (public)	44 *	222 *	38 *	62 *	15 *	1 *
	Washington	38 *	226 *	32	68	20 *	1
2005	Nation (public)	46 *	225 *	33 *	67 *	19 *	1
	Washington	39 *	231	26	74	26	2
2007	Nation (public)	46 *	227	30	70	22	1
	Washington	39	230	26	74	26	2
2009	Nation (public)	48	228	29	71	22	1
	Washington	45	231	26	74	27	2
Not eligible							
1996[1]	Nation (public)	52	231 *	27 *	73 *	25 *	3 *
	Washington	62 *	232 *	25 *	75 *	26 *	2 *
2003	Nation (public)	52	244 *	12 *	88 *	45 *	6 *
	Washington	52	247 *	10	90	48 *	8
2005	Nation (public)	52 *	248 *	10 *	90 *	50 *	8 *
	Washington	56	250	8	92	53	9
2007	Nation (public)	53 *	249	9	91	53	9 *
	Washington	56	251	9	91	56	11
2009	Nation (public)	51	250	9	91	54	10
	Washington	55	251	8	92	56	11

See notes at end of table.

Table 5-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by eligibility status, year, and jurisdiction, assessment year and jurisdiction: Various years, 1996–2009–Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Information not available							
1996[1]	Nation (public)	13 *	230	28	72	28	3
	Washington	6 *	230	26	74	25	1
2003	Nation (public)	4 *	235	23	77	34	4
	Washington	10 *	239	16	84	37	4
2005	Nation (public)	2 *	237	21	79	36	5
	Washington	5 *	236	23	77	34	4
2007	Nation (public)	1	243	17	83	44	8
	Washington	4	244	14	86	47	9
2009	Nation (public)	1	240	22	78	42	7
	Washington	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 and above. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2009 Mathematics Assessments.

Grade 8 Scale Score Results by Free/Reduced-Price School Lunch Eligibility

- In 2009, students in Washington eligible for free/reduced-price lunch had an average mathematics scale score of 271. This was lower than that of students in Washington not eligible for this program (299).
- In 2009, students in Washington who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 28 points. In 1996, the average score for students in Washington who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 24 points.
- Students in Washington eligible for free/reduced-price lunch had an average scale score (271) in 2009 that was higher than that of students in the nation who were eligible (266).
- In Washington, students eligible for free/reduced-price lunch had an average mathematics scale score in 2009 that was higher than that of eligible students in 1996 and 2003, but not found to be significantly different from that of eligible students in 2005 and 2007.

Grade 8 Achievement-Level Results by Free/Reduced-Price School Lunch Eligibility

- In Washington, 20 percent of students who were eligible for free/reduced-price lunch and 51 percent of those who were not eligible for this program performed at or above *Proficient* in 2009. These percentages were found to be significantly different from one another.
- For students in Washington in 2009 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (20 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (17 percent).
- In Washington, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2009 was greater than the percentage for 1996, but not found to be significantly different from the corresponding percentages for 2003, 2005, and 2007.

Table 5-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by eligibility status, year, and jurisdiction, assessment year and jurisdiction: Various years, 1996–2009

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Eligible							
1996[1]	Nation (public)	30 *	252 *	61 *	39 *	8 *	1 *
	Washington	25 *	258 *	55 *	45 *	12 *	1 *
2003	Nation (public)	36 *	258 *	53 *	47 *	11 *	1 *
	Washington	27 *	265 *	44 *	56 *	16	1 *
2005	Nation (public)	39 *	261 *	49 *	51 *	13 *	1 *
	Washington	31 *	269	40	60	20	3
2007	Nation (public)	41 *	265 *	45 *	55 *	15 *	2
	Washington	33	268	41	59	19	3
2009	Nation (public)	43	266	43	57	17	2
	Washington	37	271	38	62	20	3
Not eligible							
1996[1]	Nation (public)	56	279 *	29 *	71 *	29 *	5 *
	Washington	72 *	282 *	26 *	74 *	31 *	5 *
2003	Nation (public)	58 *	287 *	22 *	78 *	37 *	7 *
	Washington	59	288 *	21 *	79 *	40 *	8 *
2005	Nation (public)	59 *	288 *	21 *	79 *	39 *	8 *
	Washington	62	294 *	16	84	44 *	12
2007	Nation (public)	58 *	291 *	19 *	81 *	42 *	10 *
	Washington	65	294 *	17	83	45 *	12
2009	Nation (public)	56	293	17	83	45	12
	Washington	63	299	12	88	51	15

See notes at end of table.

Table 5-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by eligibility status, year, and jurisdiction, assessment year and jurisdiction: Various years, 1996–2009–Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Information not available							
1996[1]	Nation (public)	14 *	278	31	69	29	5
	Washington	3	276	27	73	18	1
2003	Nation (public)	6 *	278	32	68	29	6
	Washington	14 *	283	25	75	32	6
2005	Nation (public)	3 *	277 *	34	66	28	6
	Washington	7 *	280	32	68	32	8
2007	Nation (public)	1	274 *	36	64	28	6
	Washington	3	‡	‡	‡	‡	‡
2009	Nation (public)	1	284	28	72	35	10
	Washington	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2009 Mathematics Assessments.

Type of Location

Schools that participated in the assessment were classified as being located in four mutually exclusive types of communities: city, suburb, town, and rural. These categories indicate the geographic locations of schools. "City" is a geographical term meaning the principal city of a U.S. Census Bureau-defined Core-Based Statistical Area and is not synonymous with "inner city." The criteria for classifying schools with respect to type of location changed for 2007; therefore, only comparisons between 2007 and 2009 are available. More detail on the changes for the classification of type of location is available at http://nces.ed.gov/ccd/Rural_Locales.asp.

Tables 6-A and 6-B show average scale scores and achievement-level data for public school students at grades 4 and 8 in Washington and the nation, by type of location (for 2007 and 2009 only).

Grade 4 Scale Score Results by Type of Location

- In 2009 in Washington, the average scale score of students attending public schools in city locations was not found to be significantly different from the scores of students in suburban, town, and rural schools.
- In 2009, students attending public schools in city locations in Washington had average scale score that was higher than the average scale score of students in city locations in the nation.
- In 2009, students attending public schools in suburban, town, and rural locations in Washington had average scale scores that were not found to be significantly different from the average scale scores of students in suburban, town, and rural locations in the nation.
- In 2009, students attending public schools in city, suburban, town, and rural locations in Washington had average scale scores that were not found to be significantly different from the average scale scores of students in city, suburban, town, and rural locations in 2007 in Washington.

Grade 4 Achievement-Level Results by Type of Location

- In 2009, the percentage of students in Washington's public schools in city locations who performed at or above *Proficient* was not found to be significantly different from the corresponding percentages of students in suburban, town, and rural schools.
- The percentage of students in Washington's public schools in city locations who performed at or above *Proficient* in 2009 was greater than those of students in city locations in the nation.
- The percentages of students in Washington's public schools in suburban, town, and rural locations who performed at or above *Proficient* in 2009 were not found to be significantly different from those of students in suburban, town, and rural locations in the nation.
- The percentages of students in Washington's public schools in city, suburban, town, and rural locations who performed at or above *Proficient* in 2009 were not found to be significantly different from those of students in city, suburban, town, and rural locations in 2007 in Washington.

Table 6-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by type of location, year, and jurisdiction, assessment year and jurisdiction: 2007 and 2009

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
City							
2007	Nation (public)	29	233	26	74	32	5
	Washington	28	244	17	83	45	11
2009	Nation (public)	30	234	25	75	32	5
	Washington	28	243	18	82	45	9
Suburb							
2007	Nation (public)	37	243	15	85	44	7
	Washington	43	245	13	87	47	7
2009	Nation (public)	36	243	16	84	44	7
	Washington	44	245	13	87	47	8
Town							
2007	Nation (public)	12	238	18	82	36	4
	Washington	9	236	22	78	33	4
2009	Nation (public)	12	237	19	81	35	4
	Washington	11	238	19	81	38	4
Rural							
2007	Nation (public)	22	240	16	84	39	5
	Washington	20	239	17	83	40	4
2009	Nation (public)	22	240	16	84	39	5
	Washington	18	237	20	80	36	4

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 and above. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 and 2009 Mathematics Assessments.

Grade 8 Scale Score Results by Type of Location

- In 2009 in Washington, the average scale score of students attending public schools in city locations was not found to be significantly different from the scores of students in suburban, town, and rural schools.
- In 2009, students attending public schools in city and suburban locations in Washington had average scale scores that were higher than the average scale scores of students in city and suburban locations in the nation.
- In 2009, students attending public schools in town and rural locations in Washington had average scale scores that were not found to be significantly different from the average scale scores of students in town and rural locations in the nation.
- In 2009, students attending public schools in city, suburban, town, and rural locations in Washington had average scale scores that were not found to be significantly different from the average scale scores of students in city, suburban, town, and rural locations in 2007 in Washington.

Grade 8 Achievement-Level Results by Type of Location

- In 2009, the percentage of students in Washington's public schools in city locations who performed at or above *Proficient* was not found to be significantly different from the corresponding percentages of students in suburban, town, and rural schools.
- The percentages of students in Washington's public schools in city, suburban, and town locations who performed at or above *Proficient* in 2009 were greater than those of students in city, suburban, and town locations in the nation.
- The percentage of students in Washington's public schools in rural locations who performed at or above *Proficient* in 2009 was not found to be significantly different from those of students in rural locations in the nation.
- The percentages of students in Washington's public schools in city, suburban, town, and rural locations who performed at or above *Proficient* in 2009 were not found to be significantly different from those of students in city, suburban, town, and rural locations in 2007 in Washington.

Table 6-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by type of location, year, and jurisdiction, assessment year and jurisdiction: 2007 and 2009

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
City							
2007	Nation (public)	28	273 *	38 *	62 *	25 *	5 *
	Washington	22	283	29	71	34	9
2009	Nation (public)	27	276	36	64	28	6
	Washington	26	287	24	76	39	12
Suburb							
2007	Nation (public)	36	285	26	74	36	9 *
	Washington	49	287	23	77	39	11
2009	Nation (public)	36	286	25	75	37	10
	Washington	44	291	20	80	42	12
Town							
2007	Nation (public)	13	280	29	71	29	5
	Washington	15	282	27	73	33	7
2009	Nation (public)	14	279	30	70	29	5
	Washington	14	284	28	72	35	7
Rural							
2007	Nation (public)	22	282 *	26	74	32 *	6
	Washington	14	283	25	75	33	6
2009	Nation (public)	23	284	25	75	33	7
	Washington	16	289	18	82	37	8

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 and 2009 Mathematics Assessments.

Parents' Highest Level of Education

Eighth- and twelfth-grade students who participated in the NAEP 2009 assessment were asked to indicate the highest level of education they thought their father and their mother had completed. Five response options—did not finish high school, graduated from high school, some education after high school, graduated from college, and "I don't know"—were offered. The highest level of education reported for either parent was used in the analysis. Fourth-graders were not asked about their parents' education level because their responses in previous NAEP assessments were not reliable, and a large percentage of them chose the "I don't know" option.

The results by highest level of parental education are shown in table 7.

Grade 8 Scale Score Results by Parents' Highest Level of Education

- In 2009, students in Washington who reported that a parent had graduated from college had an average scale score that was higher than the average scores of students with a parent in any of the following education categories: some education after high school, graduated from high school, and did not finish high school.
- In 2009, the average scale scores for students in Washington who reported that a parent had graduated from college, had some education after high school, or had graduated from high school were higher than the corresponding scores of students in the nation.
- In 2009, the average scale score for students in Washington who reported that a parent did not finish high school was not found to be significantly different from the score of students in the nation.
- In 2009, the average scale scores for students in Washington who reported that a parent had some education after high school or had graduated from high school were higher than the corresponding scores of students in 1996 and 2003, but not found to be significantly different from the corresponding scores of students in 2005 and 2007.
- In 2009, the average scale score for students in Washington who reported that a parent did not finish high school was higher than the score of students in 1996, but not found to be significantly different from the score of students in 2003, 2005, and 2007.
- In 2009, the average scale score for students in Washington who reported that a parent graduated from college was higher than the score of students in 1996, 2003, 2005, and 2007.

Grade 8 Achievement-Level Results by Parents' Highest Level of Education

- In 2009, the percentage of students performing at or above *Proficient* in Washington who reported that a parent had graduated from college was greater than the percentage for students whose parents' highest level of eduation was in any of the following education cagetories: some education after high school, graduated from high school, and did not finish high school.
- In 2009 in Washington, the percentages of students reporting that a parent had graduated from college, had some education after high school, or had graduated from high school who performed at or above *Proficient* were greater than the corresponding percentages of students in the nation.
- In 2009 in Washington, the percentage of students reporting that a parent did not finish high school who performed at or above *Proficient* was not found to be significantly different from the percentage of students in the nation.
- In 2009, the respective percentages of students reporting that a parent had some education after high school or had graduated from high school who performed at or above *Proficient* were greater than the corresponding percentages of students in 1996, but not found to be significantly different from the corresponding percentages of students in 2003, 2005, and 2007.
- In 2009, the percentage of students reporting that a parent did not finish high school who performed at or above *Proficient* was not found to be significantly different from the percentage of students in 1996, 2003, 2005, and 2007.
- In 2009, the percentage of students reporting that a parent graduated from college who performed at or above *Proficient* was greater than the percentage of students in 1996, 2003, and 2007, but not found to be significantly different from the percentage of students in 2005.

Table 7

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by parental education level, year, and jurisdiction, assessment year and jurisdiction: Various years, 1996–2009

Parental education level, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Did not finish high school							
1996[1]	Nation (public)	8	254 *	56 *	44 *	8 *	1
	Washington	6 *	252 *	62	38	8	1
2003	Nation (public)	7 *	256 *	56 *	44 *	9 *	1 *
	Washington	7 *	263	45	55	10	1
2005	Nation (public)	8 *	259 *	52 *	48 *	11 *	1 *
	Washington	7 *	264	46	54	17	2
2007	Nation (public)	8	263 *	48	52	12 *	1
	Washington	8	265	45	55	13	1
2009	Nation (public)	8	265	45	55	14	1
	Washington	10	262	50	50	11	2
Graduated from high school							
1996[1]	Nation (public)	23 *	260 *	50 *	50 *	12 *	1
	Washington	16 *	265 *	44 *	56 *	13 *	1
2003	Nation (public)	18 *	267 *	42 *	58 *	16 *	2 *
	Washington	15	271 *	36	64	20	2
2005	Nation (public)	18 *	267 *	42 *	58 *	17 *	2
	Washington	14	277	31	69	24	3
2007	Nation (public)	18	270	40	60	19	2
	Washington	15	275	33	67	24	4
2009	Nation (public)	17	270	38	62	19	2
	Washington	14	277	29	71	24	3

See notes at end of table.

Table 7

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by parental education level, year, and jurisdiction, assessment year and jurisdiction: Various years, 1996–2009–Continued

Parental education level, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Some education after high school							
1996[1]	Nation (public)	19 *	279 *	29 *	71 *	26 *	4
	Washington	21 *	279 *	27 *	73 *	26 *	4
2003	Nation (public)	18 *	280 *	27 *	73 *	28 *	4 *
	Washington	19 *	283 *	24	76	33	3 *
2005	Nation (public)	18 *	280 *	27 *	73 *	28 *	4 *
	Washington	18	287	17	83	33	5
2007	Nation (public)	17	283	24	76	32	5
	Washington	18	290	18	82	40	8
2009	Nation (public)	17	283	24	76	32	5
	Washington	16	290	18	82	39	8
Graduated from college							
1996[1]	Nation (public)	40 *	281 *	28 *	72 *	34 *	7 *
	Washington	46	287 *	22 *	78 *	37 *	6 *
2003	Nation (public)	45	287 *	23 *	77 *	39 *	8 *
	Washington	47	292 *	19 *	81 *	44 *	10 *
2005	Nation (public)	45 *	289 *	22 *	78 *	41 *	10 *
	Washington	49	295 *	17 *	83 *	48	14
2007	Nation (public)	46	291 *	20 *	80 *	43 *	11 *
	Washington	47	296 *	15	85	48 *	14
2009	Nation (public)	46	294	18	82	46	13
	Washington	49	301	12	88	54	18

See notes at end of table.

Table 7

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by parental education level, year, and jurisdiction, assessment year and jurisdiction: Various years, 1996–2009–Continued

Parental education level, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Unknown							
1996[1]	Nation (public)	11	253 *	59 *	41 *	10 *	1 *
	Washington	12	260 *	52 *	48 *	13 *	1
2003	Nation (public)	11	258 *	53 *	47 *	12 *	1 *
	Washington	13	264 *	46	54	16	2
2005	Nation (public)	11 *	260 *	51 *	49 *	13 *	1 *
	Washington	12	264	46	54	18	3
2007	Nation (public)	12	263	48	52	15	2
	Washington	13	263 *	47	53	16	2
2009	Nation (public)	12	264	47	53	16	2
	Washington	12	272	36	64	20	3

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2009 Mathematics Assessments.

A More Inclusive NAEP: Students With Disabilities and English Language Learners

To ensure that the samples are representative, NAEP has established policies and procedures to maximize the inclusion of all students in the assessment. Every effort is made to ensure that all selected students who are capable of participating meaningfully in the assessment are assessed. While some students with disabilities (SD) and/or English language learners (ELL) can be assessed without any special procedures, others require accommodations to participate in NAEP. Still other SD and/or ELL students selected by NAEP may not be able to participate. Local school staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Within any assessment year, exclusion and accommodation rates may vary across jurisdictions. In addition, exclusion and accommodation rates may increase or decrease between assessment administrations, making it difficult to interpret comparisons over time within jurisdictions. Since SD and/or ELL students tend to score below average on assessments, the exclusion of students from these groups may result in a higher average score than if those students had taken the assessment. On the other hand, providing appropriate testing accommodations (e.g., providing extended time for some SD and/or ELL students to take the assessment) removes barriers that would otherwise prevent them from demonstrating their knowledge and skills.

Prior to 2000, testing accommodations were not provided for students with special needs in NAEP state mathematics assessments. For 2000, results are displayed for both the sample in which accommodations were permitted and the sample in which they were not permitted. Subsequent assessment results were based on the more inclusive samples.

Tables 8-A and 8-B display data for 4th and 8th grade students in Washington who were identified as SD and/or ELL, by whether they were excluded, assessed with accommodations, or assessed under standard conditions, as a percent of all 4th or 8th grade students in the state.

Tables 9-A and 9-B show the percentages of students assessed in Washington by disability status and their performance on the NAEP assessment in terms of average scale scores and percentages performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8 .

Tables 10-A and 10-B present the percentages of students assessed in Washington by ELL status, their average scale scores, and their performance in terms of the percentages below *Basic*, the percentages at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8 .

Tables 11-A and 11-B present the total number of grades 4 and 8 students assessed in each of the participating states and the percentage of students sampled who were excluded.

Table 8-A

The Nation's Report Card 2009 State Assessment

Fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) in NAEP mathematics, by assessment year and testing status, as a percentage of all students: Various years, 1996–2009

Year and testing status		SD and/or ELL		SD		ELL	
		Washington	Nation	Washington	Nation	Washington	Nation
1996[1]	**Identified**	**13**	**16**	**10**	**12**	**3**	**4**
	Excluded	5	6	5	5	1	2
	Assessed without accommodations	8	9	6	7	2	2
2003	**Identified**	**19**	**22**	**14**	**14**	**7**	**11**
	Excluded	3	4	2	3	1	1
	Assessed without accommodations	8	10	5	4	4	7
	Assessed with accommodations	8	8	7	7	2	2
2005	**Identified**	**21**	**23**	**13**	**14**	**9**	**10**
	Excluded	3	3	2	3	1	1
	Assessed without accommodations	8	10	4	4	5	7
	Assessed with accommodations	10	10	7	8	3	3
2007	**Identified**	**22**	**23**	**15**	**14**	**9**	**11**
	Excluded	3	3	2	3	1	1
	Assessed without accommodations	8	10	5	3	4	7
	Assessed with accommodations	11	10	8	8	4	3
2009	**Identified**	**21**	**23**	**12**	**13**	**10**	**10**
	Excluded	2	2	2	2	#	1
	Assessed without accommodations	8	9	3	3	4	6
	Assessed with accommodations	12	11	7	8	5	4

Rounds to zero.

[1] Accommodations were not permitted for this assessment year.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2009 Mathematics Assessments.

Table 8-B

The Nation's Report Card 2009 State Assessment

Eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) in NAEP mathematics, by assessment year and testing status, as a percentage of all students: Various years, 1996–2009

Year and testing status		SD and/or ELL		SD		ELL	
		Washington	Nation	Washington	Nation	Washington	Nation
1996[1]	**Identified**	**13**	**11**	**11**	**9**	**2**	**3**
	Excluded	6	5	5	4	1	1
	Assessed without accommodations	7	7	6	5	1	2
2003	**Identified**	**16**	**19**	**13**	**14**	**5**	**6**
	Excluded	2	4	2	3	1	1
	Assessed without accommodations	10	8	7	5	3	4
	Assessed with accommodations	5	7	4	6	1	1
2005	**Identified**	**16**	**19**	**11**	**13**	**5**	**6**
	Excluded	2	4	2	3	1	1
	Assessed without accommodations	5	7	3	3	3	4
	Assessed with accommodations	8	8	7	7	2	1
2007	**Identified**	**16**	**18**	**11**	**13**	**6**	**7**
	Excluded	4	4	3	4	1	1
	Assessed without accommodations	5	6	2	2	3	4
	Assessed with accommodations	8	8	6	6	2	2
2009	**Identified**	**14**	**18**	**11**	**13**	**4**	**6**
	Excluded	2	3	2	3	#	#
	Assessed without accommodations	4	5	2	2	2	3
	Assessed with accommodations	8	10	7	8	2	2

Rounds to zero.

[1] Accommodations were not permitted for this assessment year.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2009 Mathematics Assessments.

Table 9-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by students with disabilities (SD) status, assessment year and jurisdiction: Various years, 1996–2009

SD status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
SD							
1996[1]	Nation (public)	‡	‡	‡	‡	‡	‡
	Washington	‡	‡	‡	‡	‡	‡
2003	Nation (public)	11	214 *	50 *	50 *	12 *	1 *
	Washington	12	214	53	47	11 *	1
2005	Nation (public)	12	218 *	44 *	56 *	16 *	2 *
	Washington	11	219	45	55	15	1
2007	Nation (public)	11	220	40	60	19	2
	Washington	13 *	220	42	58	21	3
2009	Nation (public)	12	220	41	59	19	2
	Washington	11	217	49	51	17	2
Not SD							
1996[1]	Nation (public)	‡	‡	‡	‡	‡	‡
	Washington	‡	‡	‡	‡	‡	‡
2003	Nation (public)	89	236 *	21 *	79 *	34 *	4 *
	Washington	88	242 *	14	86	40 *	6
2005	Nation (public)	88	240 *	17 *	83 *	38 *	5 *
	Washington	89	245	12	88	45	7
2007	Nation (public)	89	241	16	84	41	6
	Washington	87 *	246	12	88	47	8
2009	Nation (public)	88	242	16	84	41	6
	Washington	89	245	12	88	46	8

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 and above. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2009 Mathematics Assessments.

Table 9-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by students with disabilities (SD) status, assessment year and jurisdiction: Various years, 1996–2009

SD status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
SD							
1996[1]	Nation (public)	‡	‡	‡	‡	‡	‡
	Washington	‡	‡	‡	‡	‡	‡
2003	Nation (public)	11*	242*	71*	29*	6*	1*
	Washington	11*	240*	74	26	5	#
2005	Nation (public)	11	244*	69*	31*	7*	1*
	Washington	10	244	71	29	6	1
2007	Nation (public)	9*	246*	67*	33*	8	1
	Washington	8	240	72	28	7	1
2009	Nation (public)	10	249	64	36	9	1
	Washington	9	248	66	34	6	1
Not SD							
1996[1]	Nation (public)	‡	‡	‡	‡	‡	‡
	Washington	‡	‡	‡	‡	‡	‡
2003	Nation (public)	89*	280*	29*	71*	30*	5*
	Washington	89*	286*	22*	78*	36*	7*
2005	Nation (public)	89	281*	28*	72*	31*	6*
	Washington	90	289	20	80	39	9
2007	Nation (public)	91*	284*	26*	74*	33*	7*
	Washington	92	289*	21	79	38	10
2009	Nation (public)	90	285	24	76	35	8
	Washington	91	293	18	82	43	12

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2009 Mathematics Assessments.

Table 10-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by English language learner (ELL), assessment year and jurisdiction: Various years, 1996–2009

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
ELL							
1996[1]	Nation (public)	‡	‡	‡	‡	‡	‡
	Washington	‡	‡	‡	‡	‡	‡
2003	Nation (public)	9	214*	51*	49*	9*	#
	Washington	6*	212	55	45	7	#
2005	Nation (public)	10	216	46*	54*	11	1
	Washington	8	215	46	54	8	#
2007	Nation (public)	10	217	44	56	13	1
	Washington	8	214	48	52	11	2
2009	Nation (public)	10	218	43	57	12	1
	Washington	10	214	50	50	8	#
Not ELL							
1996[1]	Nation (public)	‡	‡	‡	‡	‡	‡
	Washington	‡	‡	‡	‡	‡	‡
2003	Nation (public)	91	236*	21*	79*	34*	4*
	Washington	94*	240*	17*	83*	38*	5
2005	Nation (public)	90	239*	18*	82*	38*	5*
	Washington	92	244	13	87	45	6
2007	Nation (public)	90	242	16	84	42	6
	Washington	92	245	13	87	47	8
2009	Nation (public)	90	242	16	84	41	6
	Washington	90	245	12	88	47	8

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 and above. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2009 Mathematics Assessments.

Table 10-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by English language learner (ELL), assessment year and jurisdiction: Various years, 1996–2009

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
ELL							
1996[1]	Nation (public)	‡	‡	‡	‡	‡	‡
	Washington	‡	‡	‡	‡	‡	‡
2003	Nation (public)	5	241	74	26	5	1
	Washington	4	246	69	31	6	1
2005	Nation (public)	6	244	71	29	6	1
	Washington	4	249	68	32	11	2
2007	Nation (public)	6	245*	70	30	6	1
	Washington	5*	243	71	29	5	1
2009	Nation (public)	6	243	72	28	5	1
	Washington	3	246	72	28	3	1
Not ELL							
1996[1]	Nation (public)	‡	‡	‡	‡	‡	‡
	Washington	‡	‡	‡	‡	‡	‡
2003	Nation (public)	95	278*	31*	69*	29*	5*
	Washington	96	283*	26*	74*	33*	6*
2005	Nation (public)	94	280*	30*	70*	30*	6*
	Washington	96	287*	23	77	37	9
2007	Nation (public)	94	282*	27*	73*	33*	7*
	Washington	95*	287	23	77	38	10
2009	Nation (public)	94	284	26	74	34	8
	Washington	97	290	20	80	41	11

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2009 Mathematics Assessments.

The Nation's Report Card 2009 State Assessment

Table 11-A

Number of fourth-grade public school students assessed in NAEP mathematics and percentage excluded, by state/jurisdiction: 2009

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	**163,000**	**2**
Alabama	2,700	1
Alaska	2,600	1
Arizona	3,100	1
Arkansas	2,800	1
California	7,400	2
Colorado	2,700	2
Connecticut	2,700	2
Delaware	2,800	3
Florida	4,700	2
Georgia	4,000	1
Hawaii	2,800	1
Idaho	3,100	1
Illinois	4,100	3
Indiana	2,800	2
Iowa	2,800	2
Kansas	3,000	3
Kentucky	3,800	3
Louisiana	2,900	2
Maine	2,700	2
Maryland	3,400	5
Massachusetts	3,700	5
Michigan	3,400	3
Minnesota	3,300	2
Mississippi	2,900	1
Missouri	2,600	3
Montana	2,700	2
Nebraska	3,000	3
Nevada	3,000	3
New Hampshire	2,700	2
New Jersey	2,900	3
New Mexico	2,800	2
New York	4,100	1
North Carolina	4,400	2
North Dakota	2,000	4
Ohio	3,400	3
Oklahoma	2,900	4
Oregon	2,800	3
Pennsylvania	3,600	3
Rhode Island	2,500	2
South Carolina	2,900	2
South Dakota	2,700	2
Tennessee	2,900	3
Texas	6,300	3
Utah	3,300	2
Vermont	2,700	2
Virginia	2,900	2
Washington	3,200	2
West Virginia	2,800	2
Wisconsin	3,800	2
Wyoming	2,000	1
Other jurisdictions		
District of Columbia	1,800	4
DoDEA[1]	2,000	2

[1] Department of Defense Education Activity Schools (domestic and overseas).

NOTE: The number of students assessed is rounded to the nearest hundred.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment.

The Nation's Report Card 2009 State Assessment

Table 11-B

Number of eighth-grade public school students assessed in NAEP mathematics and percentage excluded, by state/jurisdiction: 2009

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	**156,200**	**3**
Alabama	2,700	2
Alaska	2,400	3
Arizona	2,900	2
Arkansas	2,600	1
California	7,100	2
Colorado	2,700	2
Connecticut	2,800	2
Delaware	2,700	3
Florida	4,300	2
Georgia	3,500	3
Hawaii	2,800	2
Idaho	3,000	1
Illinois	4,100	3
Indiana	2,600	4
Iowa	2,600	3
Kansas	2,700	3
Kentucky	3,700	5
Louisiana	2,600	2
Maine	2,700	2
Maryland	3,200	7
Massachusetts	3,600	6
Michigan	3,400	3
Minnesota	2,900	3
Mississippi	2,800	2
Missouri	2,700	3
Montana	2,600	3
Nebraska	2,700	3
Nevada	2,800	2
New Hampshire	2,500	3
New Jersey	2,800	2
New Mexico	2,500	3
New York	3,800	3
North Carolina	4,400	2
North Dakota	2,200	5
Ohio	3,500	5
Oklahoma	2,600	6
Oregon	2,900	3
Pennsylvania	3,600	3
Rhode Island	2,700	2
South Carolina	2,800	4
South Dakota	2,800	2
Tennessee	2,900	4
Texas	5,800	5
Utah	2,900	3
Vermont	2,800	2
Virginia	2,800	4
Washington	2,800	2
West Virginia	2,900	2
Wisconsin	3,500	3
Wyoming	1,900	2
Other jurisdictions		
District of Columbia	1,700	6
DoDEA[1]	1,600	2

[1] Department of Defense Education Activity Schools (domestic and overseas).

NOTE: The number of students assessed is rounded to the nearest hundred.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment.

Where to Find More Information

The NAEP Mathematics Assessment
The latest news about the NAEP 2009 mathematics assessment and the national results can be found on the NAEP website at http://nces.ed.gov/nationsreportcard/mathematics/results/. The individual snapshot reports for each participating state and other jurisdictions are also available in the state results section of the website at http://nces.ed.gov/nationsreportcard/states/.

The Nation's Report Card: Mathematics 2009 may be ordered or downloaded at the NAEP website.

The *Mathematics Framework for the 2009 National Assessment of Educational Progress*, on which this assessment is based, is available at the National Assessment Governing Board website at http://www.nagb.org/publications/frameworks/math-framework09.pdf

The NAEP Data Explorer (NDE)
The interactive database at http://nces.ed.gov/nationsreportcard/naepdata/ includes student, teacher, and school variables for all participating states and other jurisdictions, the nation, and the four regions. Data tables are also available for each jurisdiction, with all background questions cross-tabulated with the major demographic variables. Users can design and create tables and can perform tests of statistical significance at this website.

Technical Documentation on the Web (TDW)
Technical documentation section of the NAEP website http://nces.ed.gov/nationsreportcard/tdw/ contains information about the technical procedures and methods of NAEP. The TDW site is organized by topic (from Item Development through Analysis and Scaling) with subtopics, including information specific to a particular assessment. The content is written for researchers and assumes knowledge of educational measurement and testing.

Publications on the inclusion of students with disabilities and English language learners
References for a variety of research publications related to the assessment of students with special needs may be found at http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research.

To order publications
Recent NAEP publications related to mathematics are listed on the mathematics page of the NAEP website and are available electronically. Publications can also be ordered from

Education Publications Center (ED Pubs)
U.S. Department of Education
P.O. Box 1398
Jessup, MD 20794-1398

Call toll free: 1-877-4ED-Pubs (1-877-433-7827)
TTY/TDD: 1-877-576-7734
FAX: 1-301-470-1244
Order online at: http://www.edpubs.org.

What is the Nation's Report Card™?

The Nation's Report Card informs the public about the academic achievement of elementary and secondary students in the United States. Report cards communicate the findings of the National Assessment of Educational Progress (NAEP), a continuing and nationally representative measure of achievement in various subjects over time.

Since 1969, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, the arts, and other subjects. NAEP collects and reports information on student performance at the national, state, and local levels, making the assessment an integral part of our nation's evaluation of the condition and progress of education. Only academic achievement data and related background information are collected. The privacy of individual students and their families is protected.

NAEP is a congressionally authorized project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education. The Commissioner of Education Statistics is responsible for carrying out the NAEP project. The National Assessment Governing Board oversees and sets policy for NAEP.

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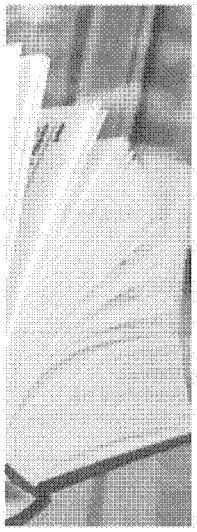


This report provides selected results for Washington's public school students at grades 4 and 8 from the National Assessment of Educational Progress (NAEP) assessment in reading. Results are reported by average scale scores and by achievement levels (*Basic, Proficient*, and *Advanced*).

State-level results in reading are available for eight assessment years (at grade 4 in 1992 and 1994, and at both grades 4 and 8 in 1998, 2002, 2003, 2005, 2007, and 2009), although not all states may have participated or met the criteria for reporting in every year. All 50 states, the District of Columbia, and the Department of Defense Education Activity schools (DoDEA) participated in the 2009 reading assessment at grades 4 and 8. For the first time in 2009, grade 12 reading results are also available at the state level. Eleven states volunteered for the assessment and all 11 met the reporting criteria. Grade 12 results are released a few months following the grade 4 and 8 results.

For more information about the assessment, see the NAEP website http://nces.ed.gov/nationsreportcard/ which contains
- *The Nation's Report Card, Reading 2009*
- The full set of national and state results in an interactive database
- Released test questions, scoring guides, and question-level performance data

NAEP is a project of the National Center for Education Statistics (NCES), reporting on the academic achievement of elementary and secondary students in the United States.

KEY FINDINGS FOR 2009

Grade 4:

- In 2009, the average reading score for fourth-grade students in Washington was 221. This was not significantly different from that of the nation's public schools (220).
- The average score for students in Washington in 2009 (221) was higher than that in 1994 (213) and was not significantly different from that in 2007 (224).
- In 2009, the percentage of students in Washington who performed at or above *Proficient* was 33 percent. This was not significantly different from that for the nation's public schools (32 percent).
- The percentage of students in Washington who performed at or above *Proficient* in 2009 (33 percent) was greater than that in 1994 (27 percent) and was not significantly different from that in 2007 (36 percent).
- In 2009, the percentage of students in Washington who performed at or above *Basic* was 68 percent. This was not significantly different from that for the nation's public schools (66 percent).
- The percentage of students in Washington who performed at or above *Basic* in 2009 (68 percent) was greater than that in 1994 (59 percent) and was not significantly different from that in 2007 (70 percent).

Grade 8:

- In 2009, the average reading score for eighth-grade students in Washington was 267. This was higher than that of the nation's public schools (262).
- The average score for students in Washington in 2009 (267) was not significantly different from that in 1998 (264) and in 2007 (265).
- In 2009, the percentage of students in Washington who performed at or above *Proficient* was 36 percent. This was greater than that for the nation's public schools (30 percent).
- The percentage of students in Washington who performed at or above *Proficient* in 2009 (36 percent) was not significantly different from that in 1998 (32 percent) and in 2007 (34 percent).
- In 2009, the percentage of students in Washington who performed at or above *Basic* was 78 percent. This was greater than that for the nation's public schools (74 percent).
- The percentage of students in Washington who performed at or above *Basic* in 2009 (78 percent) was not significantly different from that in 1998 (76 percent) and in 2007 (77 percent).

The U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) has provided software that generated user-selectable data, statistical significance test result statements, and technical descriptions of the NAEP assessments for this report. Content may be added or edited by states or other jurisdictions. This document, therefore, is not an official publication of the National Center for Education Statistics.

Introduction

What Was Assessed?

The content for each NAEP assessment is determined by the National Assessment Governing Board. The framework for each assessment documents the content and process areas to be measured and sets guidelines for the types of questions to be used. The development process for the reading framework required the active participation of teachers, curriculum specialists, subject-matter specialists, local school administrators, parents, and other members of the general public. The current framework is available at the Governing Board's website http://www.nagb.org/publications/frameworks/reading09.pdf.

The current NAEP reading framework approved by the Governing Board replaces the framework that guided the 1992 reading assessment and subsequent reading assessments through 2007. Based on results from special analyses, it was determined that even with a new framework, the results from the 2009 reading assessment could still be compared to those from earlier assessment years. A summary of these analyses is available on the Web at http://nces.ed.gov/nationsreportcard/reading/trend_study.asp.

Types of Text

The framework calls for the use of both literary and informational texts in the reading assessment. Literary texts include three types at each grade: fiction, literary nonfiction, and poetry. Informational texts include expositional, argumentative/persuasive, and procedural texts. The inclusion of distinct text types is aligned with the framework definition of reading, which recognizes that students read different texts for different purposes.

Literary texts (all three types at each grade)

- Fiction
- Literary nonfiction
- Poetry

Informational text

- Expositional
- Argumentation and Persuasive Text
- Procedural Texts and Documents

Cognitive Targets

All reading questions are aligned to cognitive reading behaviors applicable to both literary and informational text. The framework specifies three reading behaviors, or cognitive targets: locate/recall, integrate/interpret, and critique/evaluate. The term cognitive target refers to the mental processes or kinds of thinking that underlie reading comprehension.

- **Locate and Recall:** When locating or recalling information from what they have read, students may identify explicitly stated main ideas or may focus on specific elements of a story.
- **Integrate and Interpret:** When integrating and interpreting what they have read, students may make comparisons, explain character motivation, or examine relations of ideas across the text.
- **Critique and Evaluate:** When critiquing or evaluating what they have read, students view the text critically by examining it from numerous perspectives or may evaluate overall text quality or the effectiveness of particular aspects of the text.

In addition, the framework calls for a systematic assessment of *meaning vocabulary*. Meaning vocabulary items function as both a measure of passage comprehension and a test of readers' knowledge of specific word meaning as used in the passage by the author.

Assessment Design

The assessment contains reading materials that were drawn from sources commonly available to students both in and out of the school environment. These authentic materials were considered to be representative of students' typical reading experiences. Each student in the state assessment was asked to complete two 25-minute sections, each consisting of a reading passage and associated comprehension questions. A combination of multiple-choice and constructed-response questions was used to assess students' understanding of the passages. Released NAEP reading passages and questions, along with student performance data by state, are available on the NAEP website at http://nces.ed.gov/nationsreportcard/itmrls/.

Who Was Assessed?

All 50 states, the District of Columbia, and the Department of Defense Schools participated in the 2009 reading assessment at grades 4 and 8. For the first time in 2009, grade 12 reading results are also available at the state level. Eleven states volunteered for the assessment and all 11 met the reporting criteria: Arkansas, Connecticut, Florida, Idaho, Illinois, Iowa, Massachusetts, New Hampshire, New Jersey, South Dakota, and West Virginia.

The overall participation rates for schools and students must meet guidelines established by the National Center for Education Statistics (NCES) and the National Assessment Governing Board for assessment results to be reported publicly. A participation rate of at least 85 percent for schools in each subject and grade was required. Participation rates for the 2009 reading assessment are available on the NAEP website http://nationsreportcard.gov/reading_2009/participation.asp.

The schools and students participating in NAEP assessments are selected to be representative both nationally and for public schools at the state level. The comparisons between national and state results in this report present the performance of public school students only. In NAEP reports, the category "nation (public)" does not include Department of Defense or Bureau of Indian Education schools.

How Is Student Reading Performance Reported?

The 2009 state results are compared to results from seven earlier assessments at grade 4 and from five earlier assessments at grade 8. At grade 12, state results are available for 2009 only.

Scale Scores: Student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500 for grades 4 and 8, and from 0 to 500 for grade 12. Because NAEP scales are developed independently for each subject and for each content area within a subject, the scores cannot be compared across subjects or across content areas within the same subject. Results are also reported at five percentiles (10th, 25th, 50th, 75th, and 90th) to show trends in performance for lower-, middle-, and higher-performing students.

Achievement Levels: Based on recommendations from policymakers, educators, and members of the general public, the Governing Board sets specific achievement levels for each subject area and grade. Achievement levels are performance standards indicating what students should know and be able to do. They provide another perspective with which to interpret student performance. NAEP results are reported in terms of three achievement levels—*Basic*, *Proficient*, and *Advanced*—and are expressed in terms of the percentage of students who attained each level. The three achievement levels are defined as follows:

- *Basic* denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- *Proficient* represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and appropriate analytical skills.
- *Advanced* represents superior performance.

The achievement levels are cumulative; therefore, students performing at the *Proficient* level also display the competencies associated with the *Basic* level, and students at the *Advanced* level also demonstrate the competencies associated with both the *Basic* and the *Proficient* levels.

As provided by law, NCES, upon review of congressionally mandated evaluations of NAEP, has determined that achievement levels are to be used on a trial basis and should be interpreted with caution. The NAEP achievement levels have been widely used by national and state officials. The reading achievement-level descriptions are summarized in figures 1-A and 1-B.

Figure 1-A	The Nation's Report Card 2009 State Assessment
	Descriptions of fourth-grade achievement levels for 2009 NAEP reading assessment

Basic Level (208)	Fourth-grade students performing at the *Basic* level should be able to locate relevant information, make simple inferences, and use their understanding of the text to identify details that support a given interpretation or conclusion. Students should be able to interpret the meaning of a word as it is used in the text.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Basic* level should be able to make simple inferences about characters, events, plot, and setting. They should be able to identify a problem in a story and relevant information that supports an interpretation of a text.
When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Basic* level should be able to identify the main purpose and an explicitly stated main idea, as well as gather information from various parts of a text to provide supporting information.

Proficient Level (238)	Fourth-grade students performing at the *Proficient* level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Proficient* level should be able to identify implicit main ideas and recognize relevant information that supports them. Students should be able to judge elements of an author's craft and provide some support for their judgment. They should be able to analyze character roles, actions, feelings, and motivations.
When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Proficient* level should be able to locate relevant information, integrate information across texts, and evaluate the way an author presents information. Student performance at this level should demonstrate an understanding of the purpose for text features and an ability to integrate information from headings, text boxes, and graphics and their captions. They should be able to explain a simple cause-and-effect relationship and draw conclusions.

Advanced Level (268)	Fourth-grade students performing at the *Advanced* level should be able to make complex inferences and construct and support their inferential understanding of the text. Students should be able to apply their understanding of a text to make and support a judgment.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Advanced* level should be able to identify the theme in stories and poems and make complex inferences about characters' traits, feelings, motivations, and actions. They should be able to recognize characters' perspectives and evaluate characters' motivations. Students should be able to interpret characteristics of poems and evaluate aspects of text organization.
When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Advanced* level should be able to make complex inferences about main ideas and supporting ideas. They should be able to express a judgment about the text and about text features and support the judgments with evidence. They should be able to identify the most likely cause given an effect, explain an author's point of view, and compare ideas across two texts.

NOTE: The scores in parentheses indicate the lowest point on the scale at which the achievement-level range begins.
SOURCE: National Assessment Governing Board. (2006). *Reading Framework for the 2009 National Assessment of Educational Progress.* Washington, DC: Author.

Figure 1-B	The Nation's Report Card 2009 State Assessment
	Descriptions of eighth-grade achievement levels for 2009 NAEP reading assessment

Basic Level (243)	Eighth-grade students performing at the *Basic* level should be able to locate information; identify statements of main idea, theme, or author's purpose; and make simple inferences from texts. They should be able to interpret the meaning of a word as it is used in the text. Students performing at this level should also be able to state judgments and give some support about content and presentation of content.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *Basic* level should recognize major themes and be able to identify, describe, and make simple inferences about setting and about character motivations, traits, and experiences. They should be able to state and provide some support for judgments about the way an author presents content and about character motivation.
When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Basic* level should be able to recognize inferences based on main ideas and supporting details. They should be able to locate and provide relevant facts to construct general statements about information from the text. Students should be able to provide some support for judgments about the way information is presented.

Proficient Level (281)	Eighth-grade students performing at the *Proficient* level should be able to provide relevant information and summarize main ideas and themes. They should be able to make and support inferences about a text, connect parts of a text, and analyze text features. Students performing at this level should also be able to fully substantiate judgments about content and presentation of content.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *Proficient* level should be able to make and support a connection between characters from two parts of a text. They should be able to recognize character actions and infer and support character feelings. Students performing at this level should be able to provide and support judgments about characters' motivations across texts. They should be able to identify how figurative language is used.
When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Proficient* level should be able to locate and provide facts and relevant information that support a main idea or purpose, interpret causal relations, provide and support a judgment about the author's argument or stance, and recognize rhetorical devices.

Advanced Level (323)	Eighth-grade students performing at the *Advanced* level should be able to make connections within and across texts and to explain causal relations. They should be able to evaluate and justify the strength of supporting evidence and the quality of an author's presentation. Students performing at the *Advanced* level also should be able to manage the processing demands of analysis and evaluation by stating, explaining, and justifying.

When reading **literary** texts such as fiction, literary nonfiction, and poetry, eighth-grade students performing at the *Advanced* level should be able to explain the effects of narrative events. Within or across texts, they should be able to make thematic connections and make inferences about characters' feelings, motivations, and experiences.
When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Advanced* level should be able to infer and explain a variety of connections that are intratextual (such as the relation between specific information and the main idea) or intertextual (such as the relation of ideas across expository and argument texts). Within and across texts, students should be able to state and justify judgments about text features, choice of content, and the author's use of evidence and rhetorical devices.

NOTE: The scores in parentheses indicate the lowest point on the scale at which the achievement-level range begins.
SOURCE: National Assessment Governing Board. (2006). *Reading Framework for the 2009 National Assessment of Educational Progress.* Washington, DC: Author.

Assessing Students With Disabilities and/or English Language Learners

Testing accommodations, such as extra testing time or individual (rather than group) administration, are provided for students with disabilities (SD) or English language learners (ELL) who could not fairly and accurately demonstrate their abilities without modified test administration procedures. In 1996, administration procedures were introduced at the national level allowing certain accommodations for students requiring such accommodations to participate.

In state NAEP reading assessments prior to 1998, no testing accommodations or adaptations were permitted for SD or ELL students. In 1998, NAEP was administered using a split sample of schools—one sample in which accommodations were permitted for special-needs students who normally received them and another sample in which accommodations were not permitted. Therefore, there were two different sets of results available for 1998, and both are shown in the tables in this report. Results for the assessment years where accommodations were not permitted in state NAEP reading assessments (1992 and 1994) are reported in the same tables as the results where accommodations were permitted (1998, 2002, 2003, 2004, 2005, 2007, and 2009).

Even with the availability of accommodations, however, some students may still be excluded from the NAEP assessment. Due to differences in policies and practices regarding the identification and inclusion of SD and ELL students, variations in exclusion and accommodation rates should be considered when comparing students' performance over time and across states. The types of accommodations used in the 2009 NAEP reading assessment are available on the NAEP website at http://nationsreportcard.gov/reading_2009/type_accomm.asp

Interpreting Results

The scores and percentages in this report are estimates based on samples of students rather than on entire populations. In addition, the collection of questions used at each grade level is only a sample of the many questions that could have been asked to assess the skills and abilities described in the NAEP framework. Comparisons over time or between groups are based on statistical tests that consider both the size of the differences and the standard errors of the two statistics being compared. Standard errors are margins of error, and estimates based on smaller groups are likely to have larger margins of error. The size of the standard errors may also be influenced by other factors such as how representative the assessed students are of the entire population. Statistical tests that factor in these standard errors are used to determine whether the differences between average scores or percentages are significant. All differences were tested for statistical significance at the .05 level using unrounded numbers.

NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller standard errors. As a consequence, smaller differences are detected as statistically significant than were detected in previous assessments. In addition, estimates based on smaller groups are likely to have relatively large standard errors. Thus, some seemingly large differences may not be statistically significant. That is, it cannot be determined whether these differences are due to sampling error, or to true differences in the population of interest.

Differences between scores or between percentages are discussed in this report only when they are significant from a statistical perspective. Significant differences between 2009 and prior assessments are marked with a notation (*) in the tables. Any differences in scores within a year or across years that are mentioned in the text as "higher," "lower," "greater," or "smaller" are statistically significant.

The reader is cautioned against making simple causal inferences between student performance and the other variables (e.g., race/ethnicity, gender, and type of school location) discussed in this report. A statistically significant relationship between a variable and measures of student performance does not imply that the variable causes differences in how well students perform. The relationship may be influenced by a number of other variables not accounted for in this report, such as family income, parental involvement, or student attitudes.

NAEP 2009 Reading Overall Scale Score and Achievement-Level Results for Public School Students

Overall reading results are reported in this section for public school students from Washington along with regional and national results.

Prior to 1998, testing accommodations were not provided for students with special needs in NAEP state reading assessments. For 1998, results are displayed for both the sample in which accommodations were permitted and the sample in which they were not permitted. Subsequent assessment results were based on the more inclusive samples. In the text of this report, comparisons to 1998 results refer only to the sample in which accommodations were permitted.

Overall Scale Score Results

Student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500 for grades 4 and 8, and from 0 to 500 for grade 12.

Tables 1-A and 1-B show the overall performance results of grades 4 and 8 public school students in Washington, the nation (public), and the region. The list of states making up a given region for NAEP prior to 2003 differed from the list used by the U.S. Census Bureau, which has been used in NAEP from 2003 onward. Therefore, the data for the state's region are given only for 2003, 2005, 2007, and 2009. The first column of results presents the average score on the NAEP reading scale. The remaining columns show the scores at selected percentiles. A percentile indicates the percentages of students whose scores fell at or below a particular score. For example, the 25th percentile demarks the cut point for the lowest 25 percent of students within the distribution of scale scores.

Grade 4 Scale Score Results

- In 2009, the average scale score for students in Washington was 221. This was not significantly different from that of students across the nation (220).
- In Washington, the average scale score for students in 2009 was not significantly different from that in 2007 (224). Similarly, the average scale score for students in public schools across the nation in 2009 was not significantly different from that in 2007 (220).
- In Washington, the average scale score for students in 2009 was higher than the score in 1994. However, it was not significantly different from the scores in 1998, 2002, 2003, 2005, and 2007.

Grade 8 Scale Score Results

- In 2009, the average scale score for students in Washington was 267. This was higher than that of students across the nation (262).
- In Washington, the average scale score for students in 2009 was not significantly different from that in 2007 (265). However, the average scale score for students in public schools across the nation in 2009 was higher than that in 2007 (261).
- In Washington, the average scale score for students in 2009 was not significantly different from the scores in 1998, 2002, 2003, 2005, and 2007.

Table 1-A

The Nation's Report Card 2009 State Assessment

Average scale scores and selected percentile scores in NAEP reading for fourth-grade public school students, by year and jurisdiction: Various years, 1994–2009

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
1994[1]	Nation (public)	212*	156*	187*	217*	241*	261
	Washington	213*	161*	189*	216*	240*	259
1998[1]	Nation (public)	215*	165*	192*	218*	242	261
	Washington	217*	169	195*	220*	242*	260
1998	Nation (public)	213*	161*	189*	215*	241*	260*
	Washington	218	172	196	221	243	260
2002	Nation (public)	217*	169*	194*	219*	242*	261*
	Washington	224	180	203	226	246	264
2003	Nation (public)	216*	167*	193*	219*	243*	262
	West[2]	210*	158*	185*	213*	238	258
	Washington	221	174	200	224	245	263
2005	Nation (public)	217*	169*	194*	220*	243*	262
	West[2]	211*	160*	186*	214*	238	258
	Washington	223	178	202	226	247	265
2007	Nation (public)	220	173	198	222	244	263
	West[2]	213	162	189	216	240	259
	Washington	224	178	203	227	248	267
2009	Nation (public)	220	173	198	222	244	263
	West[2]	213	163	190	216	240	259
	Washington	221	174	200	224	246	264

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2009.

[1] Accommodations were not permitted for this assessment.

[2] Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2009 Reading Assessments.

Table 1-B

The Nation's Report Card 2009 State Assessment

Average scale scores and selected percentile scores in NAEP reading for eighth-grade public school students, by year and jurisdiction: Various years, 1998–2009

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
1998[1]	Nation (public)	261	215	240	264	286	304
	Washington	265	224	246	267	287*	304
1998	Nation (public)	261	214	238*	264	285	303
	Washington	264	218	244	267	287*	304
2002	Nation (public)	263	219	242	265	286	303
	Washington	268	222	247	271	292	311
2003	Nation (public)	261*	215*	240*	264*	286	304
	West[2]	256	206	233	259	282	301
	Washington	264	219	244	267	288	306
2005	Nation (public)	260*	214*	238*	263*	285*	303
	West[2]	255*	207	232*	257*	280	299
	Washington	265	218	244	268	290	307
2007	Nation (public)	261*	216*	240*	264*	285*	303*
	West[2]	256	207	234	259	281	300
	Washington	265	220	245	268	288	306
2009	Nation (public)	262	218	242	265	286	304
	West[2]	257	209	236	260	282	301
	Washington	267	222	246	269	290	308

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2009.

[1] Accommodations were not permitted for this assessment.

[2] Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2009 Reading Assessments.

Overall Achievement-Level Results

Student results are reported as the percentages of students performing relative to performance standards set by the National Assessment Governing Board. These performance standards for what students should know and be able to do were based on the recommendations of broadly representative panels of educators and members of the public.

Tables 2-A and 2-B show the percentage of students at grades 4 and 8 who performed below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced*. Because the percentages are cumulative from *Basic* to *Proficient* to *Advanced*, they may sum to more than 100 percent. Only the percentage of students performing at or above *Basic* (which includes the students at *Proficient* and *Advanced)* plus the students below *Basic* will sum to 100 percent.

Grade 4 Achievement-Level Results

- In 2009, the percentage of Washington's students who performed at or above *Proficient* was 33 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Proficient* (32 percent).
- In Washington, the percentage of students who performed at or above *Proficient* in 2009 was greater than the percentage in 1994, but was not significantly different from the percentages in 1998, 2002, 2003, 2005, and 2007.
- In 2009, the percentage of Washington's students who performed at or above *Basic* was 68 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Basic* (66 percent).
- In Washington, the percentage of students who performed at or above *Basic* in 2009 was greater than the percentage in 1994, but was not significantly different from the percentages in 1998, 2002, 2003, 2005, and 2007.

Grade 8 Achievement-Level Results

- In 2009, the percentage of Washington's students who performed at or above *Proficient* was 36 percent. This was greater than the percentage of the nation's public school students who performed at or above *Proficient* (30 percent).
- In Washington, the percentage of students who performed at or above *Proficient* in 2009 was not significantly different from the percentages in 1998, 2002, 2003, 2005, and 2007.
- In 2009, the percentage of Washington's students who performed at or above *Basic* was 78 percent. This was greater than the percentage of the nation's public school students who performed at or above *Basic* (74 percent).
- In Washington, the percentage of students who performed at or above *Basic* in 2009 was not significantly different from the percentages in 1998, 2002, 2003, 2005, and 2007.

Table 2-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students at or above NAEP reading achievement levels, by year and jurisdiction: Various years, 1994–2009

Year and jurisdiction		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
1994[1]	Nation (public)	41*	59*	28*	7
	Washington	41*	59*	27*	6
1998[1]	Nation (public)	39*	61*	29*	6
	Washington	37*	63*	29*	6
1998	Nation (public)	42*	58*	28*	6
	Washington	36	64	30	6
2002	Nation (public)	38*	62*	30*	6*
	Washington	30	70	35	8
2003	Nation (public)	38*	62*	30*	7
	West[2]	45*	55*	25	6
	Washington	33	67	33	7
2005	Nation (public)	38*	62*	30*	7
	West[2]	44*	56*	25	6
	Washington	30	70	36	8
2007	Nation (public)	34	66	32	7
	West[2]	42	58	27	6
	Washington	30	70	36	10
2009	Nation (public)	34	66	32	7
	West[2]	41	59	27	6
	Washington	32	68	33	8

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2009.

[1] Accommodations were not permitted for this assessment.

[2] Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2009 Reading Assessments.

Table 2-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students at or above NAEP reading achievement levels, by year and jurisdiction: Various years, 1998–2009

Year and jurisdiction		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
1998[1]	Nation (public)	28	72	31	2
	Washington	23	77	32	2*
1998	Nation (public)	29*	71*	30	2
	Washington	24	76	32	2
2002	Nation (public)	26	74	31	2
	Washington	22	78	37	4
2003	Nation (public)	28*	72*	30	3
	West[2]	34	66	26	2
	Washington	24	76	33	3
2005	Nation (public)	29*	71*	29*	3
	West[2]	35*	65*	24	2
	Washington	25	75	34	3
2007	Nation (public)	27*	73*	29*	2
	West[2]	33	67	25	2
	Washington	23	77	34	3
2009	Nation (public)	26	74	30	2
	West[2]	32	68	26	2
	Washington	22	78	36	4

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2009.

[1] Accommodations were not permitted for this assessment.

[2] Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2009 Reading Assessments.

Comparisons Between Washington, the Nation, and Participating States and Jurisdictions

All 50 states, the District of Columbia, and the Department of Defense Schools participated in the 2009 reading assessment at grades 4 and 8. For the first time in 2009, grade 12 reading results are also available for 11 states that met the reporting criteria. References to "jurisdictions" in the results statements may include states, the District of Columbia, and/or Department of Defense Schools.

Comparisons by Average Scale Scores

Figures 2-A and 2-B compare Washington's 2009 overall reading scale scores at grades 4 and 8 with those of public schools in the nation and all other participating states and jurisdictions. The different shadings indicate whether the average score of the nation (public), a state, or a jurisdiction was found to be higher than, lower than, or not significantly different from that of Washington in the NAEP 2009 reading assessment.

Grade 4 Scale Score Comparison Results

- Students' average score in Washington was higher than the scores in 16 jurisdictions, not significantly different from those in 21 jurisdictions, and lower than those in 14 jurisdictions.

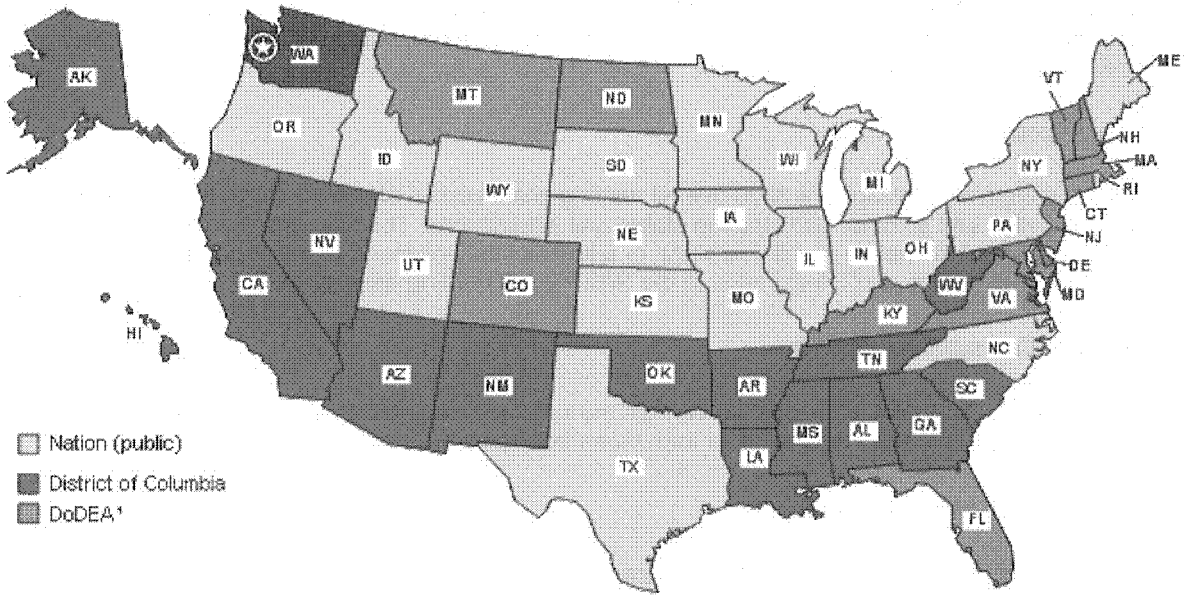
Grade 8 Scale Score Comparison Results

- Students' average score in Washington was higher than the scores in 20 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 9 jurisdictions.

Figure 2-A

The Nation's Report Card 2009 State Assessment

Washington's average scale score in NAEP reading for fourth-grade public school students compared with scores for the nation and other participating jurisdictions: 2009



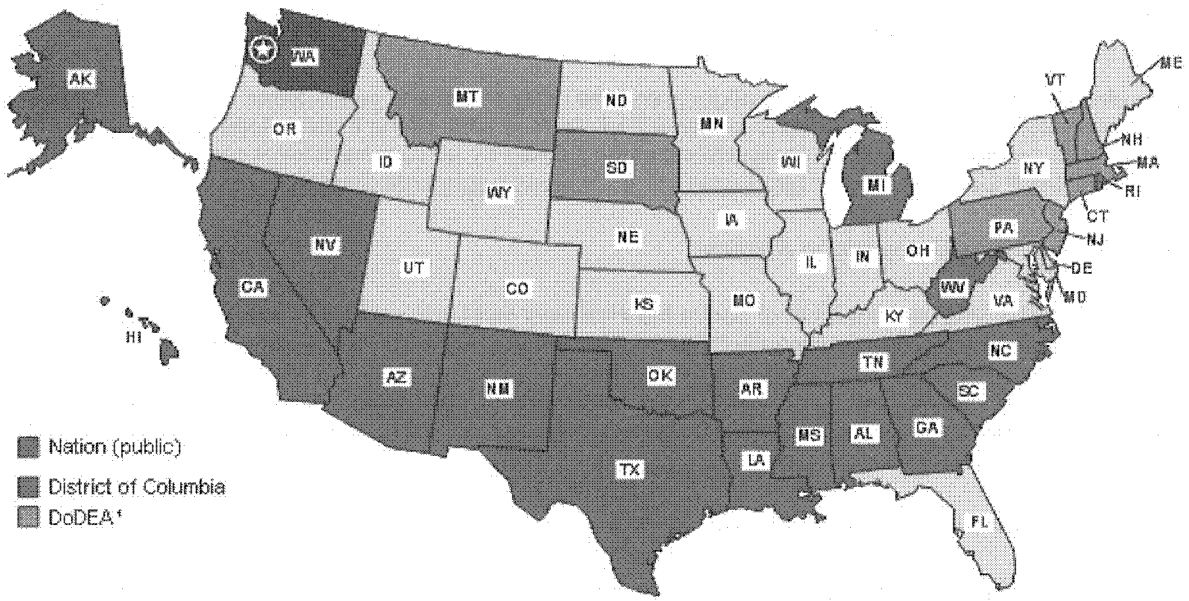
★	Focal state/jurisdiction (Washington)
	Higher average scale score than Washington (14 jurisdictions)
	Not significantly different from Washington (nation and 21 jurisdictions)
	Lower average scale score than Washington (16 jurisdictions)

[1] Department of Defense Education Activity schools (domestic and overseas).
NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Figure 2-B

The Nation's Report Card 2009 State Assessment

Washington's average scale score in NAEP reading for eighth-grade public school students compared with scores for the nation and other participating jurisdictions: 2009



★	Focal state/jurisdiction (Washington)
	Higher average scale score than Washington (9 jurisdictions)
	Not significantly different from Washington (22 jurisdictions)
	Lower average scale score than Washington (nation and 20 jurisdictions)

[1] Department of Defense Education Activity schools (domestic and overseas).
NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Comparisons by Achievement Levels

Figures 3-A and 3-B permit comparisons of all jurisdictions (and the nation) participating in the NAEP 2009 reading assessment in terms of percentages of grades 4 and 8 students performing at or above *Proficient*. The participating states and jurisdictions are grouped into categories reflecting whether the percentage of their students performing at or above *Proficient* (including *Advanced*) was found to be higher than, not significantly different from, or lower than the percentage in Washington.

Note that the selected state is listed first in its category, and the other states and jurisdictions within each category are listed alphabetically; statistical comparisons among jurisdictions in each of the three categories are not included in this report. However, statistical comparisons among states by achievement level can be calculated online by using the NAEP Data Explorer at http://nces.ed.gov/nationsreportcard/naepdata/.

Grade 4 Achievement-Level Comparison Results

- The percentage of students performing at or above the *Proficient* level in Washington was higher than the percentage in 17 jurisdictions, not significantly different from those in 26 jurisdictions, and lower than those in 8 jurisdictions.
- The percentage of students performing at or above the *Basic* level in Washington was higher than the percentage in 16 jurisdictions, not significantly different from those in 21 jurisdictions, and lower than those in 14 jurisdictions (data not shown).

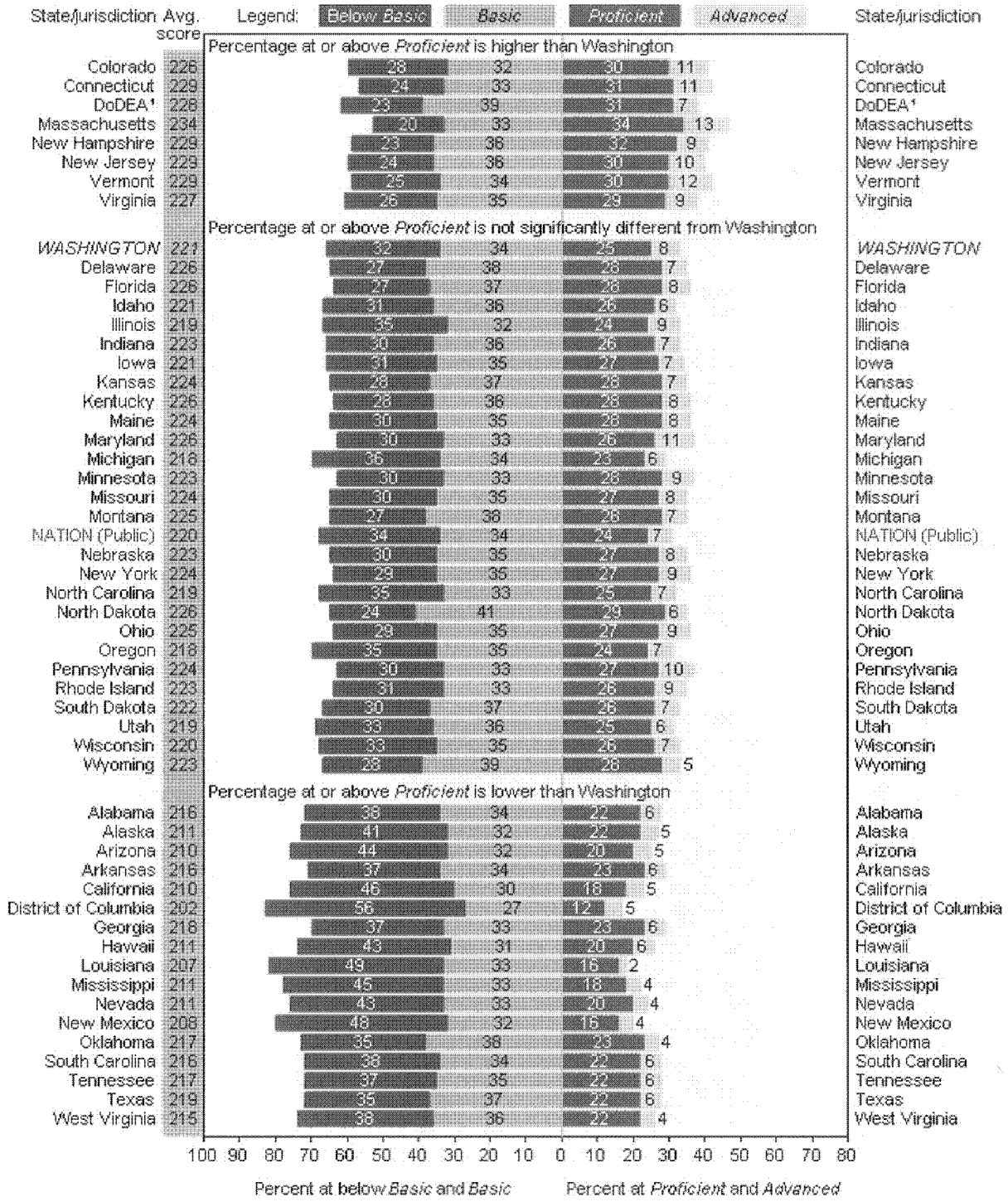
Grade 8 Achievement-Level Comparison Results

- The percentage of students performing at or above the *Proficient* level in Washington was higher than the percentage in 21 jurisdictions, not significantly different from those in 25 jurisdictions, and lower than those in 5 jurisdictions.
- The percentage of students performing at or above the *Basic* level in Washington was higher than the percentage in 20 jurisdictions, not significantly different from those in 20 jurisdictions, and lower than those in 11 jurisdictions (data not shown).

Figure 3-A

The Nation's Report Card 2009 State Assessment

Average scale scores in NAEP reading for fourth-grade public school students, percentage within each achievement level, and Washington's percentage at or above *Proficient* compared with the nation and other participating states/jurisdictions: 2009



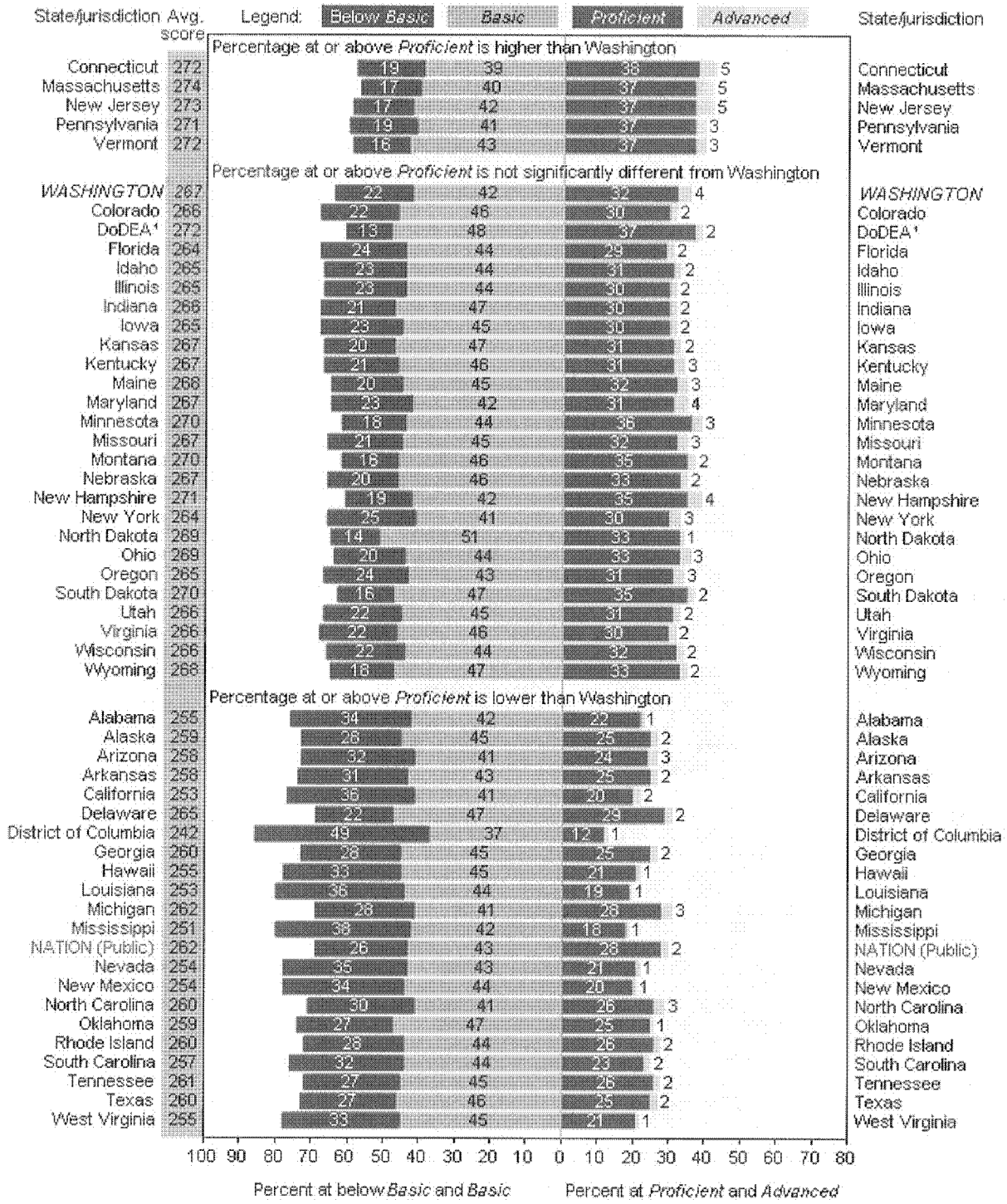
¹ Department of Defense Education Activity schools (domestic and overseas).

NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Figure 3-B — The Nation's Report Card 2009 State Assessment

Average scale scores in NAEP reading for eighth-grade public school students, percentage within each achievement level, and Washington's percentage at or above *Proficient* compared with the nation and other participating states/jurisdictions: 2009



[1] Department of Defense Education Activity schools (domestic and overseas).

NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Reading Performance of Selected Student Groups

This section of the report presents trend results for public school students in Washington and the nation by demographic characteristics. Student performance data are reported for

- race/ethnicity
- gender
- student eligibility for the National School Lunch Program
- type of school location (for 2007 and 2009 only)
- parents' highest level of education

Results for each of the variables are reported in tables that include the percentage of students in each group in the first column, and the average scale score in the second column. The columns to the right show the percentage of students below *Basic* and at or above each achievement level.

Two sets of results from the 1998 reading assessment are included in the tables for grades 4 and 8: one obtained from student samples for which accommodations were permitted and one for which accommodations were not permitted. Comparisons to the 1998 results made in the summary statements, however, are based solely on the sample for which accommodations were permitted.

Results by students' race/ethnicity and gender include statements about score point differences between student groups (e.g., between White and Black or White and Hispanic students, or between male and female students) in 2009 and in the first assessment year. Because these differences are calculated using unrounded values, they may differ slightly from what would be obtained by subtracting the rounded values that appear in the tables. Statements indicating a narrowing or widening of the gap in students' scores are only made if the change in the gap from the first assessment year to 2009 was found to be statistically significant.

The reader is cautioned against making simple causal inferences about group differences, as a complex mix of educational and socioeconomic factors may affect student performance. NAEP collects information on many additional variables, including school and home factors related to achievement. This information is in an interactive database available on the NAEP website http://nces.ed.gov/nationsreportcard/naepdata/.

Race/Ethnicity

Schools reported the race/ethnicity that best described each student. The six mutually exclusive categories are White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and Unclassified. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Tables 3-A and 3-B show average scale scores and achievement-level data for public school students at grades 4 and 8 in Washington and the nation, by race/ethnicity.

Grade 4 Scale Score Results by Race/Ethnicity

- In 2009, White students in Washington had an average scale score that was higher than the scores of Black, Hispanic, and American Indian/Alaska Native students, but not significantly different from the score of Asian/Pacific Islander students.
- In 2009, the average scale score of White students in Washington was higher than their respective scores in 1994 and 1998, but not significantly different from their respective scores in 2002, 2003, 2005, and 2007.
- In 2009, the average scale scores of Black and Hispanic students in Washington were higher than their respective score in 1994, but not significantly different from their respective scores in 1998, 2002, 2003, 2005, and 2007.
- In 2009, the average scale score of American Indian/Alaska Native students in Washington was not significantly different from their respective scores in 1998, 2002, 2003, and 2007.
- In 2009, the average scale score of Asian/Pacific Islander students in Washington was not significantly different from their respective scores in 1994, 1998, 2002, 2003, 2005, and 2007.
- In 2009, Black students in Washington had an average score that was lower than that of White students by 20 points. In 1994, the average score for Black students was lower than that of White students by 19 points.
- In 2009, Hispanic students in Washington had an average score that was lower than that of White students by 28 points. In 1994, the average score for Hispanic students was lower than that of White students by 32 points.

Grade 4 Achievement-Level Results by Race/Ethnicity

- In Washington in 2009, the percentage of White students performing at or above *Proficient* was greater than the corresponding percentages of Black and Hispanic students, but not significantly different from the corresponding percentages of Asian/Pacific Islander and American Indian/Alaska Native students.
- In 2009, the percentage of White students in Washington performing at or above *Proficient* was greater than the percentages of their respective peers in 1994 and 1998, but not significantly different from the percentages of their respective peers in 2002, 2003, 2005, and 2007.
- In 2009, the percentages of Black and Hispanic students in Washington performing at or above *Proficient* were greater than the percentage in 1994, but not significantly different from the percentages of their respective peers in 1998, 2002, 2003, 2005, and 2007.
- In 2009, the percentage of American Indian/Alaska Native students in Washington performing at or above *Proficient* was not significantly different from the percentages of their respective peers in 1998, 2002, 2003, and 2007.
- In 2009, the percentage of Asian/Pacific Islander students in Washington performing at or above *Proficient* was not significantly different from the percentages of their respective peers in 1994, 1998, 2002, 2003, 2005, and 2007.

Table 3-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1994–2009

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
White							
1994[1]	Nation (public)	71*	222*	31*	69*	35*	9
	Washington	79*	216*	37*	63*	30*	6*
1998[1]	Nation (public)	69*	224*	30*	70*	36*	8
	Washington	78*	220*	32*	68*	32*	7
1998	Nation (public)	64*	223*	31*	69*	36*	9
	Washington	79*	221*	31*	69*	33*	7
2002	Nation (public)	60*	227*	26*	74*	39*	9*
	Washington	76*	227	26	74	38	9
2003	Nation (public)	59*	227*	26*	74*	39*	10
	Washington	70*	226	27	73	38	9
2005	Nation (public)	57*	228*	25*	75*	39*	10
	Washington	71*	228	25	75	40	10
2007	Nation (public)	56*	230	23	77	42	10
	Washington	66	229	24	76	41	11
2009	Nation (public)	54	229	23	77	41	10
	Washington	62	229	24	76	40	10
Black							
1994[1]	Nation (public)	18	184*	72*	28*	8*	1
	Washington	5	198*	59	41	11*	1
1998[1]	Nation (public)	17	192*	66*	34*	9*	1
	Washington	5	202	55	45	13	1
1998	Nation (public)	16	192*	66*	34*	10*	1
	Washington	4	204	55	45	12	1
2002	Nation (public)	18*	198*	61*	39*	12*	1
	Washington	6	213	47	53	23	4
2003	Nation (public)	17*	197*	61*	39*	12*	2
	Washington	7	212	42	58	23	3
2005	Nation (public)	17	199*	59*	41*	12*	2
	Washington	5	212	43	57	20	4
2007	Nation (public)	17	203	54	46	14	2
	Washington	6	206	47	53	21	4
2009	Nation (public)	16	204	53	47	15	2
	Washington	6	209	46	54	21	2

See notes at end of table.

Table 3-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1994–2009–Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Hispanic							
1994[1]	Nation (public)	7*	186*	68*	32*	11	2
	Washington	6*	185*	70*	30*	6*	1
1998[1]	Nation (public)	10*	194*	62*	38*	12*	2
	Washington	6*	195	63	37	12	3
1998	Nation (public)	14*	192*	64*	36*	12*	2
	Washington	6*	200	58	42	15	2
2002	Nation (public)	17*	199*	57*	43*	14*	2
	Washington	7*	204	52	48	17	2
2003	Nation (public)	18*	199*	57*	43*	14*	2
	Washington	12*	201	56	44	16	3
2005	Nation (public)	19*	201*	56*	44*	15	2
	Washington	13*	202	55	45	14	2
2007	Nation (public)	20*	204	51	49	17	3
	Washington	15	206	49	51	18	2
2009	Nation (public)	21	204	52	48	16	2
	Washington	18	201	55	45	14	2
Asian/Pacific Islander							
1994[1]	Nation (public)	3*	217*	36*	64*	34*	9
	Washington	7*	212	44	56	27	7
1998[1]	Nation (public)	2*	218*	39*	61*	31*	10
	Washington	7	212	44	56	22	5
1998	Nation (public)	4	211*	45*	55*	27*	10
	Washington	7*	213	43	57	24	5
2002	Nation (public)	4*	223*	31*	69*	36*	9*
	Washington	7*	220	32	68	32	6
2003	Nation (public)	4*	225*	31*	69*	37*	11*
	Washington	8	218	36	64	29	6
2005	Nation (public)	4*	227*	28*	72*	40*	12*
	Washington	8	230	22	78	40	9
2007	Nation (public)	5	231	24	76	45	14
	Washington	11	232	24	76	47	16
2009	Nation (public)	5	234	21	79	48	17
	Washington	9	221	33	67	35	10

See notes at end of table.

Table 3-A — The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1994–2009–Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
American Indian/Alaska Native							
1994[1]	Nation (public)	1	212	40	60	31	7
	Washington	2	‡	‡	‡	‡	‡
1998[1]	Nation (public)	1*	‡	‡	‡	‡	‡
	Washington	3	203	58	42	19	3
1998	Nation (public)	1	‡	‡	‡	‡	‡
	Washington	3	203	56	44	17	3
2002	Nation (public)	1*	207	49	51	22	5
	Washington	3	209	45	55	17	1
2003	Nation (public)	1	202*	53	47	16*	2
	Washington	3	208	43	57	21	2
2005	Nation (public)	1	205	51	49	19	3
	Washington	2	‡	‡	‡	‡	‡
2007	Nation (public)	1	206	49	51	20	4
	Washington	3	205	53	47	18	4
2009	Nation (public)	1	206	48	52	22	5
	Washington	3	212	40	60	27	7
Unclassified[2]							
1994[1]	Nation (public)	#*	‡	‡	‡	‡	‡
	Washington	1*	‡	‡	‡	‡	‡
1998[1]	Nation (public)	#*	‡	‡	‡	‡	‡
	Washington	1*	‡	‡	‡	‡	‡
1998	Nation (public)	#*	‡	‡	‡	‡	‡
	Washington	1*	‡	‡	‡	‡	‡
2002	Nation (public)	1*	216	41	59	26	6
	Washington	#*	‡	‡	‡	‡	‡
2003	Nation (public)	1*	220	34	66	31	7
	Washington	1*	‡	‡	‡	‡	‡
2005	Nation (public)	1*	221	33	67	32	8
	Washington	#*	‡	‡	‡	‡	‡
2007	Nation (public)	1*	223	30	70	32	7
	Washington	1*	‡	‡	‡	‡	‡
2009	Nation (public)	2	224	30	70	35	9
	Washington	2	226	28	72	38	8

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

[2] The unclassified category includes students whose school-reported race/ethnicity was "other" or unavailable, or was missing, and whose race/ethnicity category could not be determined from self-reported information.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2009 Reading Assessments.

Grade 8 Scale Score Results by Race/Ethnicity

- In 2009, White students in Washington had an average scale score that was higher than the scores of Black, Hispanic, and American Indian/Alaska Native students, but not significantly different from the score of Asian/Pacific Islander students.
- In 2009, the average scale score of White students in Washington was higher than their respective scores in 1998 and 2003, but not significantly different from their respective scores in 2002, 2005, and 2007.
- In 2009, the average scale scores of Black, Hispanic, and Asian/Pacific Islander students in Washington were not significantly different from their respective scores in 1998, 2002, 2003, 2005, and 2007.
- In 2009, the average scale score of American Indian/Alaska Native students in Washington was not significantly different from their respective scores in 1998, 2003, 2005, and 2007.
- In 2009, Black students in Washington had an average score that was lower than that of White students by 28 points. In 1998, the average score for Black students was lower than that of White students by 25 points.
- In 2009, Hispanic students in Washington had an average score that was lower than that of White students by 24 points. In 1998, the average score for Hispanic students was lower than that of White students by 27 points.

Grade 8 Achievement-Level Results by Race/Ethnicity

- In Washington in 2009, the percentage of White students performing at or above *Proficient* was greater than the corresponding percentages of Black, Hispanic, and American Indian/Alaska Native students, but not significantly different from the percentage of Asian/Pacific Islander students.
- In 2009, the percentages of White, Black, Hispanic, and Asian/Pacific Islander students in Washington performing at or above *Proficient* were not significantly different from the percentages of their respective peers in 1998, 2002, 2003, 2005, and 2007.
- In 2009, the percentage of American Indian/Alaska Native students in Washington performing at or above *Proficient* was not significantly different from the percentages of their respective peers in 1998, 2003, 2005, and 2007.

Table 3-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1998–2009

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
White							
1998[1]	Nation (public)	68*	269*	20*	80*	38	3
	Washington	80*	268	19	81	35	2*
1998	Nation (public)	68*	268*	21*	79*	37	3
	Washington	79*	267*	21	79	35	3*
2002	Nation (public)	64*	271	17	83	39	3
	Washington	78*	271	18	82	40	5
2003	Nation (public)	61*	270*	18*	82*	39	4
	Washington	74*	268*	20	80	36	3
2005	Nation (public)	60*	269*	19*	81*	37*	3
	Washington	75*	268	22*	78*	38	4
2007	Nation (public)	58*	270*	17	83	38	3
	Washington	68	270	18	82	39	3
2009	Nation (public)	57	271	17	83	39	3
	Washington	68	273	17	83	41	5
Black							
1998[1]	Nation (public)	15	241*	51*	49*	11	#
	Washington	3*	249	42	58	14	1
1998	Nation (public)	16	242*	50*	50*	11	#
	Washington	4	242	49	51	13	1
2002	Nation (public)	15	244	46	54	13	#
	Washington	4	247	45	55	18	2
2003	Nation (public)	17*	244*	47*	53*	12	#
	Washington	6	251	40	60	19	1
2005	Nation (public)	17*	242*	49*	51*	11*	#
	Washington	6	255	33	67	27	1
2007	Nation (public)	17*	244*	46	54	12	#
	Washington	5	247	40	60	16	#
2009	Nation (public)	16	245	44	56	13	#
	Washington	5	245	39	61	13	#

See notes at end of table.

Table 3-B — The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1998–2009–Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Hispanic							
1998[1]	Nation (public)	12*	243	47	53	14	#
	Washington	7*	244	43	57	12	#
1998	Nation (public)	12*	241*	48*	52*	13*	#
	Washington	7*	240	48	52	11	1
2002	Nation (public)	15*	245	44	56	14	#
	Washington	6*	247	45	55	20	3
2003	Nation (public)	15*	244*	46*	54*	14	1
	Washington	9*	246	45	55	16	1
2005	Nation (public)	17*	245*	45*	55*	14*	1
	Washington	10*	245	45	55	15	2
2007	Nation (public)	18*	246*	43	57	14	1
	Washington	14	247	42	58	16	1
2009	Nation (public)	20	248	41	59	16	1
	Washington	15	248	40	60	17	1
Asian/Pacific Islander							
1998[1]	Nation (public)	3*	265	25	75	32	3
	Washington	7	263	26	74	32	3
1998	Nation (public)	4	261	27	73	30	3
	Washington	6	267	23	77	34	4
2002	Nation (public)	4*	265*	25*	75*	34*	3
	Washington	9	272	21	79	39	7
2003	Nation (public)	4*	268*	22*	78*	38	5
	Washington	8	270	21	79	39	5
2005	Nation (public)	4*	270*	21*	79*	39	5
	Washington	7	270	18	82	36	5
2007	Nation (public)	5	269*	21	79	40	5
	Washington	10	268	21	79	37	4
2009	Nation (public)	5	273	18	82	44	6
	Washington	8	272	17	83	42	6

See notes at end of table.

Table 3-B — The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1998–2009–Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
American Indian/Alaska Native							
1998[1]	Nation (public)	#*	‡	‡	‡	‡	‡
	Washington	3	250	41	59	15	1
1998	Nation (public)	#*	‡	‡	‡	‡	‡
	Washington	3	254	37	63	17	1
2002	Nation (public)	1	252	36	64	18	1
	Washington	2	‡	‡	‡	‡	‡
2003	Nation (public)	1*	248	41	59	18	1
	Washington	3	247	38	62	18	1
2005	Nation (public)	1	251	39	61	18	1
	Washington	3	255	33	67	24	2
2007	Nation (public)	1*	248*	42	58	19	2
	Washington	3	252	38	62	22	4
2009	Nation (public)	1	252	37	63	21	2
	Washington	2	254	40	60	25	3
Unclassified[2]							
1998[1]	Nation (public)	#*	‡	‡	‡	‡	‡
	Washington	#*	‡	‡	‡	‡	‡
1998	Nation (public)	#*	‡	‡	‡	‡	‡
	Washington	#*	‡	‡	‡	‡	‡
2002	Nation (public)	1*	260	28	72	24	2
	Washington	#*	‡	‡	‡	‡	‡
2003	Nation (public)	1*	261	27	73	28	2
	Washington	1	‡	‡	‡	‡	‡
2005	Nation (public)	1*	261	30	70	30	3
	Washington	#*	‡	‡	‡	‡	‡
2007	Nation (public)	1*	262	26	74	32	4
	Washington	#*	‡	‡	‡	‡	‡
2009	Nation (public)	1	265	24	76	32	3
	Washington	1	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

[2] The unclassified category includes students whose school-reported race/ethnicity was "other" or unavailable, or was missing, and whose race/ethnicity category could not be determined from self-reported information.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2009 Reading Assessments.

Gender

Information on student gender is reported by the student's school when rosters of the students eligible to be assessed are submitted to NAEP.

Tables 4-A and 4-B show average scale scores and achievement-level data for public school students at grades 4 and 8 in Washington and the nation, by gender.

Grade 4 Scale Score Results by Gender

- In 2009, male students in Washington had an average score in reading (217) that was lower than that of female students (226). In 1994, male students in Washington had an average score in reading (209) that was lower than that of female students (217).
- In 2009, male students in Washington had an average scale score in reading (217) that was not significantly different from that of male students in public schools across the nation (216). Similarly, female students in Washington had an average scale score (226) that was not significantly different from that of female students across the nation (223).
- In Washington, the average scale score of male students in 2009 was higher than the score of male students in 1994, but not significantly different from the scores of male students in 1998, 2002, 2003, 2005, and 2007.
- In Washington, the average scale score of female students in 2009 was higher than the score of female students in 1994, but not significantly different from the scores of female students in 1998, 2002, 2003, 2005, and 2007.

Grade 4 Achievement-Level Results by Gender

- In the 2009 assessment, 29 percent of male students and 38 percent of female students performed at or above *Proficient* in Washington. The difference between these percentages was statistically significant.
- The percentage of male students in Washington's public schools who were at or above *Proficient* in 2009 (29 percent) was not significantly different from that of male students in the nation (28 percent).
- The percentage of female students in Washington's public schools who were at or above *Proficient* in 2009 (38 percent) was not significantly different from that of female students in the nation (35 percent).
- In Washington, the percentage of male students performing at or above *Proficient* in 2009 was greater than the percentage of students in 1994, but not significantly different from the corresponding percentages of students in 1998, 2002, 2003, 2005, and 2007.
- In Washington, the percentage of female students performing at or above *Proficient* in 2009 was greater than the percentage of students in 1994, but not significantly different from the corresponding percentages of students in 1998, 2002, 2003, 2005, and 2007.

Table 4-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by gender, year, and jurisdiction: Various years, 1994–2009

Gender, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Male							
1994[1]	Nation (public)	51	207*	47*	53*	24*	6
	Washington	52	209*	45*	55*	24*	5
1998[1]	Nation (public)	50	212*	43*	57*	27	6
	Washington	51	212*	41	59	25	4
1998	Nation (public)	50	210*	45*	55*	25*	5
	Washington	51	213	41	59	26	5
2002	Nation (public)	51	214*	41*	59*	26*	5*
	Washington	50	220	34	66	31	6
2003	Nation (public)	51	213*	42*	58*	26*	6
	Washington	50	216	37	63	27	5
2005	Nation (public)	50*	214*	41*	59*	27*	6
	Washington	50	219	34	66	30	6
2007	Nation (public)	50	216	38	62	29	6
	Washington	51	221	33	67	34	8
2009	Nation (public)	51	216	38	62	28	6
	Washington	51	217	36	64	29	6
Female							
1994[1]	Nation (public)	49	218*	36*	64*	32	8
	Washington	48	217*	38*	62*	29*	7
1998[1]	Nation (public)	50	218*	36*	64*	31*	7
	Washington	49	222	33	67	33	8
1998	Nation (public)	50	215*	40*	60*	30*	7
	Washington	49	223	30	70	35	8
2002	Nation (public)	49	220*	35*	65*	33*	8*
	Washington	50	227	26	74	38	9
2003	Nation (public)	49	220*	35*	65*	33*	8
	Washington	50	226	28	72	39	10
2005	Nation (public)	50*	220*	34*	66*	33*	8
	Washington	50	228	26	74	41	10
2007	Nation (public)	50	223	31	69	35	9
	Washington	49	227	26	74	39	11
2009	Nation (public)	49	223	31	69	35	9
	Washington	49	226	29	71	38	10

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2009 Reading Assessments.

Grade 8 Scale Score Results by Gender

- In 2009, male students in Washington had an average score in reading (261) that was lower than that of female students (273). In 1998, male students in Washington had an average score in reading (256) that was lower than that of female students (272).
- In 2009, male students in Washington had an average scale score in reading (261) that was higher than that of male students in public schools across the nation (258). Similarly, female students in Washington had an average scale score (273) that was higher than that of female students across the nation (267).
- In Washington, the average scale score of male students in 2009 was higher than the score of male students in 1998, but not significantly different from the scores of male students in 2002, 2003, 2005, and 2007.
- In Washington, the average scale score of female students in 2009 was not significantly different from the scores of female students in 1998, 2002, 2003, 2005, and 2007.

Grade 8 Achievement-Level Results by Gender

- In the 2009 assessment, 30 percent of male students and 42 percent of female students performed at or above *Proficient* in Washington. The difference between these percentages was statistically significant.
- The percentage of male students in Washington's public schools who were at or above *Proficient* in 2009 (30 percent) was greater than that of male students in the nation (26 percent).
- The percentage of female students in Washington's public schools who were at or above *Proficient* in 2009 (42 percent) was greater than that of female students in the nation (35 percent).
- In Washington, the percentage of male students performing at or above *Proficient* in 2009 was not significantly different from the corresponding percentages of students in 1998, 2002, 2003, 2005, and 2007.
- In Washington, the percentage of female students performing at or above *Proficient* in 2009 was not significantly different from the corresponding percentages of students in 1998, 2002, 2003, 2005, and 2007.

Table 4-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by gender, year, and jurisdiction: Various years, 1998–2009

Gender, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Male							
1998[1]	Nation (public)	51	255*	35*	65*	24	1
	Washington	51	258	30	70	24	1
1998	Nation (public)	51	253*	36*	64*	23	1
	Washington	52	256*	32	68	24	1
2002	Nation (public)	50	258	30	70	26	2
	Washington	49	261	28	72	30	2
2003	Nation (public)	50	256*	33*	67*	25	2
	Washington	51	258	30	70	27	1
2005	Nation (public)	50	255*	34*	66*	24*	2
	Washington	50	260	29	71	29	2
2007	Nation (public)	50	256*	32*	68*	24*	1
	Washington	49*	260	28	72	28	2
2009	Nation (public)	50	258	30	70	26	2
	Washington	51	261	26	74	30	3
Female							
1998[1]	Nation (public)	49	268	21	79	37	3
	Washington	49	272	16	84	40	3
1998	Nation (public)	49	268	21	79	37	3
	Washington	48	272	17	83	40	4
2002	Nation (public)	50	267	21	79	36	3
	Washington	51	275	16	84	44	7
2003	Nation (public)	50	267	23	77	35	4
	Washington	49	271	19	81	39	5
2005	Nation (public)	50	266*	24*	76*	34*	3
	Washington	50	269	20	80	39	4
2007	Nation (public)	50	266*	23	77	34*	3
	Washington	51*	270	19	81	40	4
2009	Nation (public)	50	267	22	78	35	3
	Washington	49	273	18	82	42	5

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2009 Reading Assessments.

Student Eligibility for the National School Lunch Program

NAEP collects data on eligibility for the federal program providing free or reduced-price school lunches. The free/reduced-price lunch component of the National School Lunch Program (NSLP) offered through the U.S. Department of Agriculture (USDA) is designed to ensure that children near or below the poverty line receive nourishing meals. Eligibility is determined through the USDA's Income Eligibility Guidelines, and results for this category of students are included as an indicator of low family income. NAEP first collected information on participation in this program in 1996; therefore, cross-year comparisons to assessments prior to 1996 cannot be made.

Tables 5-A and 5-B show average scale scores and achievement-level data for public school students at grades 4 and 8 in Washington and the nation, by student eligibility for the NSLP.

Grade 4 Scale Score Results by Free/Reduced-Price School Lunch Eligibility

- In 2009, students in Washington eligible for free/reduced-price lunch had an average reading scale score of 208. This was lower than that of students in Washington not eligible for this program (233).
- In 2009, students in Washington who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 25 points. In 1998, the average score for students in Washington who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 22 points.
- Students in Washington eligible for free/reduced-price lunch had an average scale score (208) in 2009 that was not significantly different from that of students in the nation who were eligible (206).
- In Washington, students eligible for free/reduced-price lunch had an average reading scale score in 2009 that was lower than that of eligible students in 2005, but not significantly different from that of eligible students in 1998, 2002, 2003, and 2007.

Grade 4 Achievement-Level Results by Free/Reduced-Price School Lunch Eligibility

- In Washington, 18 percent of students who were eligible for free/reduced-price lunch and 46 percent of those who were not eligible for this program performed at or above *Proficient* in 2009. These percentages were significantly different from one another.
- For students in Washington in 2009 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (18 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (17 percent).
- In Washington, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2009 was not significantly different from the corresponding percentages for 1998, 2002, 2003, 2005, and 2007.

Table 5-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by eligibility for National School Lunch Program, year, and jurisdiction: Various years, 1998–2009

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Eligible							
1998[1]	Nation (public)	38*	198*	58*	42*	13*	1
	Washington	33*	200*	56*	44*	13*	2
1998	Nation (public)	41*	195*	61*	39*	12*	1*
	Washington	33*	203	54*	46*	15	2
2002	Nation (public)	43*	202*	54*	46*	16	2
	Washington	33*	211	45	55	22	3
2003	Nation (public)	44*	201*	56*	44*	15*	2
	Washington	38*	208	47	53	20	3
2005	Nation (public)	45*	203*	54*	46*	15*	2
	Washington	38*	213*	42	58	23	4
2007	Nation (public)	45*	205	50	50	17	2
	Washington	38*	210	44	56	21	3
2009	Nation (public)	47	206	49	51	17	2
	Washington	45	208	47	53	18	2
Not eligible							
1998[1]	Nation (public)	54	226*	28*	72*	39*	10
	Washington	64*	225*	27*	73*	37*	8*
1998	Nation (public)	51	226*	28*	72*	39*	10*
	Washington	64*	226*	27*	73*	38*	8*
2002	Nation (public)	50*	229*	24*	76*	41*	10*
	Washington	58	232	21	79	43	10
2003	Nation (public)	52	229*	25*	75*	41*	11
	Washington	51	230	23	77	42	11
2005	Nation (public)	53*	230*	23*	77*	42*	11*
	Washington	57	231	22	78	44	11
2007	Nation (public)	54*	232	21	79	44	12
	Washington	58	234	19	81	47	14
2009	Nation (public)	52	232	21	79	45	12
	Washington	55	233	20	80	46	13

See notes at end of table.

Table 5-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by eligibility for National School Lunch Program, year, and jurisdiction: Various years, 1998–2009–Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Information not available							
1998[1]	Nation (public)	7*	225	30	70	38	10
	Washington	3	230	26	74	45	12
1998	Nation (public)	7*	219	35	65	33	9
	Washington	3	223	28	72	35	12
2002	Nation (public)	7*	217	38	62	30	7
	Washington	9	217	36	64	28	4
2003	Nation (public)	4*	219	35	65	33	8
	Washington	11	226	25	75	37	8
2005	Nation (public)	2*	218	38	62	32	8
	Washington	5	217	40	60	32	7
2007	Nation (public)	1	220	34	66	33	9
	Washington	4	214	41	59	29	9
2009	Nation (public)	1	219	38	62	31	9
	Washington	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2009 Reading Assessments.

Grade 8 Scale Score Results by Free/Reduced-Price School Lunch Eligibility

- In 2009, students in Washington eligible for free/reduced-price lunch had an average reading scale score of 254. This was lower than that of students in Washington not eligible for this program (275).
- In 2009, students in Washington who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 21 points. In 1998, the average score for students in Washington who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 24 points.
- Students in Washington eligible for free/reduced-price lunch had an average scale score (254) in 2009 that was higher than that of students in the nation who were eligible (249).
- In Washington, students eligible for free/reduced-price lunch had an average reading scale score in 2009 that was higher than that of eligible students in 1998 and 2003, but not significantly different from that of eligible students in 2002, 2005, and 2007.

Grade 8 Achievement-Level Results by Free/Reduced-Price School Lunch Eligibility

- In Washington, 21 percent of students who were eligible for free/reduced-price lunch and 44 percent of those who were not eligible for this program performed at or above *Proficient* in 2009. These percentages were significantly different from one another.
- For students in Washington in 2009 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (21 percent) was greater than the corresponding percentage for their counterparts around the nation (16 percent).
- In Washington, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2009 was greater than the percentage for 1998, but not significantly different from the corresponding percentages for 2002, 2003, 2005, and 2007.

Table 5-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by eligibility for National School Lunch Program, year, and jurisdiction: Various years, 1998–2009

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Eligible							
1998[1]	Nation (public)	30*	246	44*	56*	15	#
	Washington	23*	247*	42*	58*	14*	#
1998	Nation (public)	30*	245*	45*	55*	14	#
	Washington	23*	245*	44*	56*	13*	#
2002	Nation (public)	34*	249	40	60	17	1
	Washington	21*	254	37	63	23	2
2003	Nation (public)	36*	246*	44*	56*	15*	1
	Washington	28*	248*	42*	58*	18	1
2005	Nation (public)	39*	247*	43*	57*	15	1
	Washington	30*	251	38	62	20	1
2007	Nation (public)	40*	247*	42*	58*	15*	1
	Washington	33	251	38	62	20	1
2009	Nation (public)	43	249	40	60	16	1
	Washington	37	254	34	66	21	1
Not eligible							
1998[1]	Nation (public)	58	269*	20*	80*	38	3
	Washington	66	270*	17	83	37*	3*
1998	Nation (public)	58	268*	21*	79*	37*	3
	Washington	66	269*	18	82	37*	3*
2002	Nation (public)	57	271	17	83	40	3
	Washington	57	274	17	83	43	5
2003	Nation (public)	58*	271*	18*	82*	39*	4
	Washington	58	271*	17	83	39	4
2005	Nation (public)	59*	270*	19*	81*	38*	4
	Washington	63	272	17	83	42	5
2007	Nation (public)	58*	271*	18*	82*	39*	4
	Washington	65	272	16	84	41	4
2009	Nation (public)	56	273	16	84	41	4
	Washington	62	275	15	85	44	6

See notes at end of table.

Table 5-B — The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by eligibility for National School Lunch Program, year, and jurisdiction: Various years, 1998–2009–Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Information not available							
1998[1]	Nation (public)	12*	265	25	75	35	4
	Washington	10	270	17	83	33	4
1998	Nation (public)	11*	264	27	73	34	3
	Washington	10	271	18	82	40	4
2002	Nation (public)	10*	264	25	75	32	4
	Washington	21	268	22	78	35	4
2003	Nation (public)	6*	262	28	72	31	3
	Washington	14	269	18	82	36	2
2005	Nation (public)	3*	258	31	69	28	3
	Washington	7	257	33	67	28	2
2007	Nation (public)	1	255	34	66	27	3
	Washington	2	‡	‡	‡	‡	‡
2009	Nation (public)	1	259	31	69	29	3
	Washington	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2009 Reading Assessments.

Type of Location

Schools that participated in the assessment were classified as being located in four mutually exclusive types of communities: city, suburb, town, and rural. These categories indicate the geographic locations of schools. "City" is a geographical term meaning the principal city of a U.S. Census Bureau-defined Core-Based Statistical Area and is not synonymous with "inner city." The criteria for classifying schools with respect to type of location changed for 2007; therefore, only comparisons between 2007 and 2009 are available. More detail on the changes for the classification of type of location is available at http://nces.ed.gov/ccd/Rural_Locales.asp.

Tables 6-A and 6-B show average scale scores and achievement-level data for public school students at grades 4 and 8 in Washington and the nation, by type of location (for 2007 and 2009 only).

Grade 4 Scale Score Results by Type of Location

- In 2009 in Washington, the average scale score of students attending public schools in city locations was not significantly different from the scores of students in suburban, town, and rural schools.
- In 2009, students attending public schools in city locations in Washington had average scale score that was higher than the average scale score of students in city locations in the nation.
- In 2009, students attending public schools in suburban, town, and rural locations in Washington had average scale scores that were not significantly different from the average scale scores of students in suburban, town, and rural locations in the nation.
- In 2009, students attending public schools in city, suburban, town, and rural locations in Washington had average scale scores that were not significantly different from the average scale scores of students in city, suburban, town, and rural locations in 2007 in Washington.

Grade 4 Achievement-Level Results by Type of Location

- In 2009, the percentage of students in Washington's public schools in city locations who performed at or above *Proficient* was not significantly different from the corresponding percentages of students in suburban, town, and rural schools.
- The percentage of students in Washington's public schools in city locations who performed at or above *Proficient* in 2009 was greater than those of students in city locations in the nation.
- The percentages of students in Washington's public schools in suburban, town, and rural locations who performed at or above *Proficient* in 2009 were not significantly different from those of students in suburban, town, and rural locations in the nation.
- The percentages of students in Washington's public schools in city, suburban, town, and rural locations who performed at or above *Proficient* in 2009 were not significantly different from those of students in city, suburban, town, and rural locations in 2007 in Washington.

Table 6-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by type of location, year, and jurisdiction: 2007 and 2009

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
City							
2007	Nation (public)	29	213	43	57	25	6
	Washington	29	221	34	66	35	11
2009	Nation (public)	30	214	42	58	26	6
	Washington	28	223	33	67	37	11
Suburb							
2007	Nation (public)	37	224	29	71	37	9
	Washington	42	225	28	72	38	9
2009	Nation (public)	36	224	30	70	36	9
	Washington	43	223	29	71	35	8
Town							
2007	Nation (public)	12	218	35	65	29	6
	Washington	9	226	28	72	35	10
2009	Nation (public)	12	217	36	64	28	5
	Washington	11	216	37	63	28	5
Rural							
2007	Nation (public)	22	222	31	69	33	7
	Washington	20	224	29	71	36	9
2009	Nation (public)	22	222	31	69	33	7
	Washington	18	217	35	65	28	5

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 and 2009 Reading Assessments.

Grade 8 Scale Score Results by Type of Location

- In 2009 in Washington, the average scale score of students attending public schools in city locations was not significantly different from the scores of students in suburban, town, and rural schools.
- In 2009, students attending public schools in city and town locations in Washington had average scale scores that were higher than the average scale scores of students in city and town locations in the nation.
- In 2009, students attending public schools in suburban and rural locations in Washington had average scale scores that were not significantly different from the average scale scores of students in suburban and rural locations in the nation.
- In 2009, students attending public schools in city, suburban, town, and rural locations in Washington had average scale scores that were not significantly different from the average scale scores of students in city, suburban, town, and rural locations in 2007 in Washington.

Grade 8 Achievement-Level Results by Type of Location

- In 2009, the percentage of students in Washington's public schools in city locations who performed at or above *Proficient* was not significantly different from the corresponding percentages of students in suburban, town, and rural schools.
- The percentages of students in Washington's public schools in city and town locations who performed at or above *Proficient* in 2009 were greater than those of students in city and town locations in the nation.
- The percentages of students in Washington's public schools in suburban and rural locations who performed at or above *Proficient* in 2009 were not significantly different from those of students in suburban and rural locations in the nation.
- The percentages of students in Washington's public schools in city, suburban, town, and rural locations who performed at or above *Proficient* in 2009 were not significantly different from those of students in city, suburban, town, and rural locations in 2007 in Washington.

Table 6-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by type of location, year, and jurisdiction: 2007 and 2009

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
City							
2007	Nation (public)	28	254*	36	64	23	2
	Washington	22	266	24	76	36	4
2009	Nation (public)	27	256	34	66	24	2
	Washington	27	265	25	75	34	6
Suburb							
2007	Nation (public)	36	265	24	76	34	3
	Washington	48	265	23	77	34	3
2009	Nation (public)	36	266	23	77	35	3
	Washington	44	268	21	79	37	4
Town							
2007	Nation (public)	13	261	27	73	28	2
	Washington	15	262	24	76	32	1
2009	Nation (public)	14	261	27	73	28	2
	Washington	14	268	21	79	37	3
Rural							
2007	Nation (public)	22	264	24	76	31	2
	Washington	15	264	23	77	32	2
2009	Nation (public)	23	264	23	77	31	2
	Washington	15	268	22	78	36	3

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 and 2009 Reading Assessments.

Parents' Highest Level of Education

Eighth- and twelfth-grade students who participated in the NAEP 2009 assessment were asked to indicate the highest level of education they thought their father and their mother had completed. Five response options—did not finish high school, graduated from high school, some education after high school, graduated from college, and "I don't know"—were offered. The highest level of education reported for either parent was used in the analysis. Fourth-graders were not asked about their parents' education level because their responses in previous NAEP assessments were not reliable, and a large percentage of them chose the "I don't know" option.

The results by highest level of parental education are shown in table 7.

Grade 8 Scale Score Results by Parents' Highest Level of Education

- In 2009, students in Washington who reported that a parent had graduated from college had an average scale score that was higher than the average scores of students with a parent in any of the following education categories: some education after high school, graduated from high school, and did not finish high school.
- In 2009, the average scale scores for students in Washington who reported that a parent had graduated from college, had some education after high school, had graduated from high school, or had not finished high school were higher than the corresponding scores of students in the nation.
- In 2009, the average scale score for students in Washington who reported that a parent had graduated from college was higher than the score of students in 2003, but not significantly different from the score of students in 1998, 2002, 2005, and 2007.
- In 2009, the average scale scores for students in Washington who reported that a parent had some education after high school or had graduated from high school were not significantly different from the corresponding scores of students in 1998, 2002, 2003, 2005, and 2007.
- In 2009, the average scale score for students in Washington who reported that a parent had not finished high school was higher than the score of students in 1998, 2005, and 2007, but not significantly different from the score of students in 2002 and 2003.

Grade 8 Achievement-Level Results by Parents' Highest Level of Education

- In 2009, the percentage of students performing at or above *Proficient* in Washington who reported that a parent had graduated from college was greater than the percentage for students whose parents' highest level of education was in any of the following education categories: graduated from high school and did not finish high school, but was not significantly different from the percentage for students whose parents' highest level of education was in any of the following education categories: some education after high school.
- In 2009 in Washington, the percentages of students reporting that a parent had graduated from college or had some education after high school who performed at or above *Proficient* were greater than the corresponding percentages of students in the nation.
- In 2009 in Washington, the percentages of students reporting that a parent had graduated from high school or had not finished high school who performed at or above *Proficient* were not significantly different from the corresponding percentages of students in the nation.
- In 2009 in Washington, the respective percentages of students reporting that a parent had graduated from college, had some education after high school, had graduated from high school, or had not finished high school who performed at or above *Proficient* were not significantly different from the corresponding percentages of students in 1998, 2002, 2003, 2005, and 2007.

Table 7

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by parental education level, year, and jurisdiction: Various years, 1998–2009

Parental education level, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Did not finish high school							
1998[1]	Nation (public)	8	242*	49*	51*	11	#
	Washington	6*	243	48	52	11	#
1998	Nation (public)	8	242*	49*	51*	11	#
	Washington	6*	241*	48	52	12	#
2002	Nation (public)	7*	247	42	58	14	#
	Washington	5*	250	41	59	19	1
2003	Nation (public)	7*	245*	45*	55*	13	#
	Washington	7	248	42	58	17	1
2005	Nation (public)	8	244*	47*	53*	12	#
	Washington	7	239*	51*	49*	12	1
2007	Nation (public)	8	245*	44*	56*	12	#
	Washington	8	242*	46	54	12	#
2009	Nation (public)	8	247	41	59	14	#
	Washington	9	253	33	67	16	1
Graduated from high school							
1998[1]	Nation (public)	23*	253	36	64	21	1
	Washington	17*	258	28	72	20	1
1998	Nation (public)	23*	253	36	64	20	1
	Washington	17*	256	31	69	21	1
2002	Nation (public)	18*	256*	31*	69*	21*	1
	Washington	14	258	31	69	23	1
2003	Nation (public)	18*	253	35	65	19	1
	Washington	15	257	31	69	25	1
2005	Nation (public)	18*	252*	37*	63*	18	1
	Washington	14	256	32	68	24	2
2007	Nation (public)	17	252	36	64	18	1
	Washington	13	259	28	72	25	1
2009	Nation (public)	17	253	34	66	18	1
	Washington	14	257	30	70	23	1

See notes at end of table.

Table 7

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by parental education level, year, and jurisdiction: Various years, 1998–2009–Continued

Parental education level, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Some education after high school							
1998[1]	Nation (public)	18	268	20	80	35	2
	Washington	20*	268	17	83	33	2
1998	Nation (public)	18*	267	22	78	34	2
	Washington	20*	268	17	83	33	2
2002	Nation (public)	20*	267	19	81	33	2
	Washington	19	270	18	82	39	4
2003	Nation (public)	18*	266	21	79	32	2
	Washington	19	271	15	85	37	3
2005	Nation (public)	18*	265	23*	77*	31	2
	Washington	20	269	18	82	35	2
2007	Nation (public)	17	265	21	79	31	2
	Washington	16	270	16	84	39	3
2009	Nation (public)	17	266	21	79	31	2
	Washington	17	272	15	85	40	3
Graduated from college							
1998[1]	Nation (public)	42*	272	18	82	42	4
	Washington	46	274	15	85	42	4
1998	Nation (public)	42*	271	19	81	41	4
	Washington	46	272	17	83	42	4
2002	Nation (public)	46	273	17	83	42	4
	Washington	51	278	14	86	47	7
2003	Nation (public)	46*	271*	19*	81*	41	4
	Washington	49	272*	18	82	41	5
2005	Nation (public)	46*	270*	20*	80*	40*	4
	Washington	49	274	17	83	44	5
2007	Nation (public)	46	271*	18*	82*	40*	4
	Washington	49	273	16	84	43	4
2009	Nation (public)	47	272	17	83	42	4
	Washington	49	277	14	86	47	7

See notes at end of table.

Table 7 — The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by parental education level, year, and jurisdiction: Various years, 1998–2009–Continued

Parental education level, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Unknown							
1998[1]	Nation (public)	10*	241	51	49	12	#
	Washington	11	244	45	55	14	#
1998	Nation (public)	9*	241	49	51	12	#
	Washington	10	245	45	55	14	1
2002	Nation (public)	9*	246*	44	56	14	#
	Washington	11	253	37	63	19	1
2003	Nation (public)	11	242	48	52	13	#
	Washington	11	245	44	56	14	1
2005	Nation (public)	11	242	49	51	12	#
	Washington	11	247	43	57	17	1
2007	Nation (public)	11	243	47	53	12	1
	Washington	13	250	39	61	19	1
2009	Nation (public)	11	243	47	53	13	#
	Washington	12	245	45	55	16	1

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2009 Reading Assessments.

A More Inclusive NAEP: Students With Disabilities and English Language Learners

To ensure that the samples are representative, NAEP has established policies and procedures to maximize the inclusion of all students in the assessment. Every effort is made to ensure that all selected students who are capable of participating meaningfully in the assessment are assessed. While some students with disabilities (SD) and/or English language learners (ELL) can be assessed without any special procedures, others require accommodations to participate in NAEP. Still other SD and/or ELL students selected by NAEP may not be able to participate. Local school staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Within any assessment year, exclusion and accommodation rates may vary across jurisdictions. In addition, exclusion and accommodation rates may increase or decrease between assessment administrations, making it difficult to interpret comparisons over time within jurisdictions. Since SD and/or ELL students tend to score below average on assessments, the exclusion of students from these groups may result in a higher average score than if those students had taken the assessment. On the other hand, providing appropriate testing accommodations (e.g., providing extended time for some SD and/or ELL students to take the assessment) removes barriers that would otherwise prevent them from demonstrating their knowledge and skills.

Prior to 1998, testing accommodations were not provided for students with special needs in NAEP state reading assessments. For 1998, results are displayed for both the sample in which accommodations were permitted and the sample in which they were not permitted. Subsequent assessment results were based on the more inclusive samples.

Tables 8-A and 8-B display data for 4th and 8th grade students in Washington who were identified as SD and/or ELL, by whether they were excluded, assessed with accommodations, or assessed under standard conditions, as a percent of all 4th or 8th grade students in the state.

Tables 9-A and 9-B show the percentages of students assessed in Washington by disability status and their performance on the NAEP assessment in terms of average scale scores and percentages performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8 .

Tables 10-A and 10-B present the percentages of students assessed in Washington by ELL status, their average scale scores, and their performance in terms of the percentages below *Basic*, the percentages at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8 .

Tables 11-A and 11-B present the total number of grades 4 and 8 students assessed in each of the participating states and the percentage of students sampled who were excluded.

Table 8-A

The Nation's Report Card 2009 State Assessment

Fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) in NAEP reading, by year and testing status, as a percentage of all students: Various years, 1994–2009

Year and testing status		SD and/or ELL		SD		ELL	
		Washington	Nation (public)	Washington	Nation (public)	Washington	Nation (public)
1994[1]	**Identified**	**15**	**14**	**11**	**11**	**4**	**4**
	Excluded	5	6	4	5	1	2
	Assessed without accommodations	9	8	7	6	2	2
1998	**Identified**	**15**	**18**	**11**	**11**	**4**	**7**
	Excluded	5	7	4	5	2	3
	Assessed without accommodations	7	7	5	4	2	4
	Assessed with accommodations	3	3	3	3	#	1
2002	**Identified**	**15**	**21**	**13**	**13**	**3**	**9**
	Excluded	5	7	4	5	1	2
	Assessed without accommodations	7	10	6	4	2	6
	Assessed with accommodations	4	4	4	4	#	1
2003	**Identified**	**20**	**22**	**14**	**14**	**8**	**10**
	Excluded	5	6	4	5	2	2
	Assessed without accommodations	10	10	5	4	5	7
	Assessed with accommodations	5	5	4	5	1	1
2005	**Identified**	**20**	**23**	**13**	**14**	**9**	**11**
	Excluded	4	7	3	5	2	2
	Assessed without accommodations	8	10	4	4	5	7
	Assessed with accommodations	8	7	6	5	3	2
2007	**Identified**	**21**	**23**	**15**	**14**	**8**	**11**
	Excluded	5	6	4	5	1	2
	Assessed without accommodations	10	10	6	3	5	7
	Assessed with accommodations	6	7	5	6	1	2
2009	**Identified**	**21**	**23**	**12**	**13**	**10**	**11**
	Excluded	4	5	3	4	1	2
	Assessed without accommodations	10	9	4	3	6	6
	Assessed with accommodations	7	9	5	7	3	3

Rounds to zero.

[1] Accommodations were not permitted for this assessment year.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2009 Reading Assessments.

Table 8-B

The Nation's Report Card 2009 State Assessment

Eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) in NAEP reading, by year and testing status, as a percentage of all students: Various years, 1998–2009

Year and testing status		SD and/or ELL		SD		ELL	
		Washington	Nation (public)	Washington	Nation (public)	Washington	Nation (public)
1998	**Identified**	**13**	**14**	**10**	**11**	**3**	**3**
	Excluded	4	4	3	3	1	1
	Assessed without accommodations	6	7	4	5	2	2
	Assessed with accommodations	3	3	3	2	#	#
2002	**Identified**	**14**	**18**	**11**	**13**	**5**	**6**
	Excluded	4	6	3	5	1	2
	Assessed without accommodations	6	8	4	5	2	4
	Assessed with accommodations	5	4	4	4	2	1
2003	**Identified**	**16**	**19**	**13**	**14**	**5**	**6**
	Excluded	4	5	3	4	1	2
	Assessed without accommodations	9	8	7	5	3	4
	Assessed with accommodations	4	5	3	5	#	1
2005	**Identified**	**17**	**19**	**12**	**13**	**6**	**6**
	Excluded	4	5	3	4	1	1
	Assessed without accommodations	6	7	3	3	3	4
	Assessed with accommodations	6	6	5	6	1	1
2007	**Identified**	**16**	**19**	**11**	**13**	**6**	**7**
	Excluded	5	5	4	5	2	2
	Assessed without accommodations	5	7	2	3	3	4
	Assessed with accommodations	6	7	5	6	1	1
2009	**Identified**	**14**	**18**	**11**	**13**	**4**	**6**
	Excluded	3	4	2	4	1	1
	Assessed without accommodations	4	6	2	2	2	3
	Assessed with accommodations	7	8	6	7	1	1

Rounds to zero.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2009 Reading Assessments.

Table 9-A — The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 1998–2009

SD status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
SD							
1998	Nation (public)	7*	176*	76*	24*	8	1
	Washington	8	187	68	32	10	2
2002	Nation (public)	8*	187*	71*	29*	9*	1*
	Washington	10	194	64	36	11	2
2003	Nation (public)	10*	184*	71*	29*	9*	1*
	Washington	10	188	69	31	11	2
2005	Nation (public)	10*	190	67	33	11	2
	Washington	10	190	68	32	11	2
2007	Nation (public)	10*	190	64	36	13	2
	Washington	11	192	61	39	13	2
2009	Nation (public)	10	189	66	34	12	2
	Washington	10	186	69	31	12	3
Not SD							
1998	Nation (public)	93*	216*	40*	60*	29*	7
	Washington	92	221*	33*	67*	32	6
2002	Nation (public)	92*	220*	35*	65*	31*	7*
	Washington	90	227	26	74	37	8
2003	Nation (public)	90*	220*	35*	65*	32*	8
	Washington	90	225	29	71	35	8
2005	Nation (public)	90*	220*	34*	66*	32*	7
	Washington	90	227	26	74	38	9
2007	Nation (public)	90*	223	31	69	34	8
	Washington	89	228	26	74	39	10
2009	Nation (public)	90	223	31	69	34	8
	Washington	90	225	28	72	36	9

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2009 Reading Assessments.

Table 9-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 1998–2009

SD status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
SD							
1998	Nation (public)	8*	224	69	31	6	#
	Washington	7	216*	82*	18*	1	#
2002	Nation (public)	9*	227	65	35	6*	#
	Washington	8	228	68	32	5	#
2003	Nation (public)	10*	224*	68*	32*	5*	#
	Washington	11*	222	72	28	4	#
2005	Nation (public)	9	226*	67*	33*	6*	#
	Washington	9	225	67	33	5	#
2007	Nation (public)	9*	226*	66*	34*	7	#
	Washington	7	224	69	31	6	1
2009	Nation (public)	10	229	63	37	8	#
	Washington	9	231	62	38	9	1
Not SD							
1998	Nation (public)	92*	264*	25*	75*	32	2
	Washington	93	268	20	80	34	3
2002	Nation (public)	91*	266	22	78	33	3
	Washington	92	272	18	82	40	5
2003	Nation (public)	90*	266	23	77	33	3
	Washington	89*	270	19	81	36	3
2005	Nation (public)	91	264*	25*	75*	31*	3
	Washington	91	268	21	79	37	4
2007	Nation (public)	91*	265*	24*	76*	31*	3
	Washington	93	268	20	80	36	3
2009	Nation (public)	90	266	22	78	33	3
	Washington	91	270	18	82	38	4

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2009 Reading Assessments.

Table 10-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 1998–2009

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
ELL							
1998	Nation (public)	5*	174*	79*	21*	6	1
	Washington	3*	‡	‡	‡	‡	‡
2002	Nation (public)	7*	183	76	24	5	#
	Washington	2*	‡	‡	‡	‡	‡
2003	Nation (public)	8	186	72	28	7	1
	Washington	7*	185	77	23	5	1
2005	Nation (public)	9	187	73	27	7	1
	Washington	8	191	70	30	6	1
2007	Nation (public)	9	188	70	30	7	1
	Washington	7	182	78	22	6	1
2009	Nation (public)	9	188	71	29	6	#
	Washington	9	181	80	20	3	#
Not ELL							
1998	Nation (public)	95*	215*	41*	59*	29*	7*
	Washington	97*	219*	34*	66*	31*	6
2002	Nation (public)	93*	219*	35*	65*	32*	7*
	Washington	98*	225	29	71	35	8
2003	Nation (public)	92	219*	35*	65*	32*	8
	Washington	93*	223	30	70	35	8
2005	Nation (public)	91	220*	34*	66*	32*	7
	Washington	92	226	27	73	38	9
2007	Nation (public)	91	223	31	69	34	8
	Washington	93	227	26	74	39	10
2009	Nation (public)	91	223	31	69	34	8
	Washington	91	225	27	73	36	9

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2009 Reading Assessments.

Table 10-B — The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 1998–2009

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
ELL							
1998	Nation (public)	2*	217	77	23	3	#
	Washington	2*	‡	‡	‡	‡	‡
2002	Nation (public)	5	224*	71	29	4	#
	Washington	3	‡	‡	‡	‡	‡
2003	Nation (public)	5	222	71	29	5*	#
	Washington	3	224	73	27	4	#
2005	Nation (public)	5	224*	71*	29*	4*	#
	Washington	4	224	70	30	5	#
2007	Nation (public)	6	222*	71*	29*	4	#
	Washington	5	216	78	22	2	#
2009	Nation (public)	5	219	75	25	3	#
	Washington	3	213	81	19	2	#
Not ELL							
1998	Nation (public)	98*	262*	28*	72*	30	2
	Washington	98*	265*	23	77	32*	3*
2002	Nation (public)	95	265	24	76	32	3
	Washington	97	270	20	80	38	5
2003	Nation (public)	95	263*	25*	75*	31	3
	Washington	97	266	23	77	34	3
2005	Nation (public)	95	262*	27*	73*	30*	3
	Washington	96	267	23	77	36	4
2007	Nation (public)	94	263*	25*	75*	31*	2
	Washington	95	267	21	79	36	3
2009	Nation (public)	95	265	24	76	32	3
	Washington	97	269	20	80	37	4

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2009 Reading Assessments.

The Nation's Report Card 2009 State Assessment

Table 11-A

Number of fourth-grade public school students assessed in NAEP reading and weighted percentage excluded, by state/jurisdiction: 2009

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	**172,500**	**5**
Alabama	2,900	2
Alaska	2,800	3
Arizona	3,200	4
Arkansas	3,000	1
California	8,000	3
Colorado	2,900	3
Connecticut	2,900	4
Delaware	2,900	8
Florida	5,000	5
Georgia	4,200	5
Hawaii	3,000	2
Idaho	3,200	3
Illinois	4,400	4
Indiana	3,000	5
Iowa	3,000	5
Kansas	3,200	6
Kentucky	3,900	8
Louisiana	3,200	2
Maine	2,900	4
Maryland	3,400	11
Massachusetts	3,900	5
Michigan	3,700	4
Minnesota	3,600	3
Mississippi	3,100	1
Missouri	2,900	4
Montana	2,900	4
Nebraska	3,300	5
Nevada	3,200	4
New Hampshire	2,900	3
New Jersey	2,900	9
New Mexico	2,900	7
New York	4,200	5
North Carolina	4,800	3
North Dakota	2,100	8
Ohio	3,600	6
Oklahoma	3,000	7
Oregon	3,100	4
Pennsylvania	3,900	3
Rhode Island	2,700	4
South Carolina	3,100	5
South Dakota	2,900	6
Tennessee	3,000	9
Texas	6,000	9
Utah	3,500	6
Vermont	2,900	4
Virginia	3,100	4
Washington	3,400	4
West Virginia	3,000	2
Wisconsin	4,100	4
Wyoming	2,200	2
Other jurisdictions		
District of Columbia	1,800	11
DoDEA[1]	2,200	6

[1] Department of Defense Education Activity schools (domestic and overseas).

NOTE: The number of students assessed is rounded to the nearest hundred.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Table 11-B

The Nation's Report Card 2009 State Assessment

Number of eighth-grade public school students assessed in NAEP reading and weighted percentage excluded, by state/jurisdiction: 2009

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	**155,400**	**4**
Alabama	2,700	2
Alaska	2,500	2
Arizona	2,800	3
Arkansas	2,700	2
California	7,200	2
Colorado	2,800	3
Connecticut	2,800	3
Delaware	2,800	5
Florida	4,200	4
Georgia	3,500	4
Hawaii	2,900	2
Idaho	3,000	2
Illinois	4,100	4
Indiana	2,700	5
Iowa	2,600	4
Kansas	2,700	5
Kentucky	3,500	7
Louisiana	2,600	2
Maine	2,700	4
Maryland	3,200	9
Massachusetts	3,600	5
Michigan	3,300	4
Minnesota	2,900	3
Mississippi	2,800	2
Missouri	2,700	3
Montana	2,600	4
Nebraska	2,600	6
Nevada	2,900	3
New Hampshire	2,500	4
New Jersey	2,700	7
New Mexico	2,500	6
New York	3,700	7
North Carolina	4,500	2
North Dakota	2,100	8
Ohio	3,400	7
Oklahoma	2,700	5
Oregon	2,900	3
Pennsylvania	3,500	3
Rhode Island	2,700	3
South Carolina	2,700	6
South Dakota	2,800	4
Tennessee	2,800	7
Texas	5,700	5
Utah	2,800	5
Vermont	2,900	3
Virginia	2,800	4
Washington	2,800	3
West Virginia	2,900	2
Wisconsin	3,400	5
Wyoming	1,900	3
Other jurisdictions		
District of Columbia	1,600	12
DoDEA[1]	1,600	4

[1] Department of Defense Education Activity schools (domestic and overseas).

NOTE: The number of students assessed is rounded to the nearest hundred.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Where to Find More Information

The NAEP Reading Assessment
The latest news about the NAEP 2009 reading assessment and the national results can be found on the NAEP website at http://nces.ed.gov/nationsreportcard/reading/results/. The individual snapshot reports for each participating state and other jurisdictions are also available in the state results section of the website at http://nces.ed.gov/nationsreportcard/states/.

The Nation's Report Card: Reading 2009 may be ordered or downloaded at the NAEP website.

The *Reading Framework for the 2009 National Assessment of Educational Progress*, on which this assessment is based, is available at the National Assessment Governing Board website at http://www.nagb.org/publications/frameworks/reading09.pdf

The NAEP Data Explorer (NDE)
The interactive database at http://nces.ed.gov/nationsreportcard/naepdata/ includes student, teacher, and school variables for all participating states and other jurisdictions, the nation, and the four regions. Data tables are also available for each jurisdiction, with all background questions cross-tabulated with the major demographic variables. Users can design and create tables and can perform tests of statistical significance at this website.

Technical Documentation on the Web (TDW)
Technical documentation section of the NAEP website http://nces.ed.gov/nationsreportcard/tdw/ contains information about the technical procedures and methods of NAEP. The TDW site is organized by topic (from Item Development through Analysis and Scaling) with subtopics, including information specific to a particular assessment. The content is written for researchers and assumes knowledge of educational measurement and testing.

Publications on the inclusion of students with disabilities and English language learners
References for a variety of research publications related to the assessment of students with special needs may be found at http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research.

To order publications
Recent NAEP publications related to reading are listed on the reading page of the NAEP website and are available electronically. Publications can also be ordered from

Education Publications Center (ED Pubs)
U.S. Department of Education
P.O. Box 22207
Alexandria, VA 22304

Call toll free: 1-877-4ED-Pubs (1-877-433-7827)
TTY/TDD: 1-877-576-7734
FAX: 1-301-470-1244
Order online at: http://www.edpubs.gov.

The NAEP State Report Generator was developed for the NAEP 2009 reports by Phillip Leung, Bobby Rampey, Rebecca Moran, Patricia Donahue, Rick Hasney, and Ming Kuang.

What is the Nation's Report Card™?

The Nation's Report Card™ informs the public about the academic achievement of elementary and secondary students in the United States. Report cards communicate the findings of the National Assessment of Educational Progress (NAEP), a continuing and nationally representative measure of achievement in various subjects over time.

Since 1969, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects. NAEP collects and reports information on student performance at the national, state, and local levels, making the assessment an integral part of our nation's evaluation of the condition and progress of education. Only academic achievement data and related background information are collected. The privacy of individual students and their families is protected.

NAEP is a congressionally authorized project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education. The Commissioner of Education Statistics is responsible for carrying out the NAEP project. The National Assessment Governing Board oversees and sets policy for NAEP.

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NAEP 2009 — Grade 8 Mathematics — Average Scale Scores

Gap - Average Scale Scores with National Public

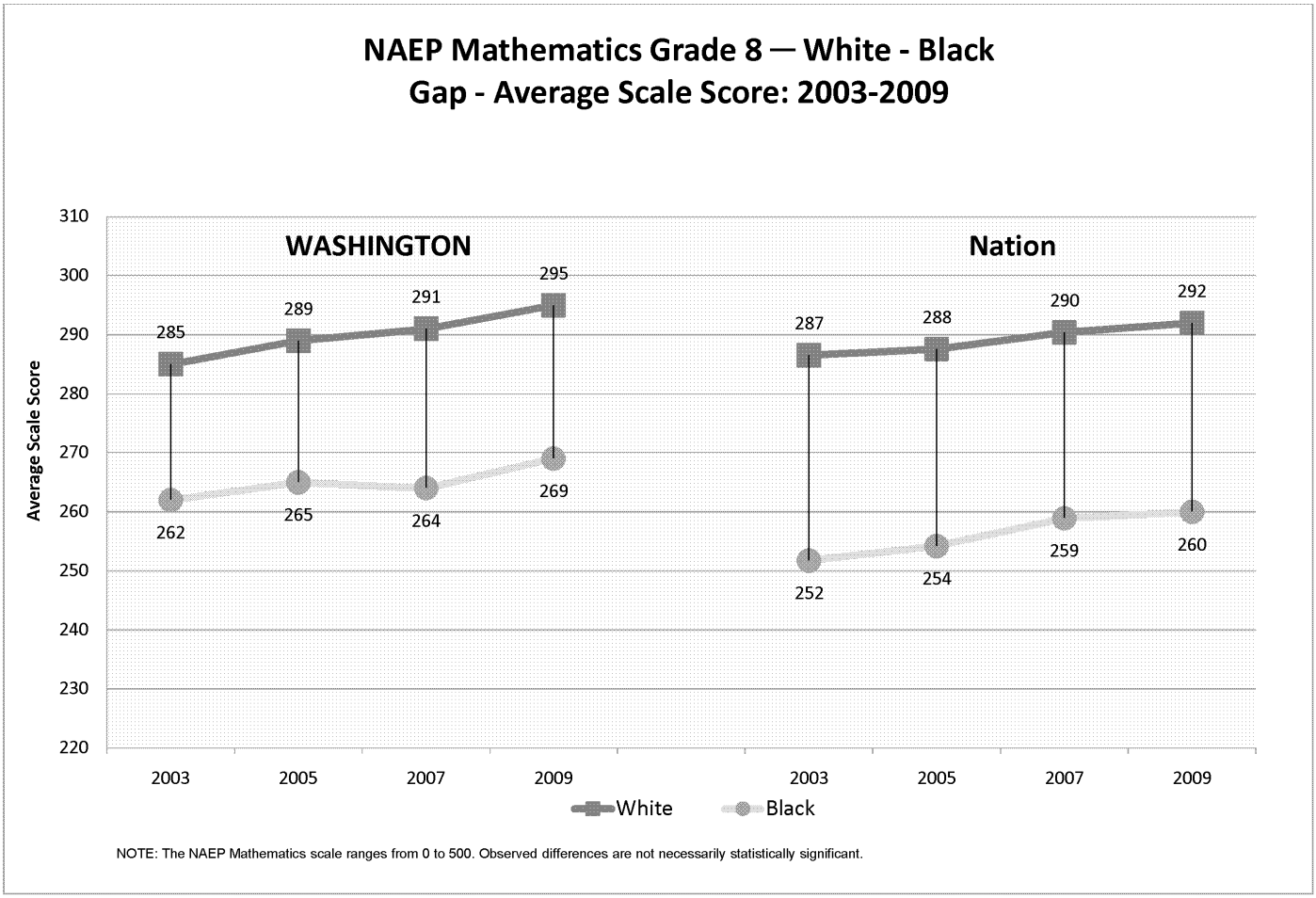
Year	Indicator	Overall	White	Black	Hispanic	Asian	NSLP Eligible	NSLP Not Eligible	SD	Non-SD	ELL	Non-ELL	Male	Female
2003	Average Scale Score		285	262	263		265	288			246	283		
2005	WASHINGTON		289	265	262		269	294			249	287		
2007			291	264	263		268	294			243	287		
2009			295	269	264		271	299			246	290		
	Nation													
2003	Average Scale Score	276	287	252	258	289	258	287	242	280	241	278	277	275
2005		278	288	254	261	294	261	288	244	281	244	280	278	277
2007		280	290	259	264	296	265	291	246	284	245	282	281	279
2009		280	292	260	266	296	266	293	246	284	243	284	281	279

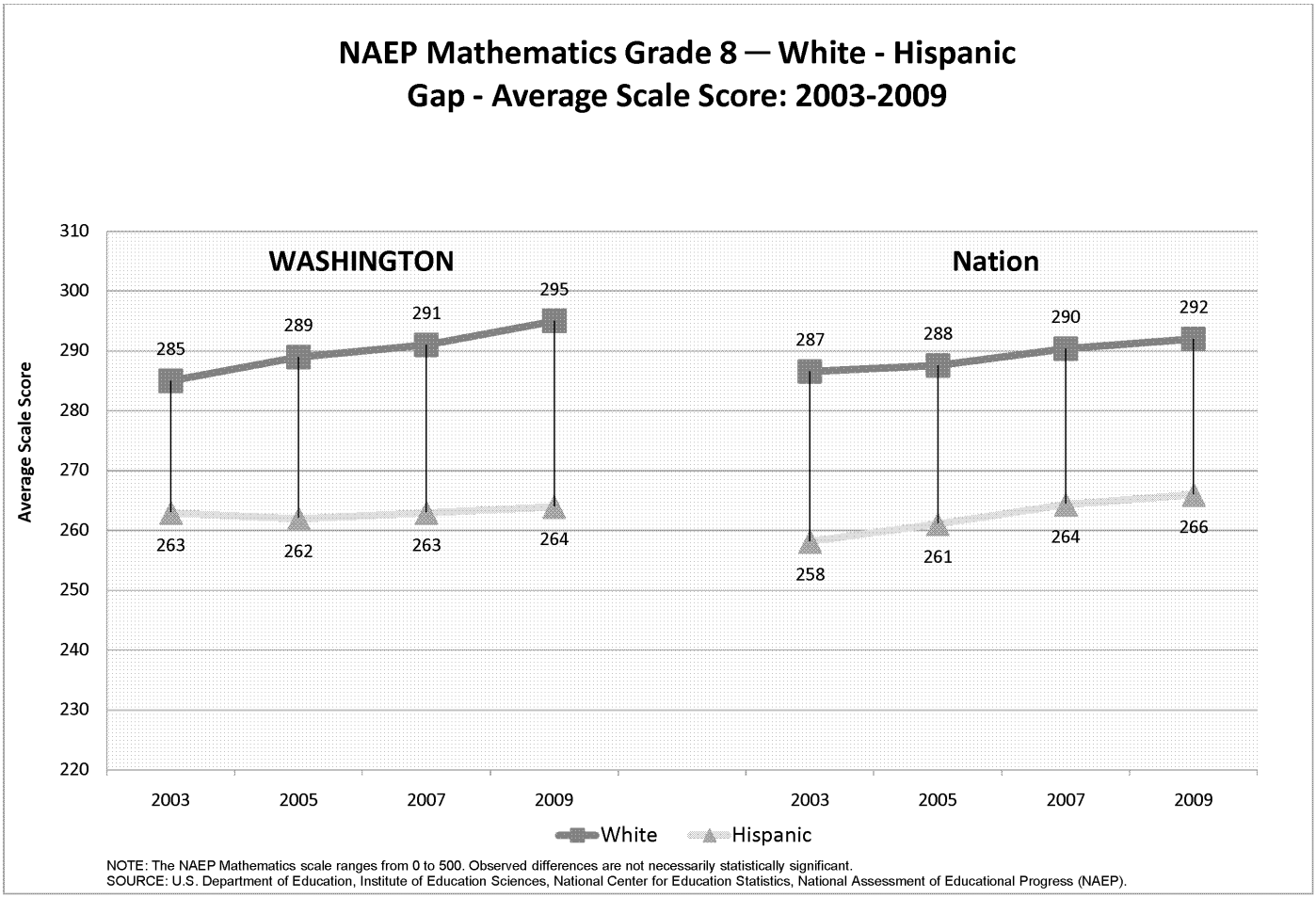
Reporting standards not met in blank cells.

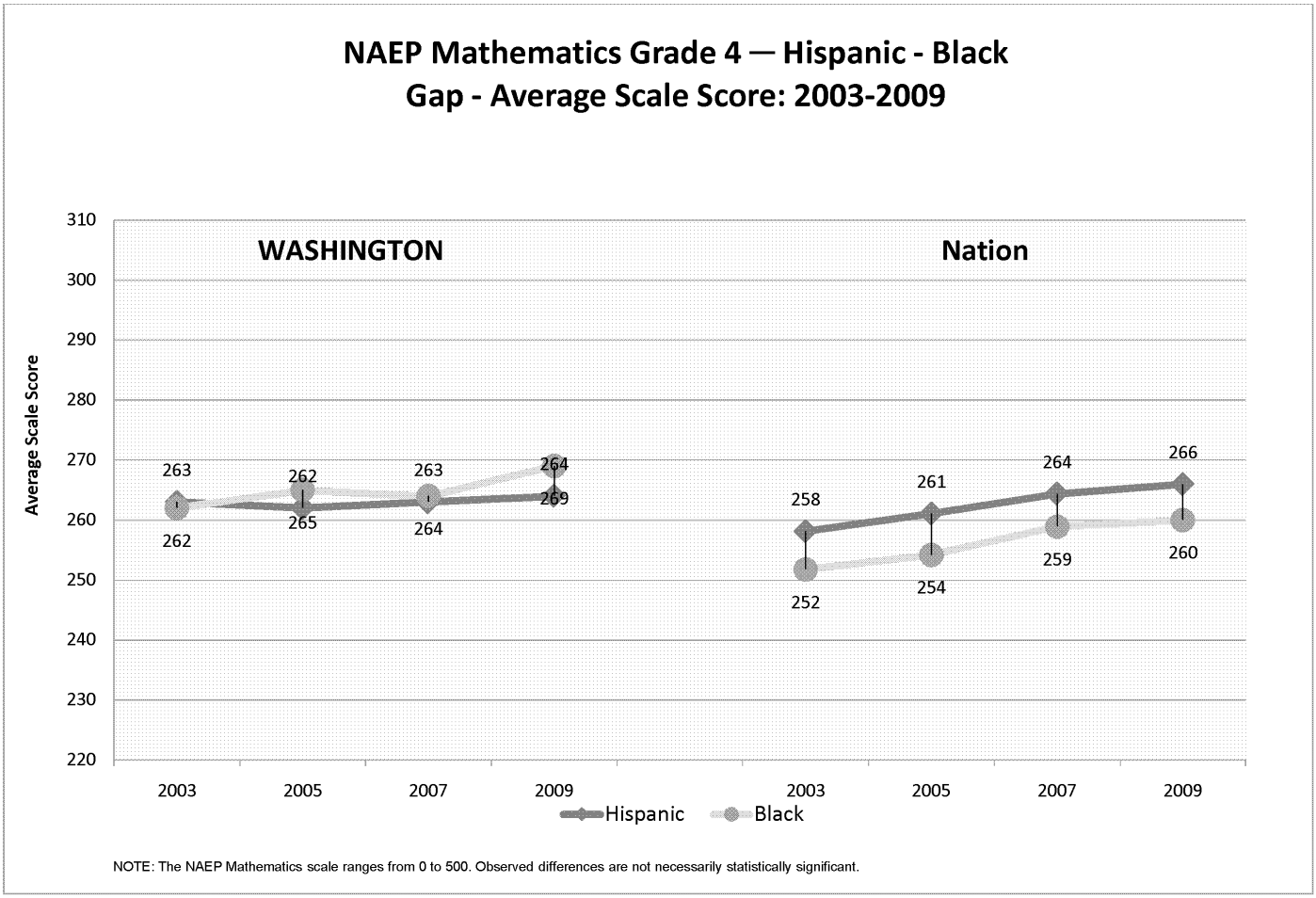
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

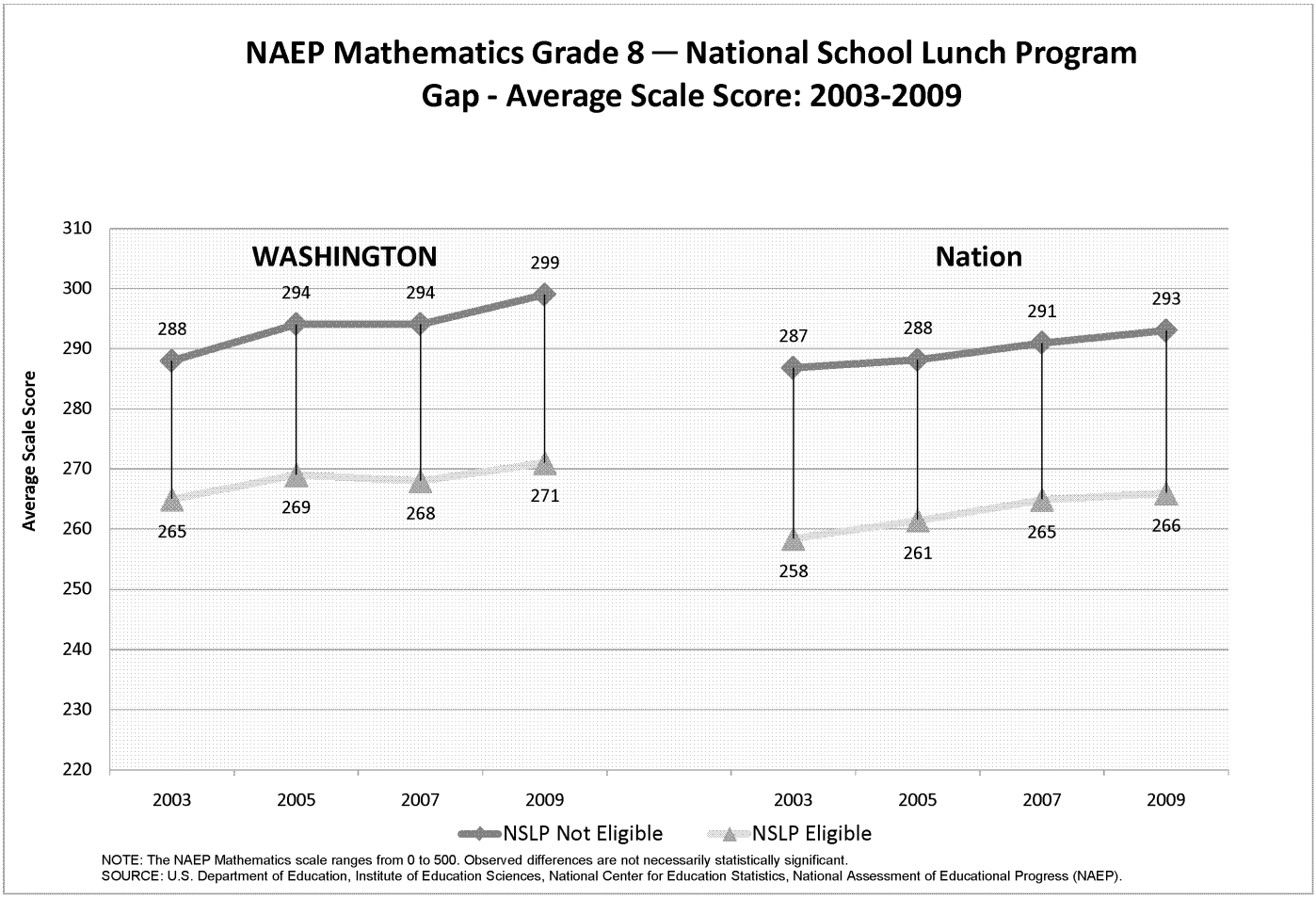
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

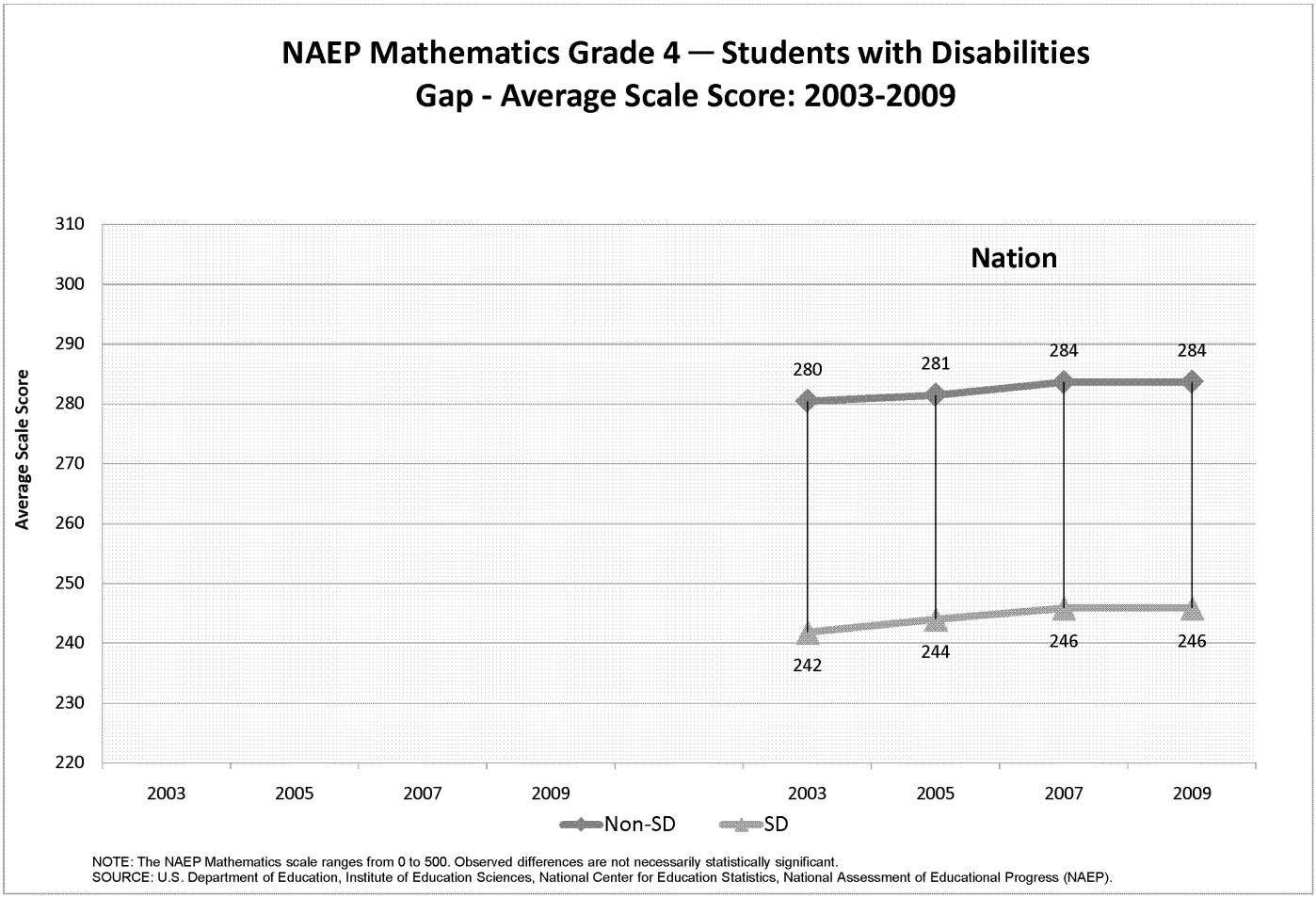
Year	White/Black Gap	White/ Hispanic Gap	Black/ Hispanic Gap	NSLP Not Eligible - Eligible Gap	Not SD-SD Gap	Not ELL-ELL Gap	Male - Female Gap
2003	23	22	1	23		37	
2005	24	27	-3	25		38	
2007	27	28	-1	26		44	
2007	26	31	-5	28		44	
2003	35	28	6	28	39	37	2
2005	33	26	7	27	37	35	1
2007	31	26	5	26	38	38	2
2007	32	26	6	27	38	41	2


NAEP Mathematics Grade 8 — White - Black
Gap - Average Scale Score: 2003-2009
WASHINGTON
Nation
Average Scale Score
310
300
290
280
270
260
250
240
230
220
285
289
291
295
262
265
264
269
287
288
290
292
252
254
259
260
2003
2005
2007
2009
2003
2005
2007
2009
White
Black
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

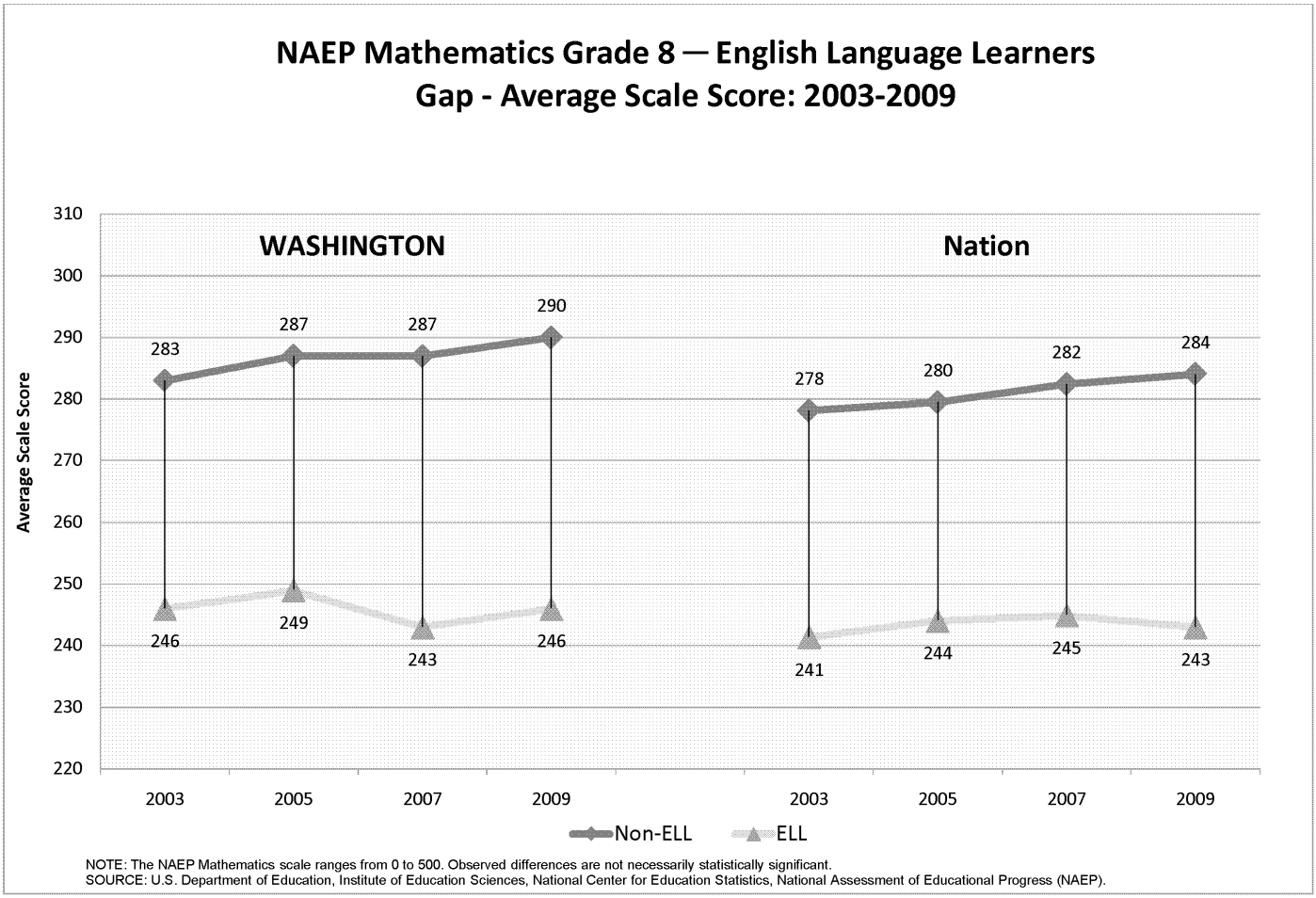

NAEP Mathematics Grade 8 — White - Hispanic
Gap - Average Scale Score: 2003-2009
WASHINGTON
Nation
Average Scale Score
310
300
290
280
270
260
250
240
230
220
285
289
291
295
263
262
263
264
287
288
290
292
258
261
264
266
2003
2005
2007
2009
2003
2005
2007
2009
White
Hispanic
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

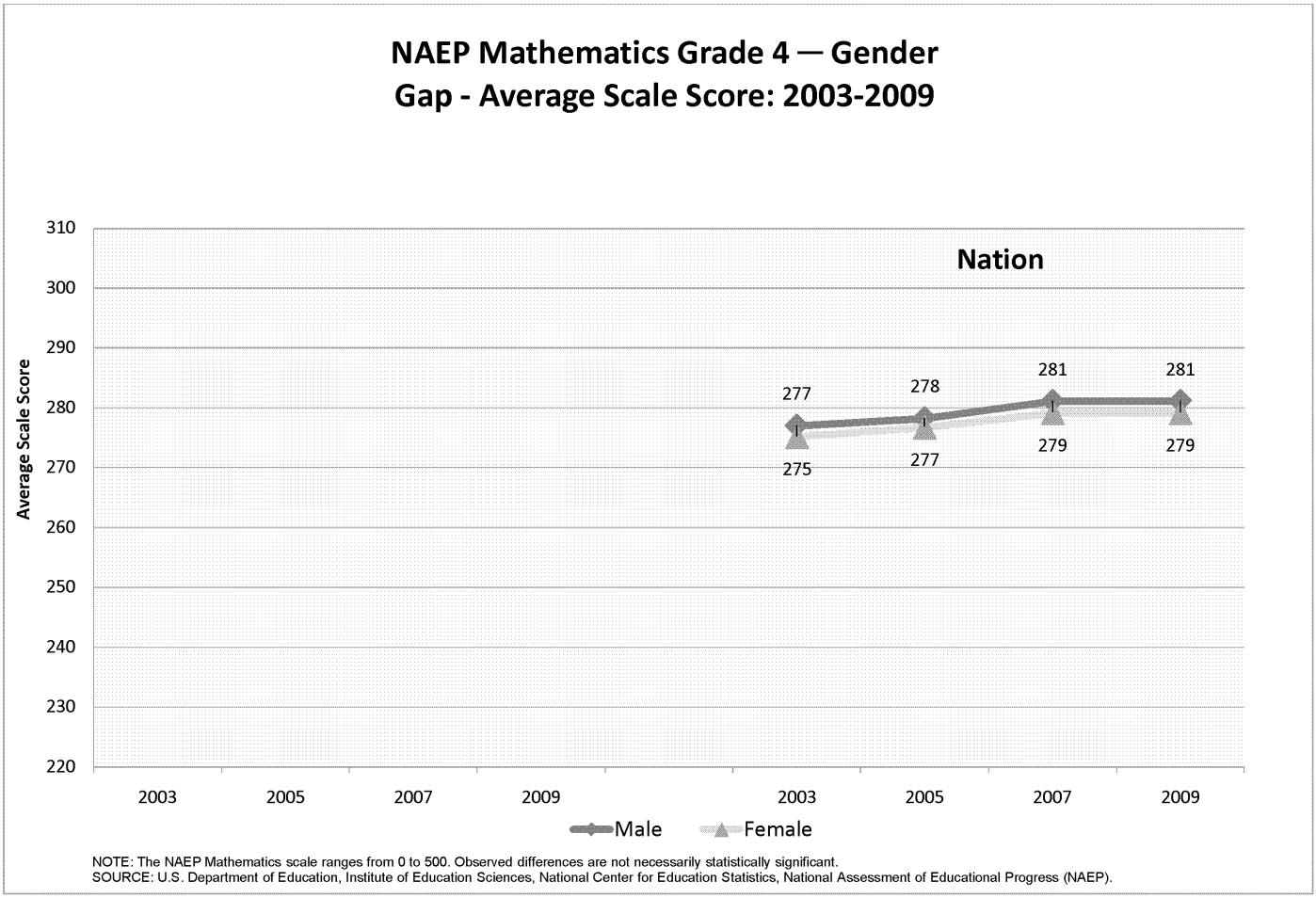

NAEP Mathematics Grade 4 — Hispanic - Black
Gap - Average Scale Score: 2003-2009
WASHINGTON
Nation
Average Scale Score
310
300
290
280
270
260
250
240
230
220
263
262
262
265
263
264
264
269
258
252
261
254
264
259
266
260
2003
2005
2007
2009
2003
2005
2007
2009
Hispanic
Black
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.


NAEP Mathematics Grade 8 — National School Lunch Program
Gap - Average Scale Score: 2003-2009
WASHINGTON
Nation
Average Scale Score
310
300
290
280
270
260
250
240
230
220
288
294
294
299
265
269
268
271
287
288
291
293
258
261
265
266
2003
2005
2007
2009
2003
2005
2007
2009
NSLP Not Eligible
NSLP Eligible
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).



NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).


NAEP Mathematics Grade 8 — English Language Learners
Gap - Average Scale Score: 2003-2009
WASHINGTON
Nation
Average Scale Score
310
300
290
280
270
260
250
240
230
220
283
287
287
290
278
280
282
284
246
249
243
246
241
244
245
243
2003
2005
2007
2009
2003
2005
2007
2009
Non-ELL
ELL
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).


NAEP Mathematics Grade 4 — Gender Gap - Average Scale Score: 2003-2009
Nation
Average Scale Score
310
300
290
280
270
260
250
240
230
220
277
278
281
281
275
277
279
279
2003
2005
2007
2009
2003
2005
2007
2009
Male
Female
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

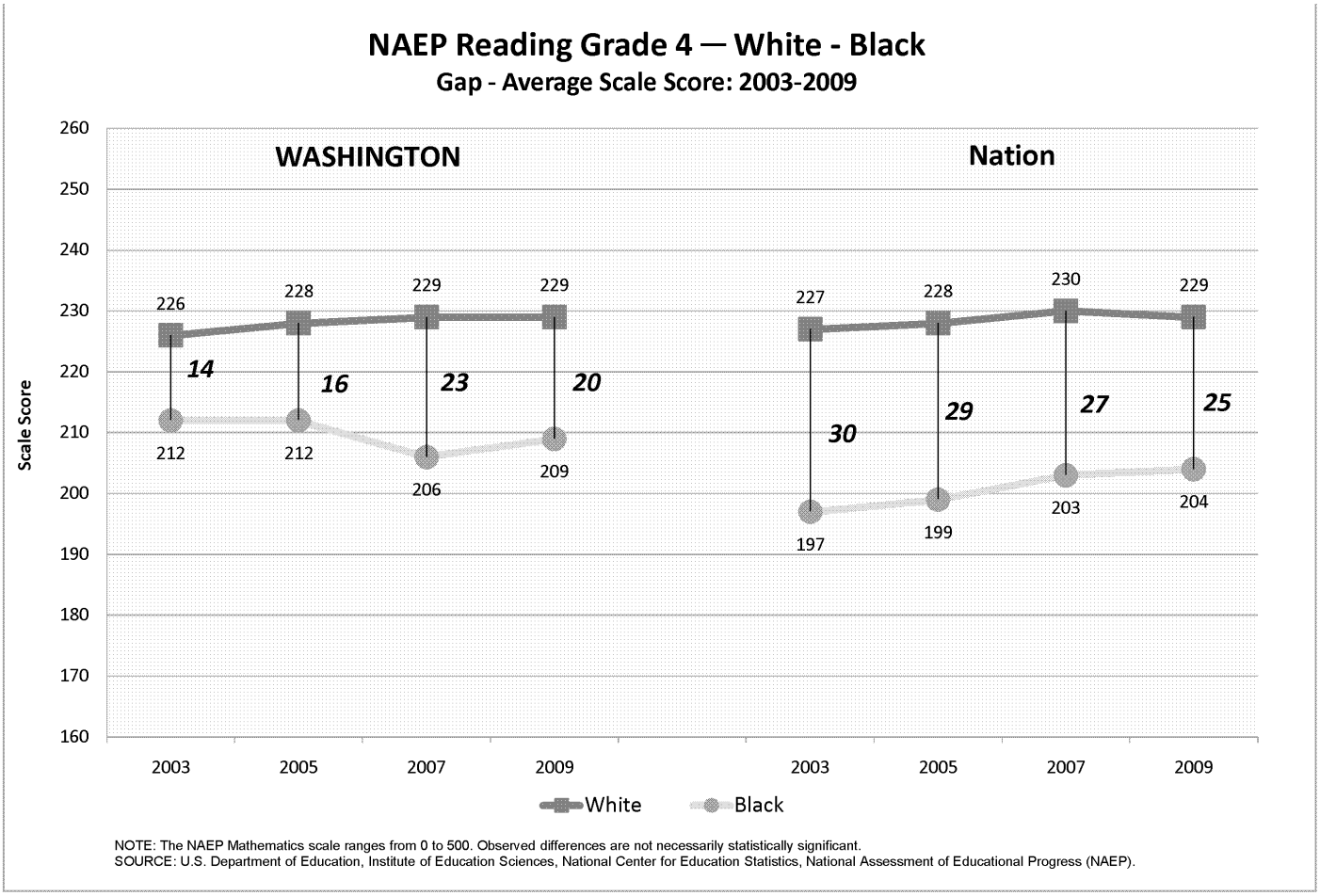
NAEP 2009 - Grade 4 Reading

Gap - Average Scale Scores with National Public

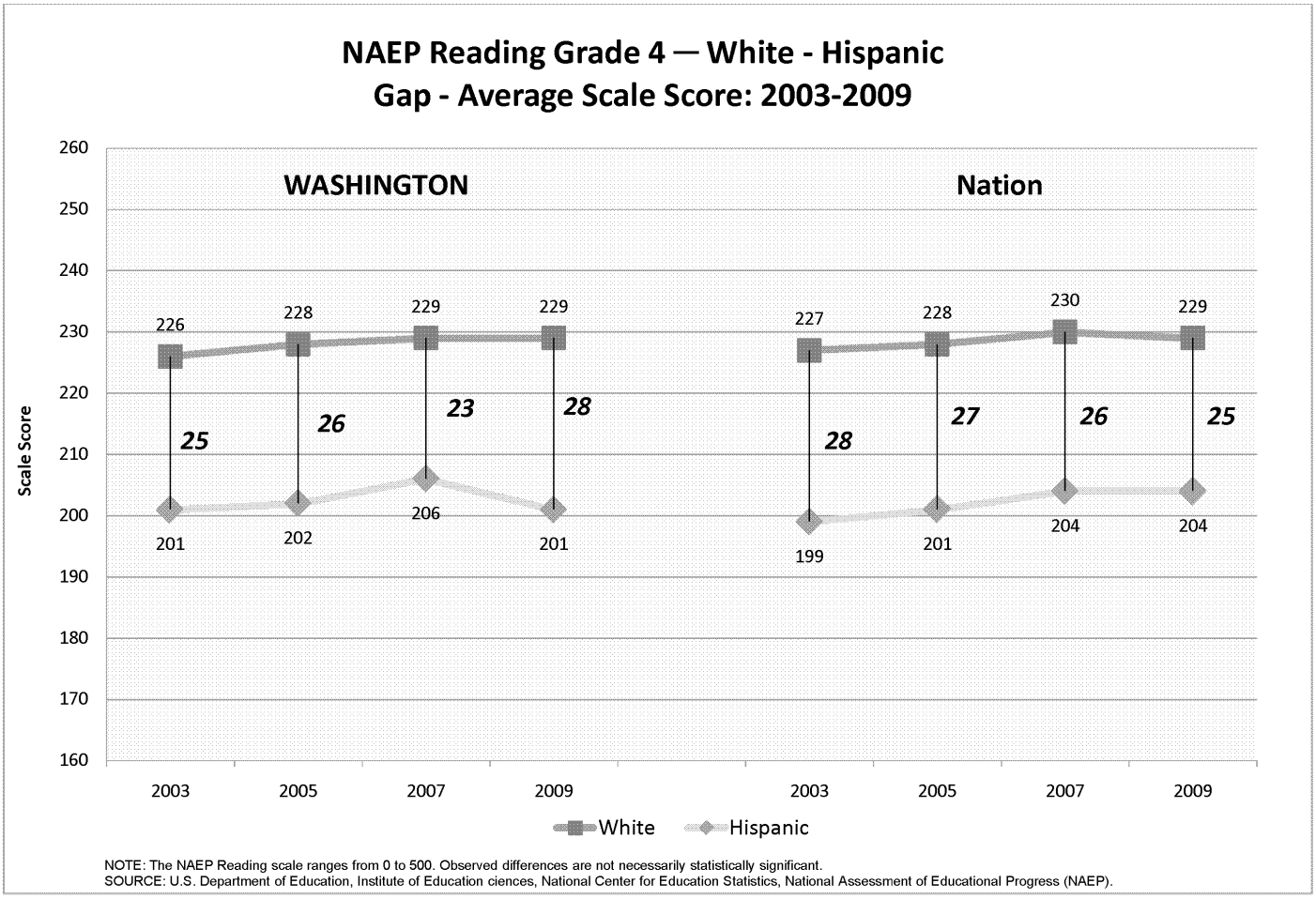
Year	Indicator	Overall	White	Black	Hispanic	Asian	American Indian	NSLP Eligible	NSLP Not Eligible	SD	Non-SD	ELL	Non-ELL	Male	Female
2003	Average Scale Score	221	226	212	201	218	208	208	230	188	225	185	223	216	226
2005	WASHINGTON	223	228	212	202	230		213	231	190	227	191	226	219	228
2007		224	229	206	206	232	205	210	234	192	228	182	227	221	227
2009		221	229	209	201	234	212	208	233	186	225	181	225	217	226
	Nation														
2003	Average Scale Score	216	227	197	199	225	202	201	229	184	220	186	219	213	220
2005		217	228	199	201	227	205	203	230	190	220	187	220	214	220
2007		220	230	203	204	231	206	205	232	190	223	188	223	216	223
2009		220	229	204	204	221	206	206	232	189	223	188	223	216	223

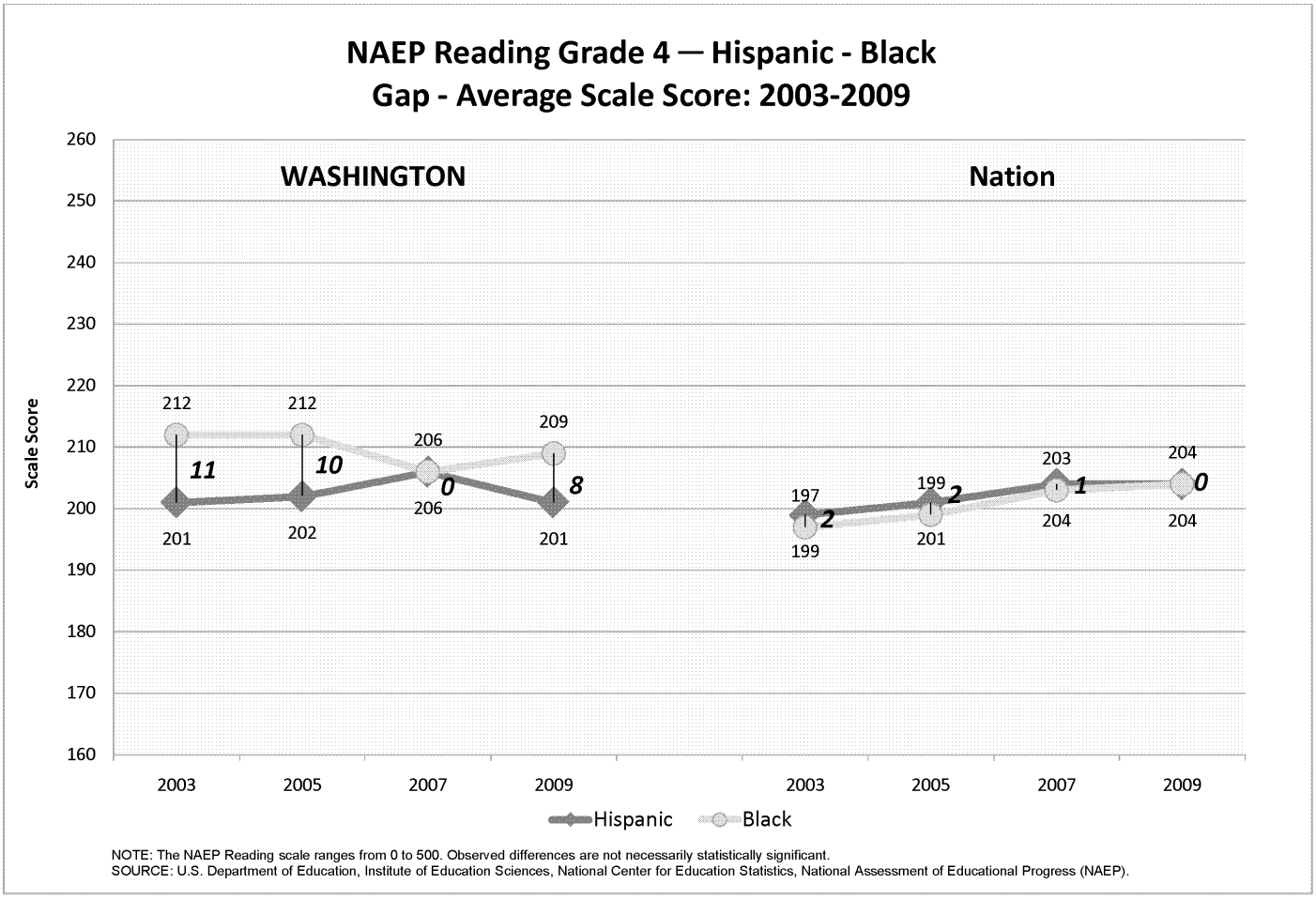
Reporting standards not met in blank cells.
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

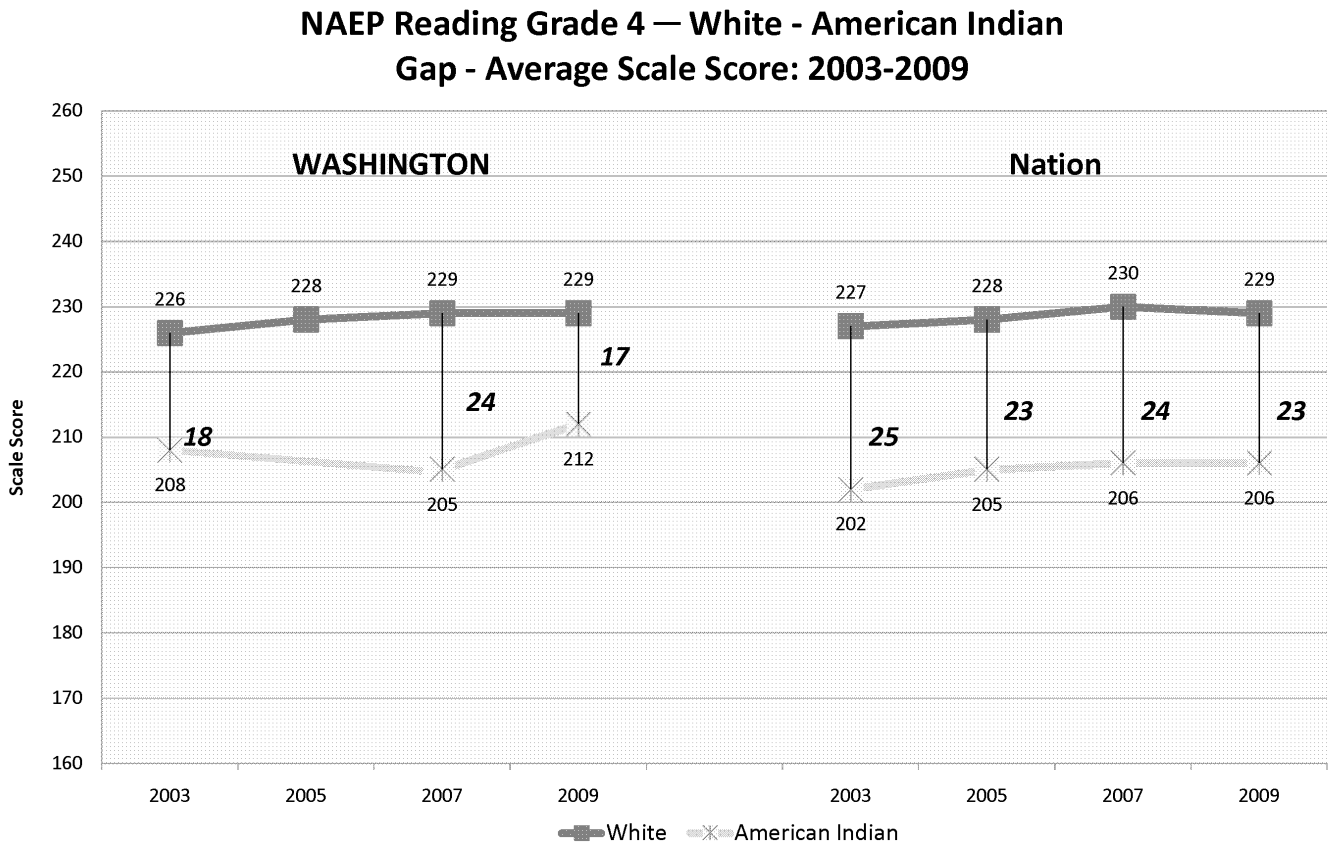
Year	White/Black Gap	White/ Hispanic Gap	Black/ Hispanic Gap	White/ American Indian Gap	NSLP Not Eligible - Eligible Gap	Not SD-SD Gap	Not ELL-ELL Gap	Male - Female Gap
2003	14	25	11	18	22	37	38	10
2005	16	26	10		18	37	35	9
2007	23	23	0	24	24	36	45	6
2009	20	28	8	17	25	39	44	9
2003	30	28	2	25	28	36	33	7
2005	29	27	2	23	27	30	33	6
2007	27	26	1	24	27	33	35	7
2009	25	25	0	23	26	34	35	7



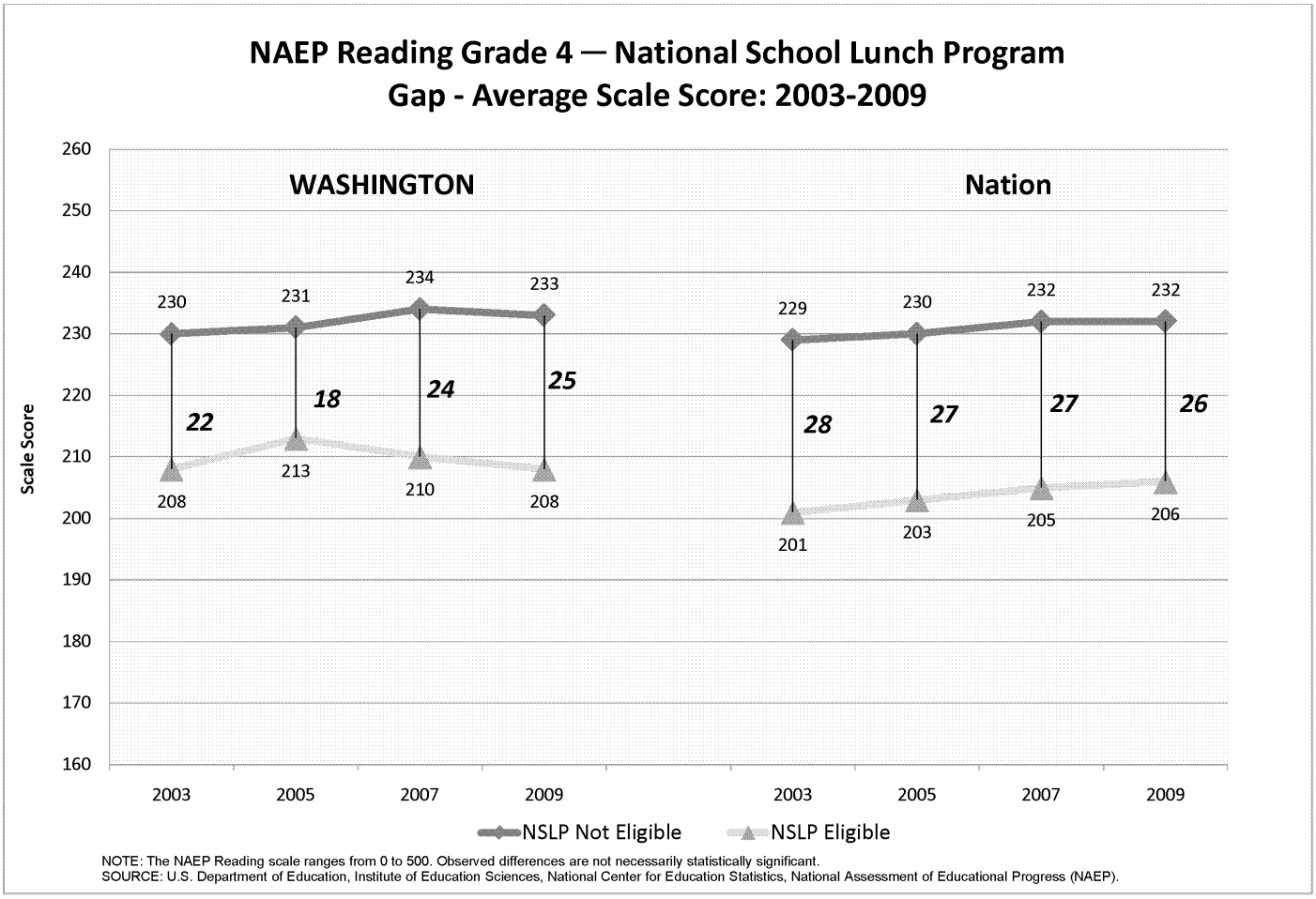
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

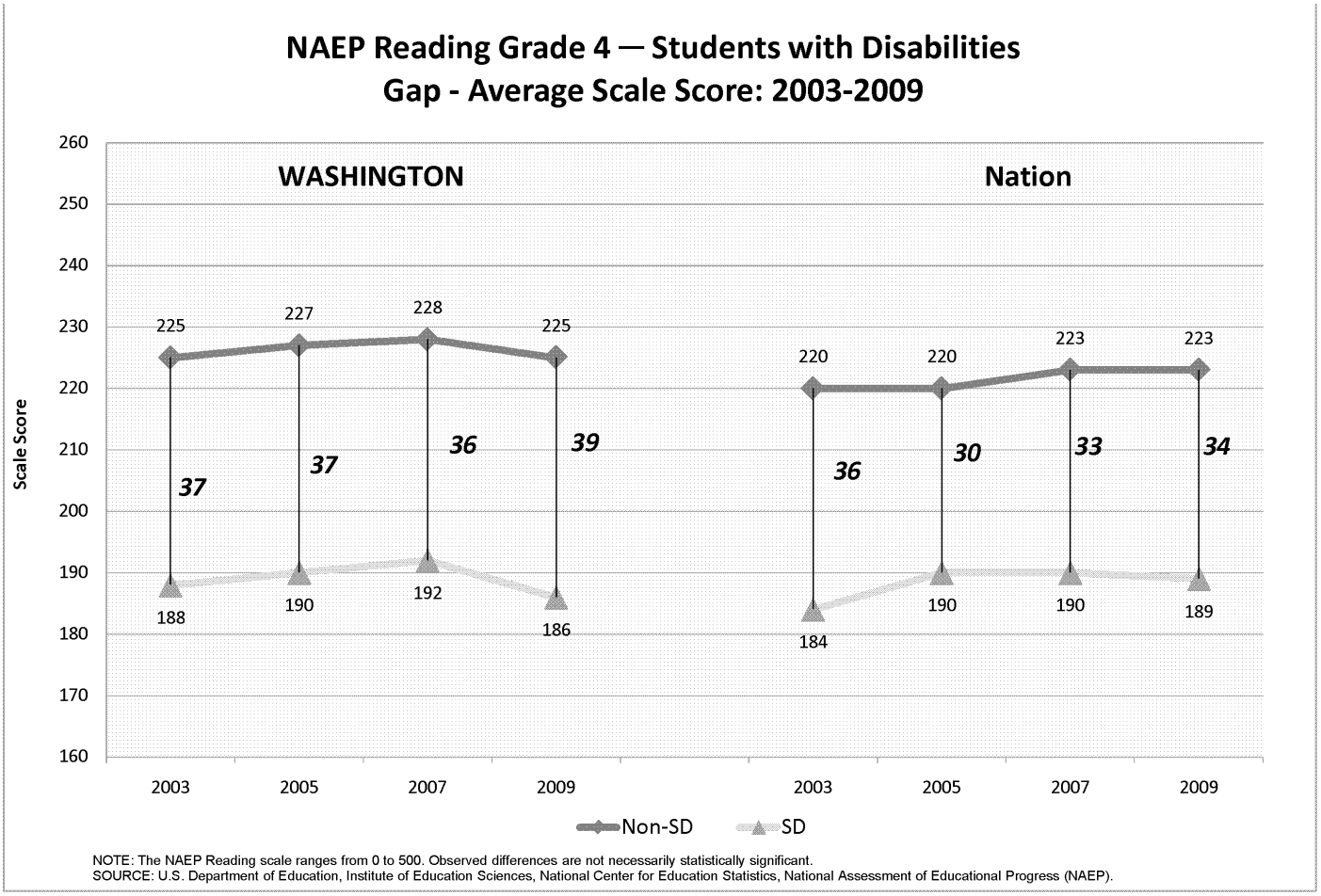

NAEP Reading Grade 4 — White - Hispanic
Gap - Average Scale Score: 2003-2009
WASHINGTON
Nation
Scale Score
260
250
240
230
220
210
200
190
180
170
160
226
228
229
229
227
228
230
229
25
26
23
28
28
27
26
25
201
202
206
201
199
201
204
204
2003
2005
2007
2009
2003
2005
2007
2009
White
Hispanic
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education ciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

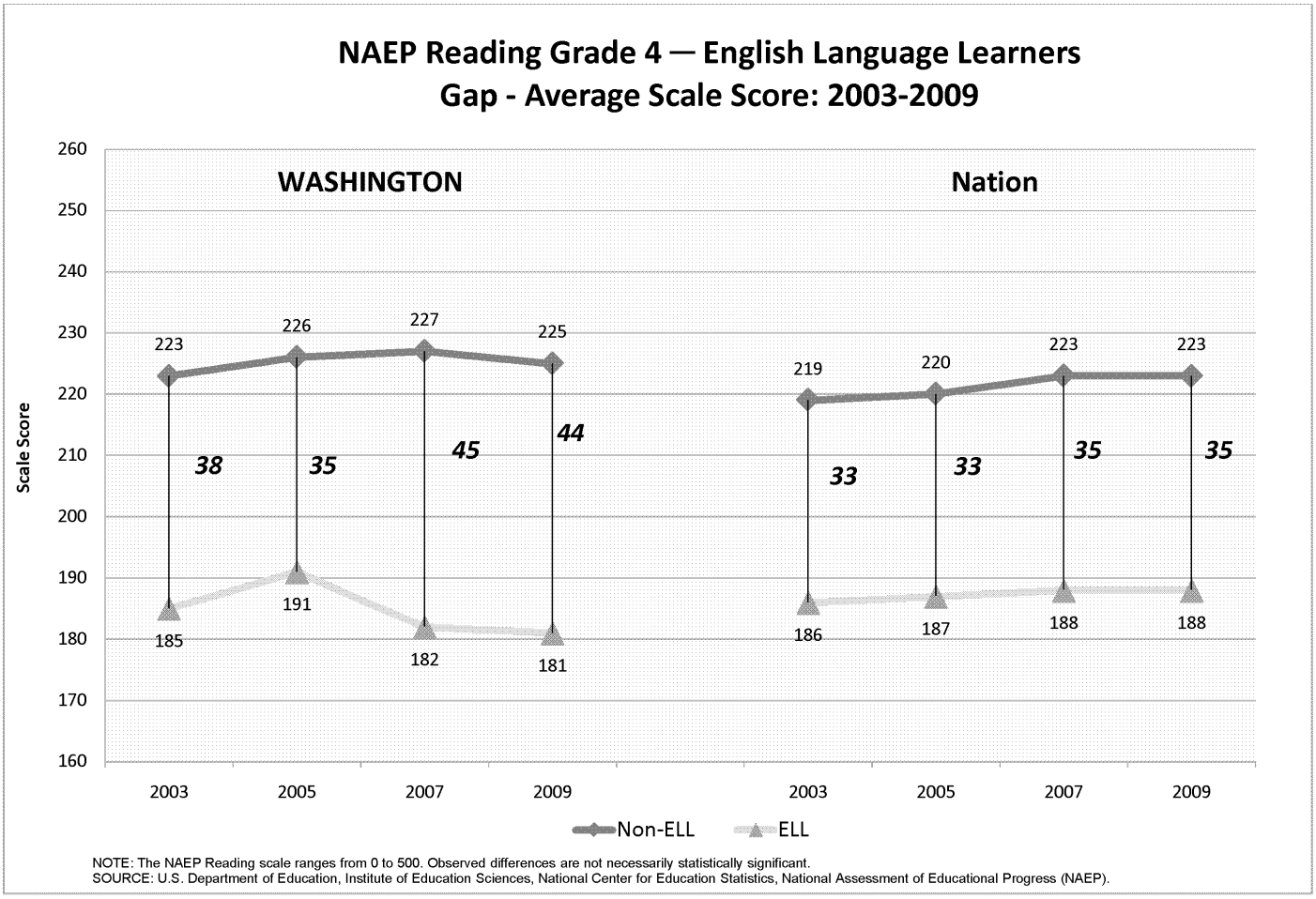

NAEP Reading Grade 4 — Hispanic - Black
Gap - Average Scale Score: 2003-2009
WASHINGTON
Nation
Scale Score
260
250
240
230
220
210
200
190
180
170
160
212
212
206
209
11
10
0
8
201
202
206
201
197
199
203
204
2
2
1
0
199
201
204
204
2003
2005
2007
2009
2003
2005
2007
2009
Hispanic
Black
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

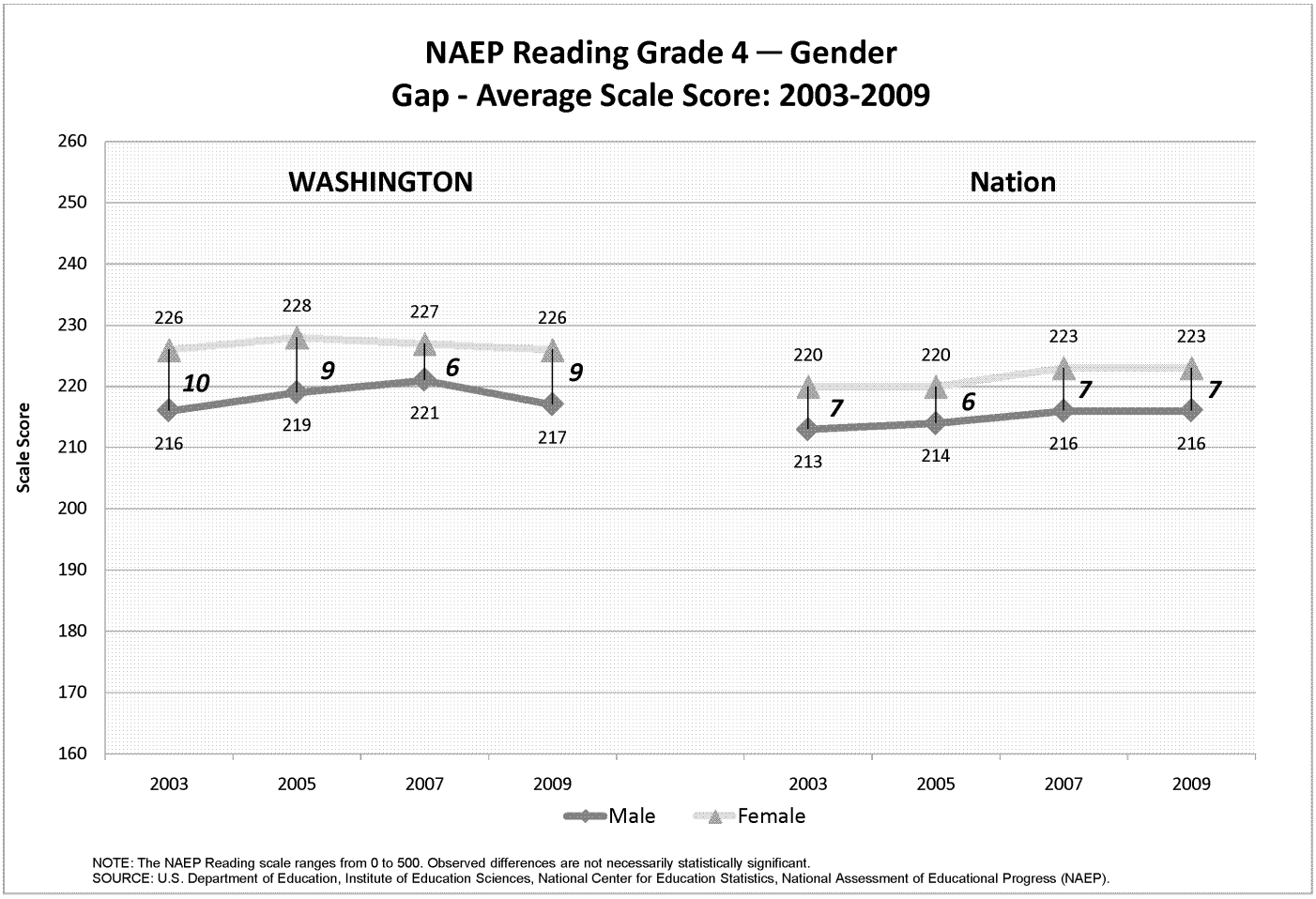


NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).


NAEP Reading Grade 4 — National School Lunch Program
Gap - Average Scale Score: 2003-2009
WASHINGTON
Nation
Scale Score
260
250
240
230
220
210
200
190
180
170
160
230
231
234
233
229
230
232
232
22
18
24
25
28
27
27
26
208
213
210
208
201
203
205
206
2003
2005
2007
2009
2003
2005
2007
2009
NSLP Not Eligible
NSLP Eligible
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).


NAEP Reading Grade 4 — Students with Disabilities
Gap - Average Scale Score: 2003-2009
WASHINGTON
Nation
Scale Score
260
250
240
230
220
210
200
190
180
170
160
225
227
228
225
220
220
223
223
37
37
36
39
36
30
33
34
188
190
192
186
184
190
190
189
2003
2005
2007
2009
2003
2005
2007
2009
Non-SD
SD
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).


NAEP Reading Grade 4 — English Language Learners
Gap - Average Scale Score: 2003-2009
WASHINGTON
Nation
Scale Score
260
250
240
230
220
210
200
190
180
170
160
223
226
227
225
219
220
223
223
38
35
45
44
33
33
35
35
185
191
182
181
186
187
188
188
2003
2005
2007
2009
2003
2005
2007
2009
Non-ELL
ELL
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).


NAEP Reading Grade 4 — Gender
Gap - Average Scale Score: 2003-2009
WASHINGTON
Nation
Scale Score
260
250
240
230
220
210
200
190
180
170
160
226
228
227
226
10
9
6
9
216
219
221
217
220
220
223
223
7
6
7
7
213
214
216
216
2003
2005
2007
2009
2003
2005
2007
2009
Male
Female
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

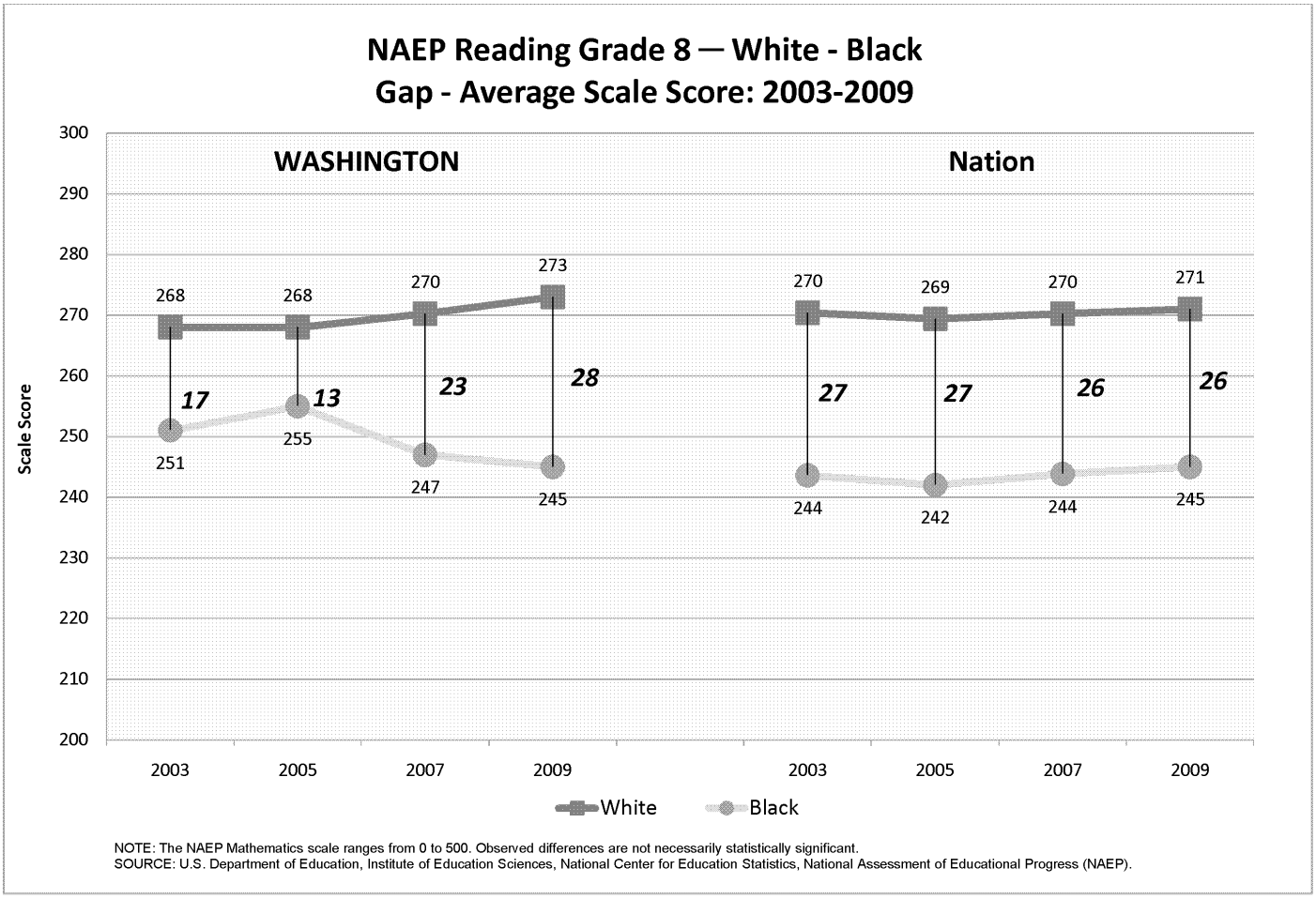
NAEP 2009 - Grade 8 Reading

Gap - Average Scale Scores with National Public

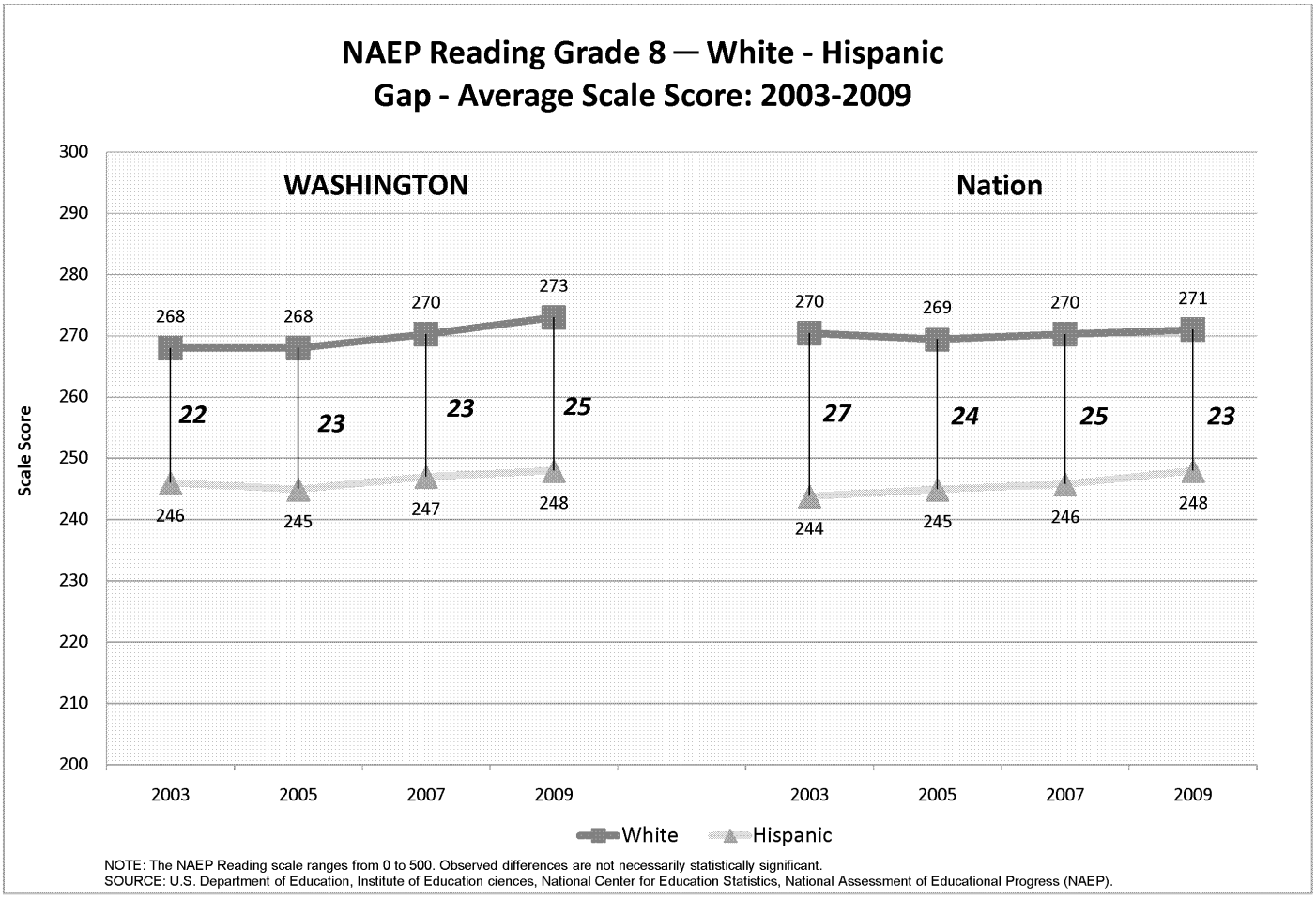
Year	Indicator	Overall	White	Black	Hispanic	Asian	American Indian	NSLP Eligible	NSLP Not Eligible	SD	Non-SD	ELL	Non-ELL	Male	Female
2002		**268**	**271**	**247**	**247**	**272**		**254**	**274**	**228**	**272**		**270**	**261**	**275**
2003	Average Scale Score	264	268	251	246	270	247	248	271	222	270	224	266	258	271
2005	WASHINGTON	265	268	255	245	270	255	251	272	225	268	224	267	260	269
2007		265	270	247	247	268	252	251	272	224	268	216	267	260	270
2009		267	273	245	248	272	254	254	275	231	270	213	269	261	273
	Nation														
2002		263	271	244	245	265	252	249	271	227	266	224	265	261	275
2003	Average Scale Score	261	270	244	244	268	248	246	271	224	266	222	263	256	267
2005		260	269	242	245	270	251	247	270	226	264	224	262	255	266
2007		261	270	244	246	269	248	247	271	226	265	222	263	256	266
2009		262	271	245	248	273	252	249	273	229	266	219	265	258	267

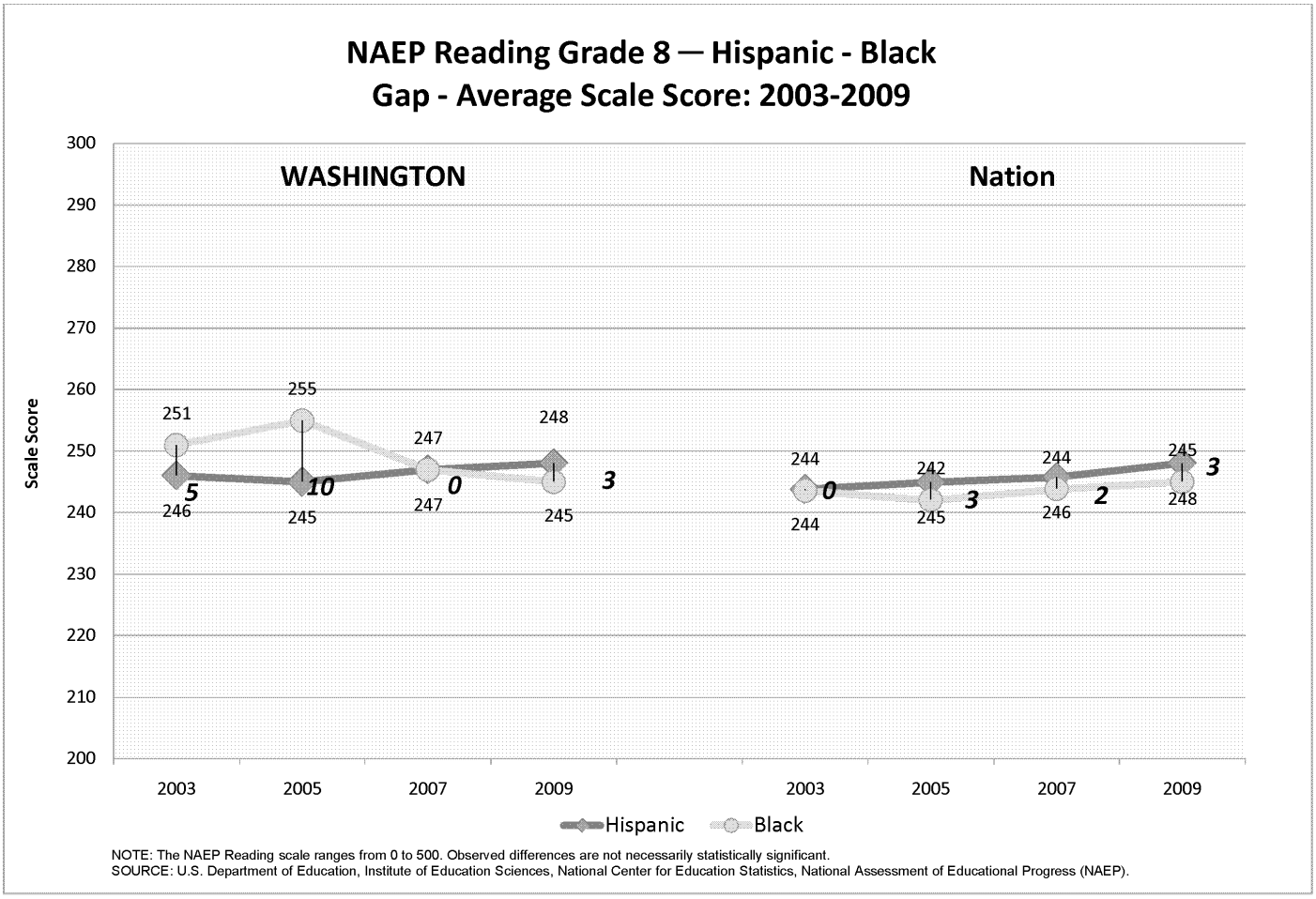
Reporting standards not met in blank cells.
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

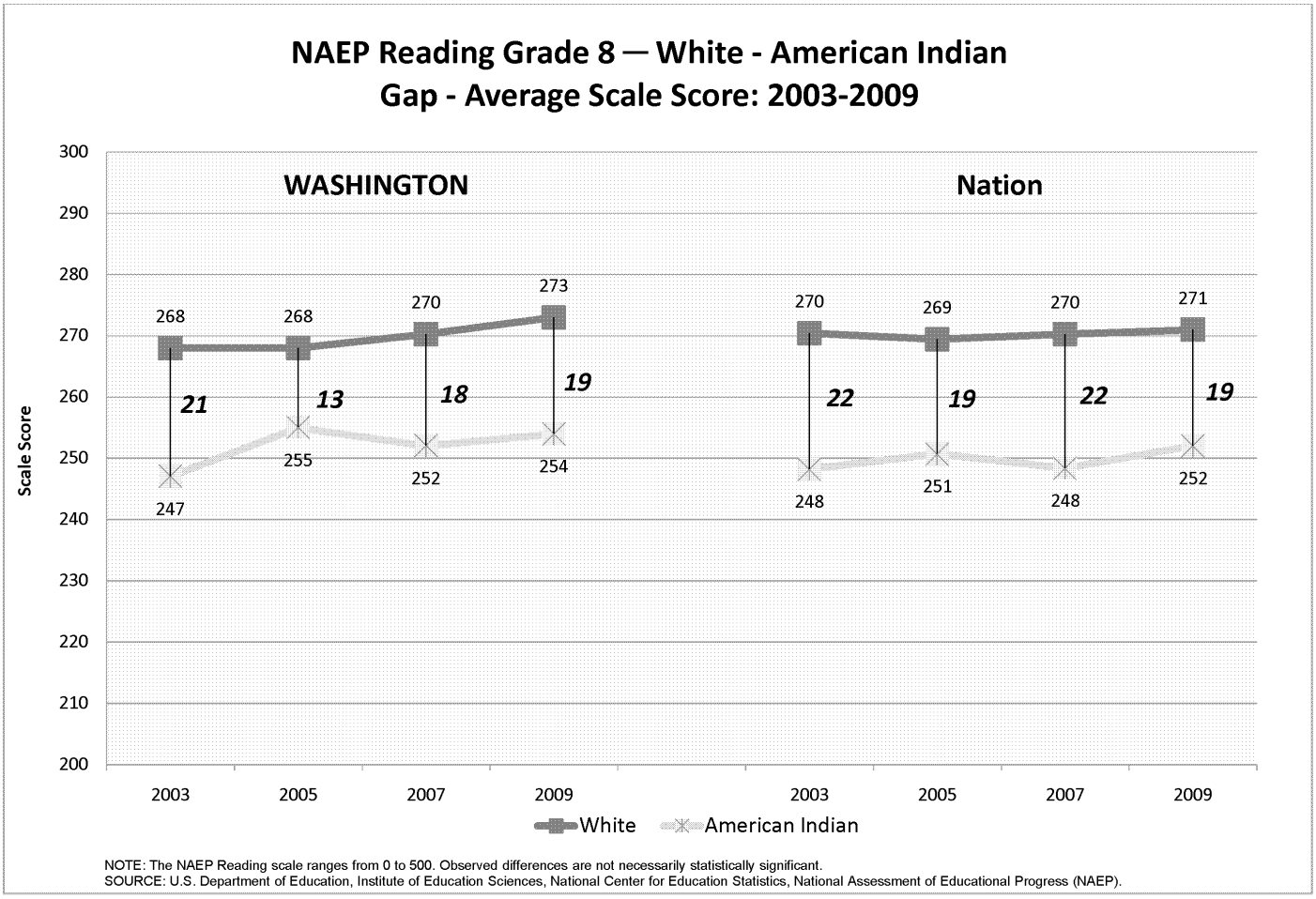
Year	White/Black Gap	White/ Hispanic Gap	Black/ Hispanic Gap	White/ American Indian Gap	NSLP Not Eligible - Eligible Gap	Not SD-SD Gap	Not ELL-ELL Gap	Male - Female Gap
2003	17	22	5	21	23	48	42	13
2005	13	23	10	13	21	43	43	9
2007	23	23	0	18	21	44	51	10
2009	28	25	3	19	21	39	56	12
2003	27	27	0	22	25	41	41	11
2005	27	24	3	19	23	38	38	10
2007	26	25	2	22	24	38	42	10
2009	26	23	3	19	24	37	46	9



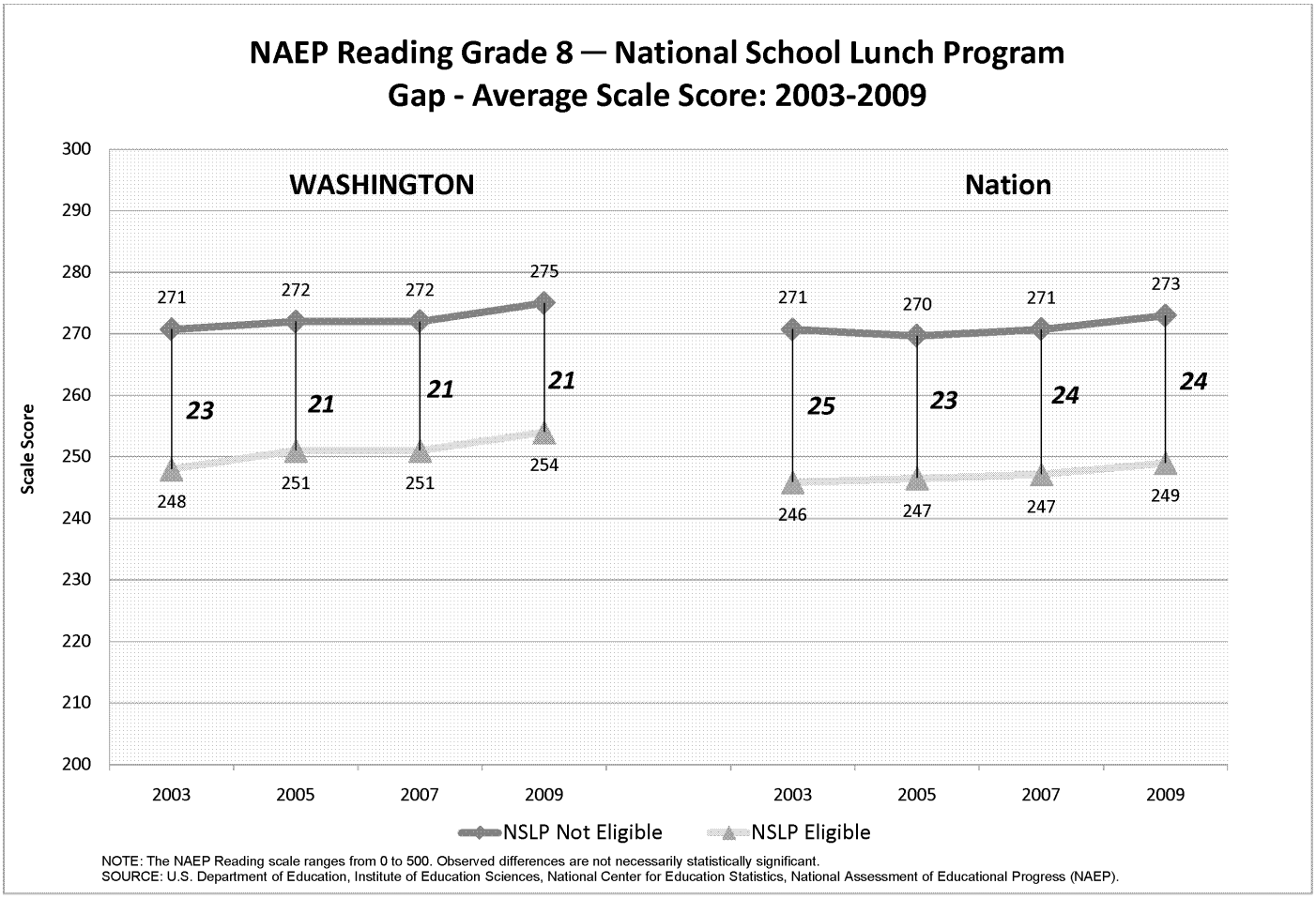
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

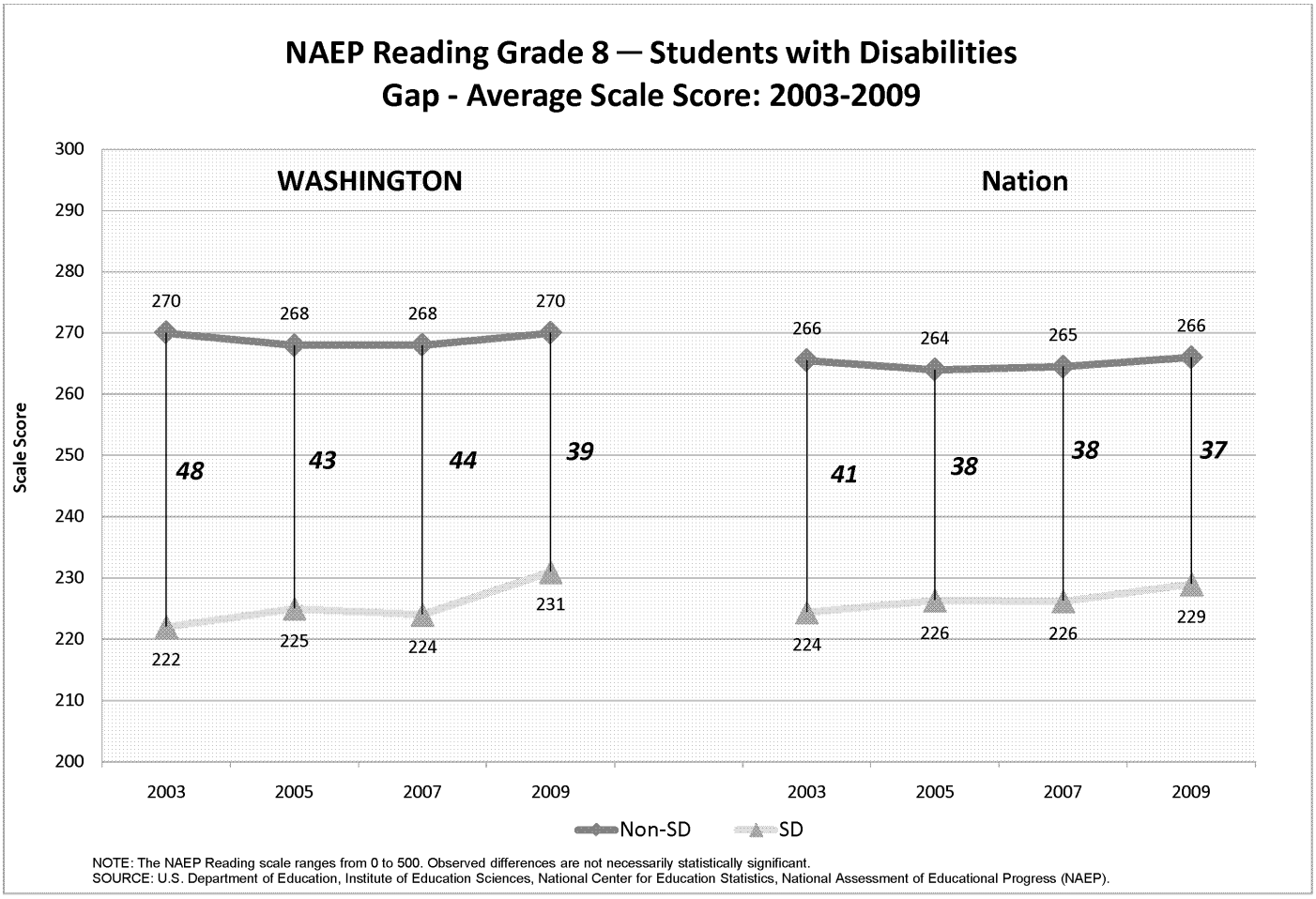

NAEP Reading Grade 8 — White - Hispanic
Gap - Average Scale Score: 2003-2009
WASHINGTON
Nation
Scale Score
300
290
280
270
260
250
240
230
220
210
200
268
268
270
273
270
269
270
271
22
23
23
25
27
24
25
23
246
245
247
248
244
245
246
248
2003
2005
2007
2009
2003
2005
2007
2009
White
Hispanic
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education ciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

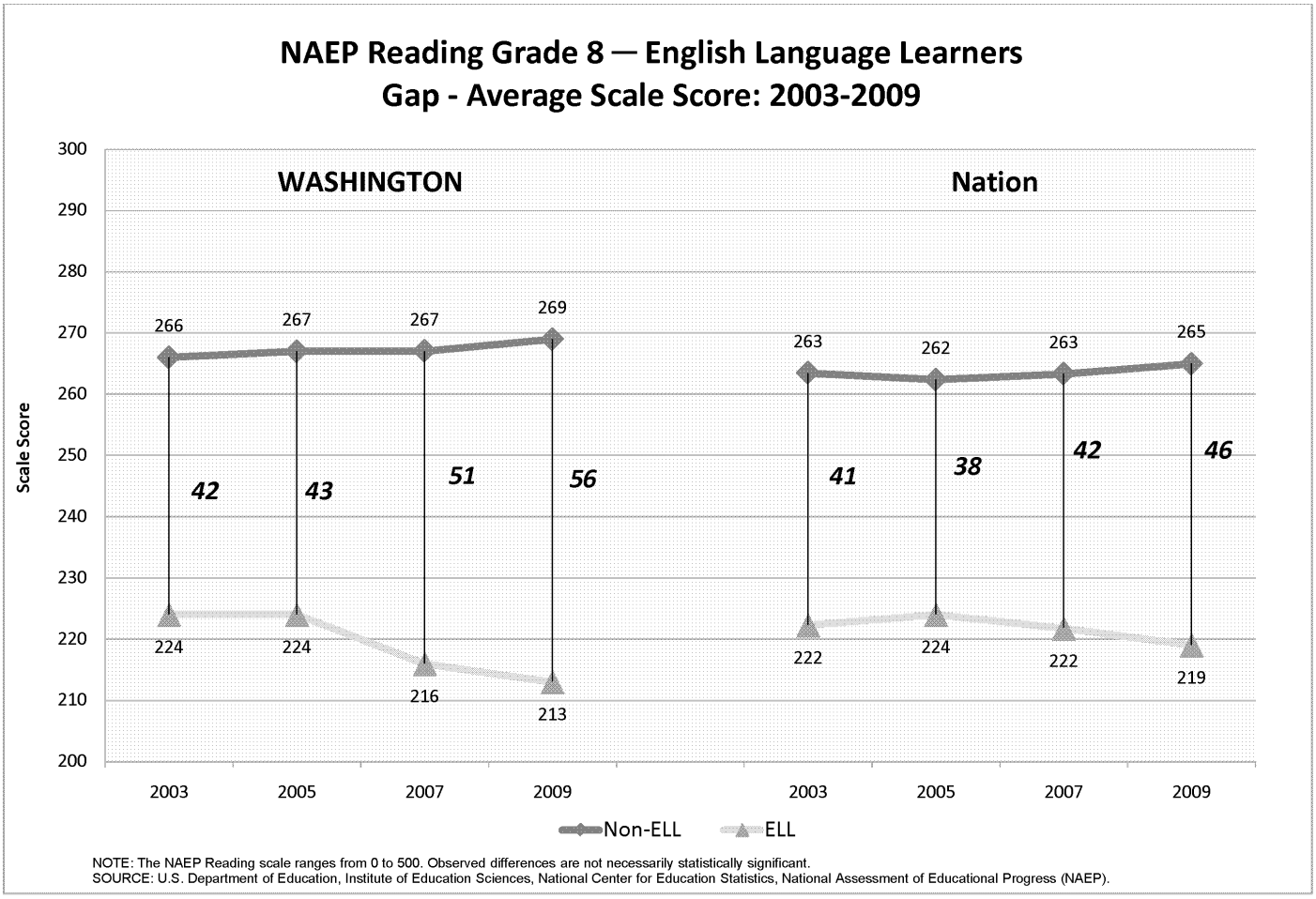

NAEP Reading Grade 8 — Hispanic - Black
Gap - Average Scale Score: 2003-2009
WASHINGTON
Nation
Scale Score
300
290
280
270
260
250
240
230
220
210
200
251
255
247
248
246
245
247
245
244
242
244
245
244
245
246
248
5
10
0
3
0
3
2
3
2003
2005
2007
2009
2003
2005
2007
2009
Hispanic
Black
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

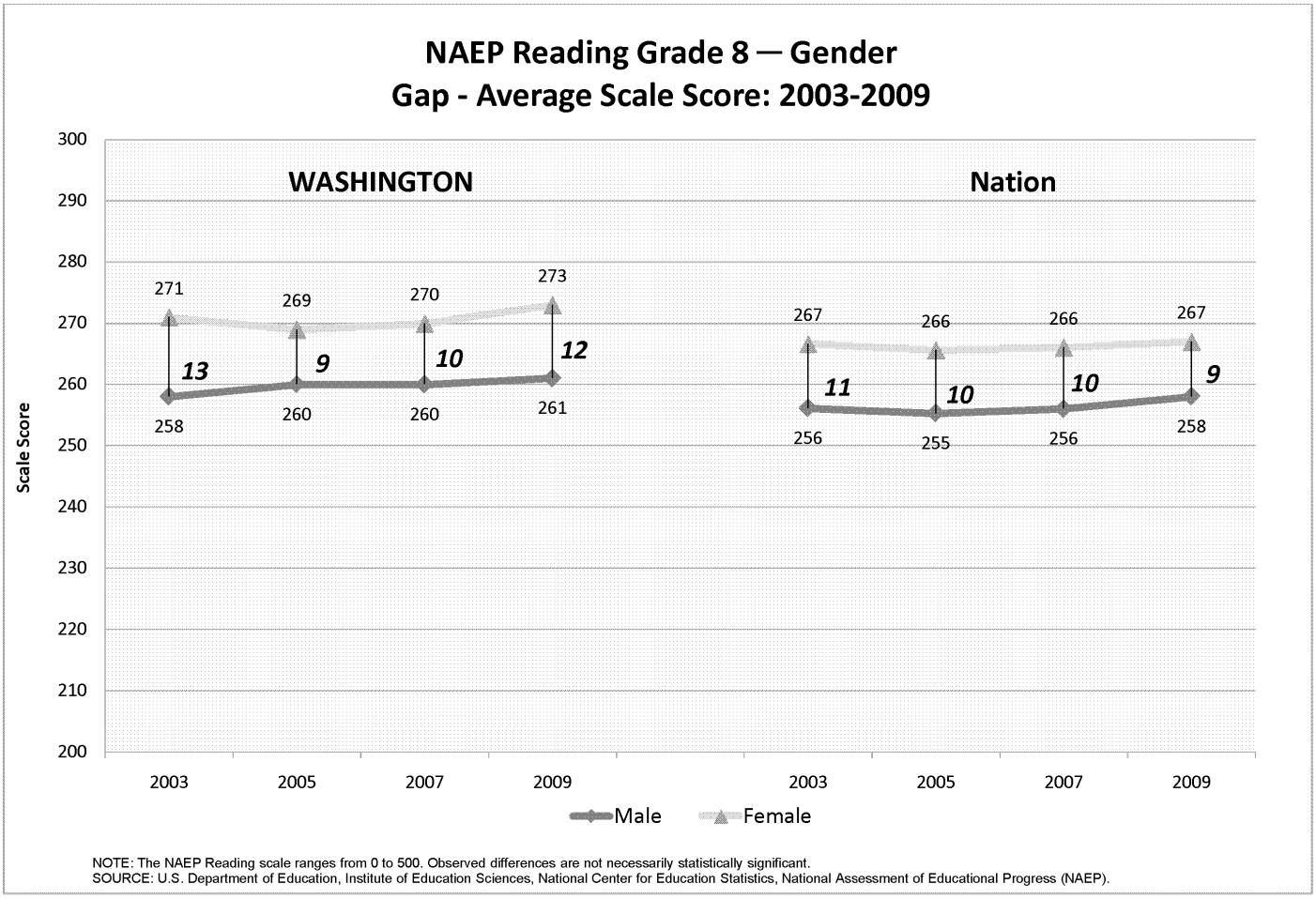


NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).


NAEP Reading Grade 8 — National School Lunch Program
Gap - Average Scale Score: 2003-2009
WASHINGTON
Nation
Scale Score
300
290
280
270
260
250
240
230
220
210
200
271
272
272
275
271
270
271
273
23
21
21
21
25
23
24
24
248
251
251
254
246
247
247
249
2003
2005
2007
2009
2003
2005
2007
2009
NSLP Not Eligible
NSLP Eligible
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).


NAEP Reading Grade 8 — Students with Disabilities
Gap - Average Scale Score: 2003-2009
WASHINGTON
Nation
Scale Score
300
290
280
270
260
250
240
230
220
210
200
270
268
268
270
266
264
265
266
48
43
44
39
41
38
38
37
222
225
224
231
224
226
226
229
2003
2005
2007
2009
2003
2005
2007
2009
Non-SD
SD
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).


NAEP Reading Grade 8 — English Language Learners
Gap - Average Scale Score: 2003-2009
WASHINGTON
Nation
Scale Score
300
290
280
270
260
250
240
230
220
210
200
266
267
267
269
263
262
263
265
42
43
51
56
41
38
42
46
224
224
216
213
222
224
222
219
2003
2005
2007
2009
2003
2005
2007
2009
Non-ELL
ELL
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).



NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

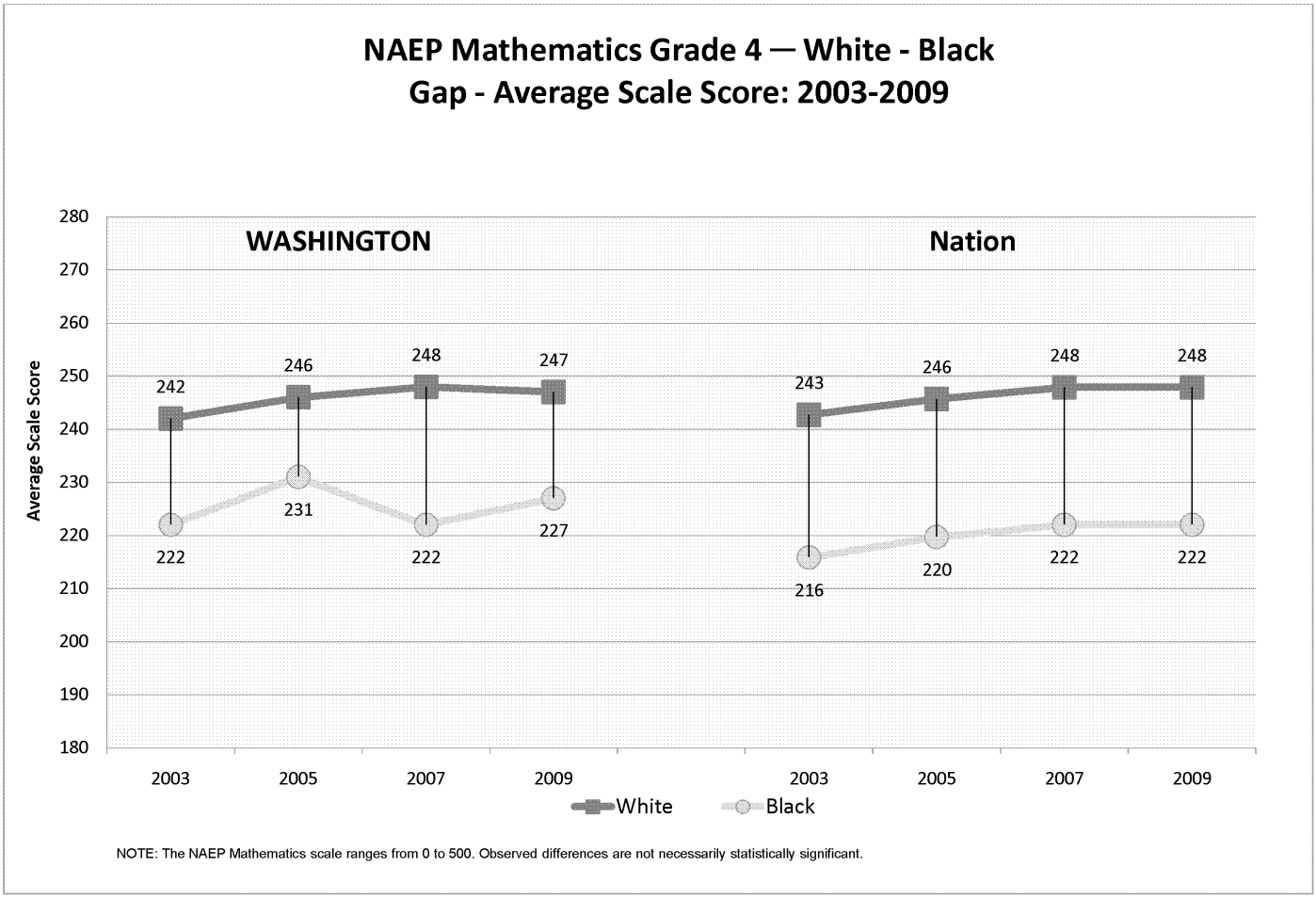
NAEP 2009 — Grade 4 Mathematics — Average Scale Scores

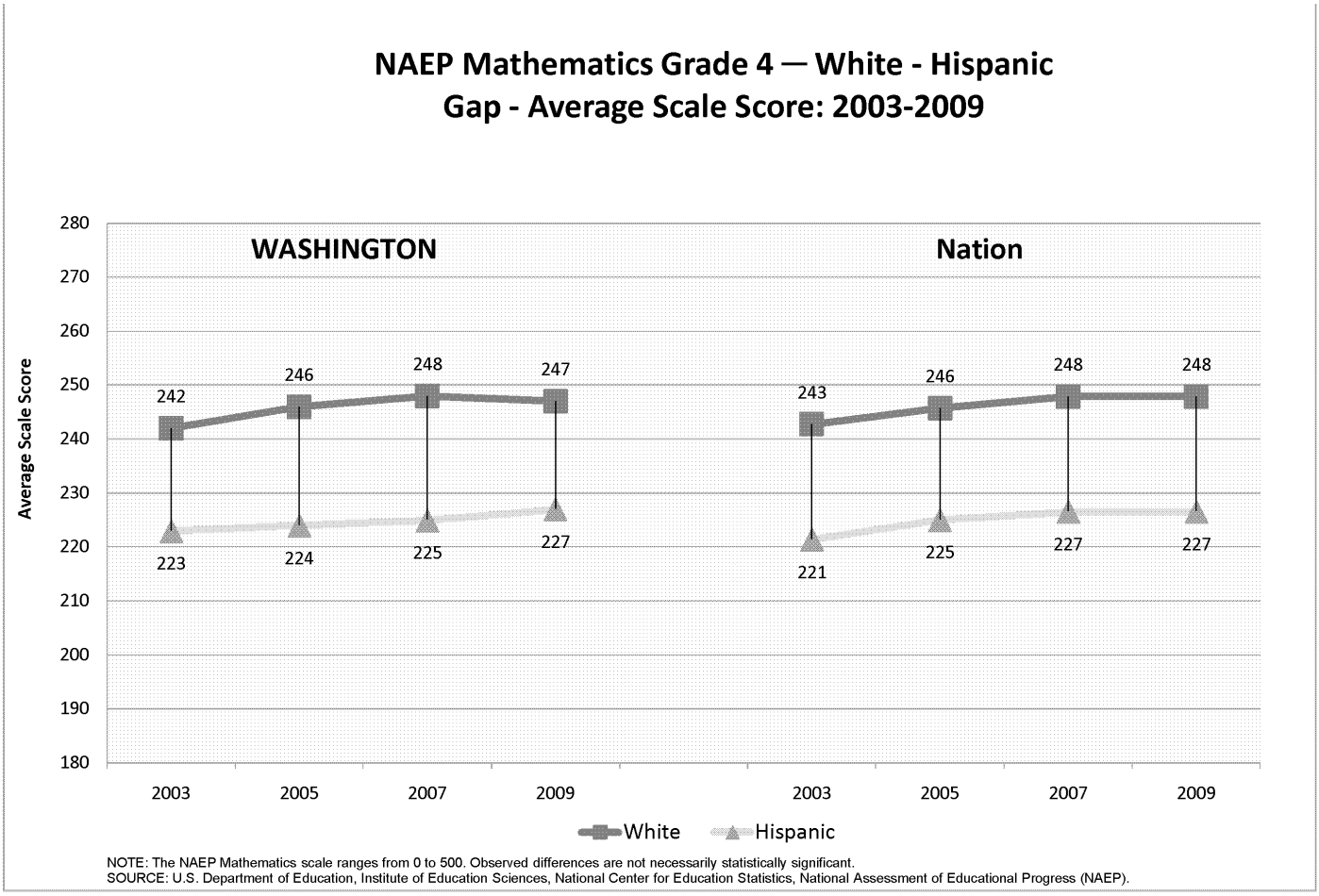
Gap - Average Scale Scores with National Public

Year	Indicator	Overall	White	Black	Hispanic	Asian	NSLP Eligible	NSLP Not Eligible	SD	Non-SD	ELL	Non-ELL	Male	Female
2003	Average Scale Score		242	222	223		226	247			212	240	243	238
2005	WASHINGTON		246	231	224		231	250			215	244	244	241
2007			248	222	225		230	251			214	245	243	242
2009			247	227	227		231	251			214	245	243	242
	Nation													
2003	Average Scale Score	234	243	216	221	246	222	244	214	236	214	236	235	233
2005		237	246	220	225	251	225	248	218	240	216	239	238	236
2007		239	248	222	227	254	227	249	220	241	217	242	240	238
2009		239	248	222	227	254	228	250	220	241	218	242	240	238

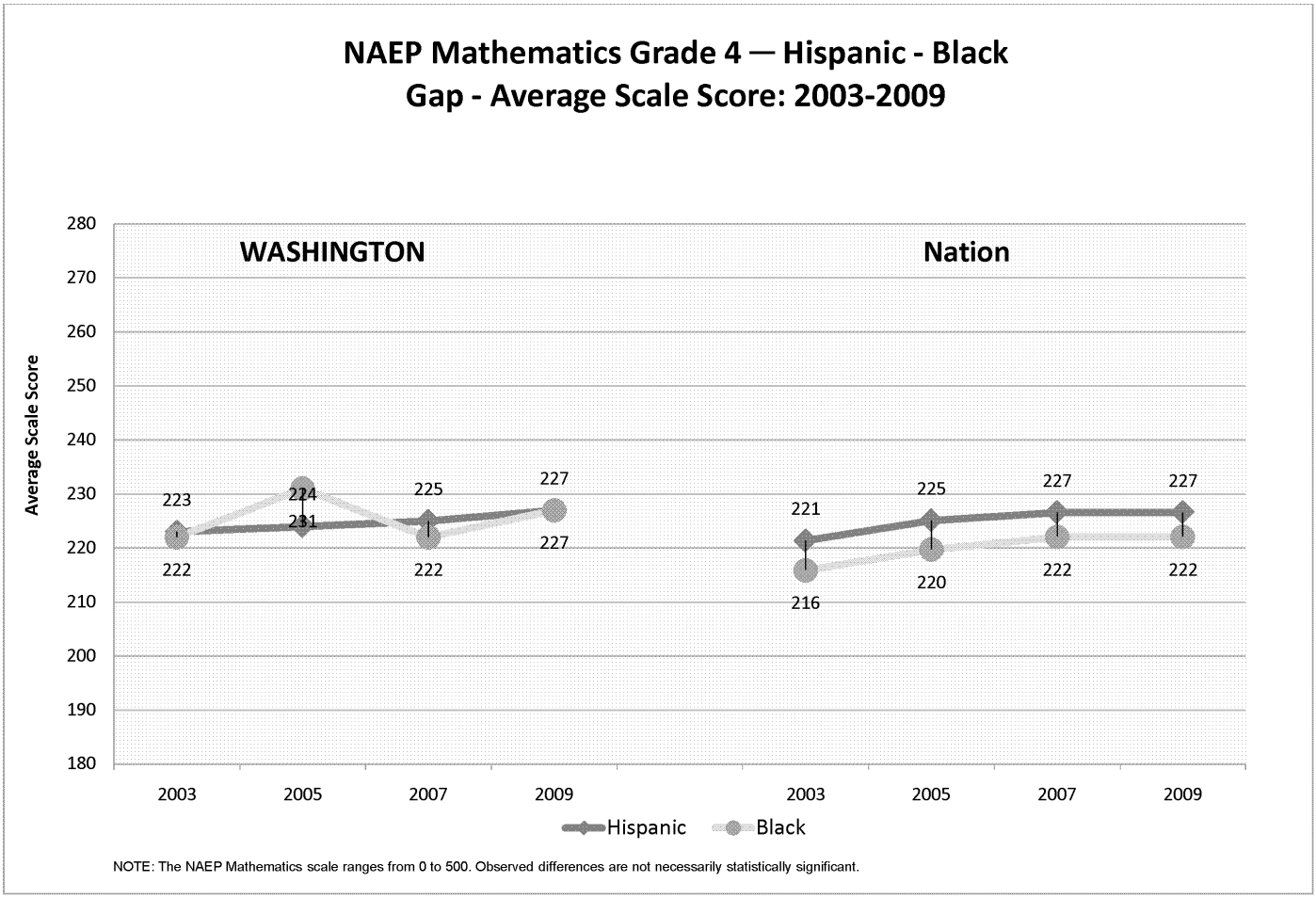
Reporting standards not met in blank cells.
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

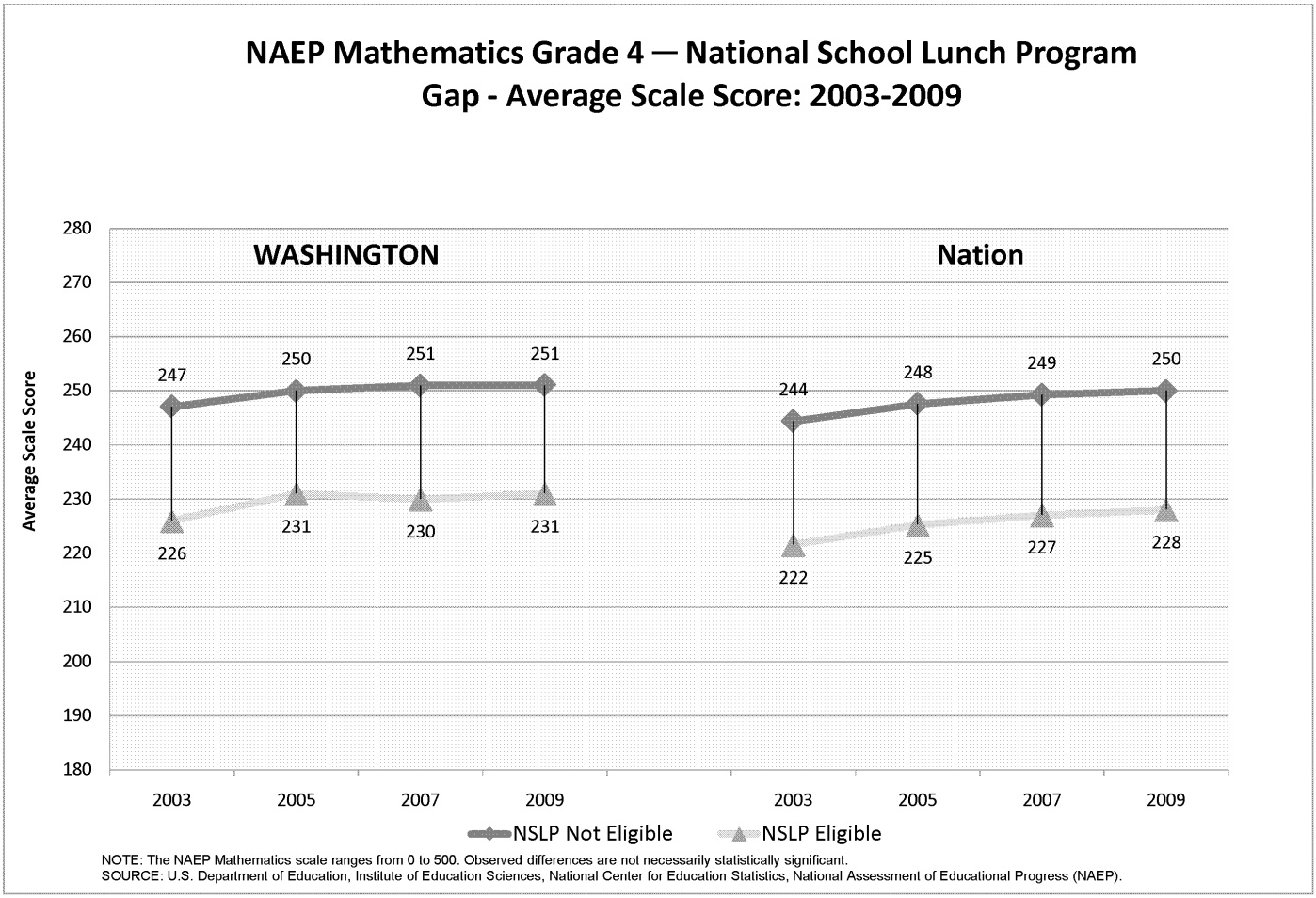
Year	White/Black Gap	White/ Hispanic Gap	Black/ Hispanic Gap	NSLP Not Eligible - Eligible Gap	Not SD-SD Gap	Not ELL-ELL Gap	Male - Female Gap
2003	20	19	1	21		28	5
2005	15	22	-7	19		29	3
2007	26	23	3	21		31	1
2007	20	20	0	20		31	1
2003	27	21	6	23	22	22	3
2005	26	21	5	22	21	23	2
2007	26	21	5	22	21	24	2
2007	26	21	5	22	21	24	2

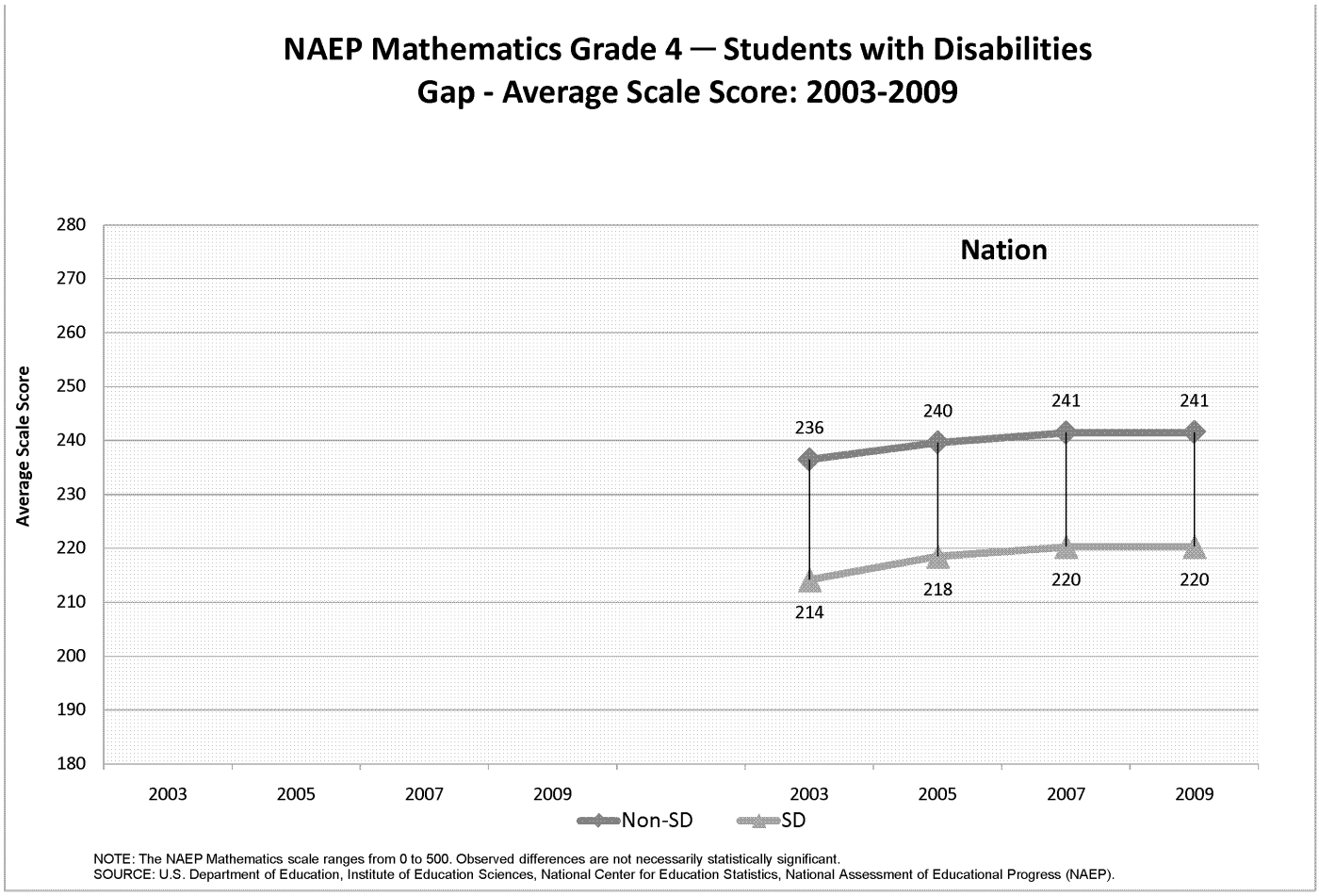

NAEP Mathematics Grade 4 — White - Black Gap - Average Scale Score: 2003-2009
WASHINGTON
Nation
Average Scale Score
280
270
260
250
240
230
220
210
200
190
180
242
246
248
247
222
231
222
227
243
246
248
248
216
220
222
222
2003
2005
2007
2009
2003
2005
2007
2009
White
Black
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

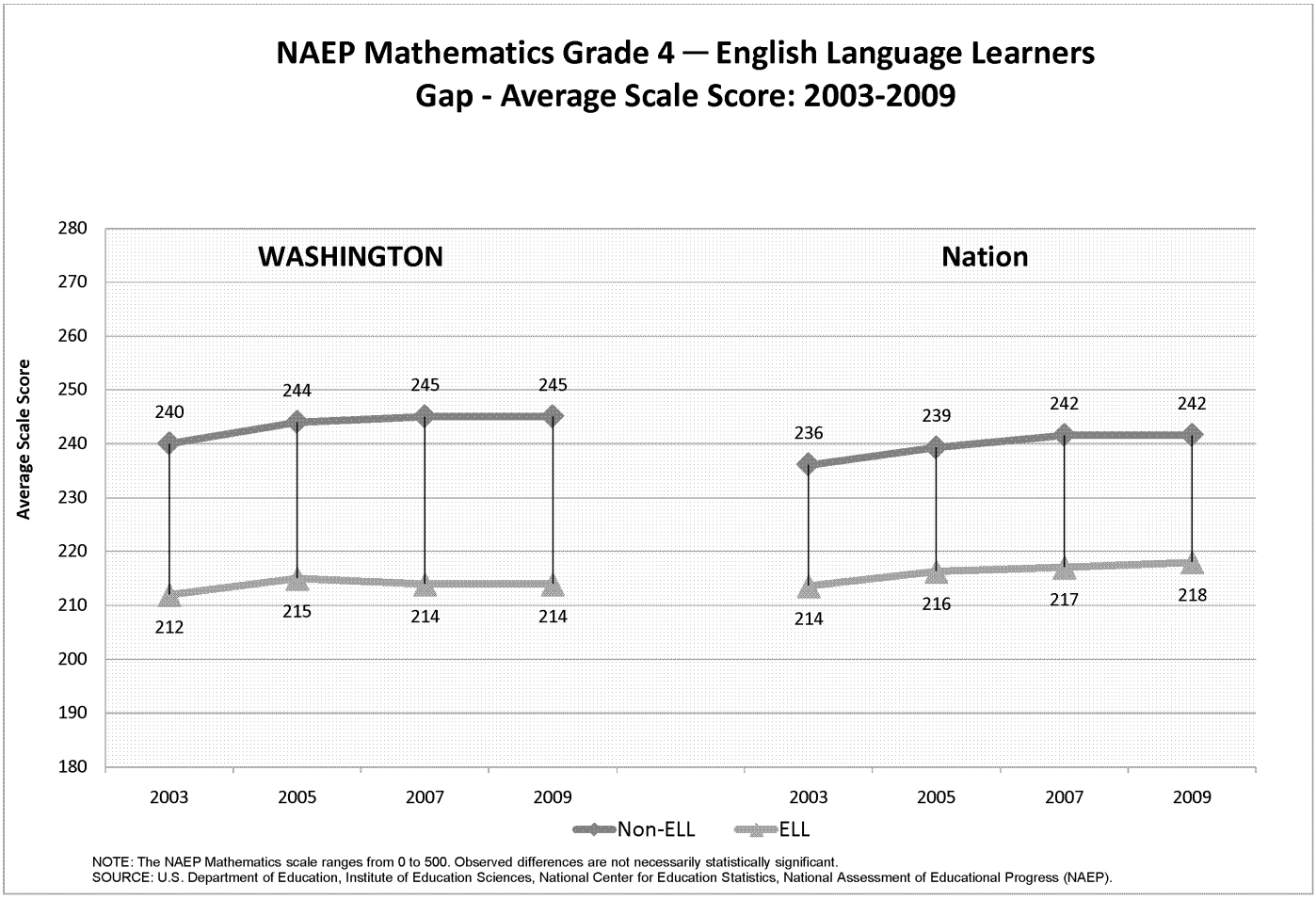


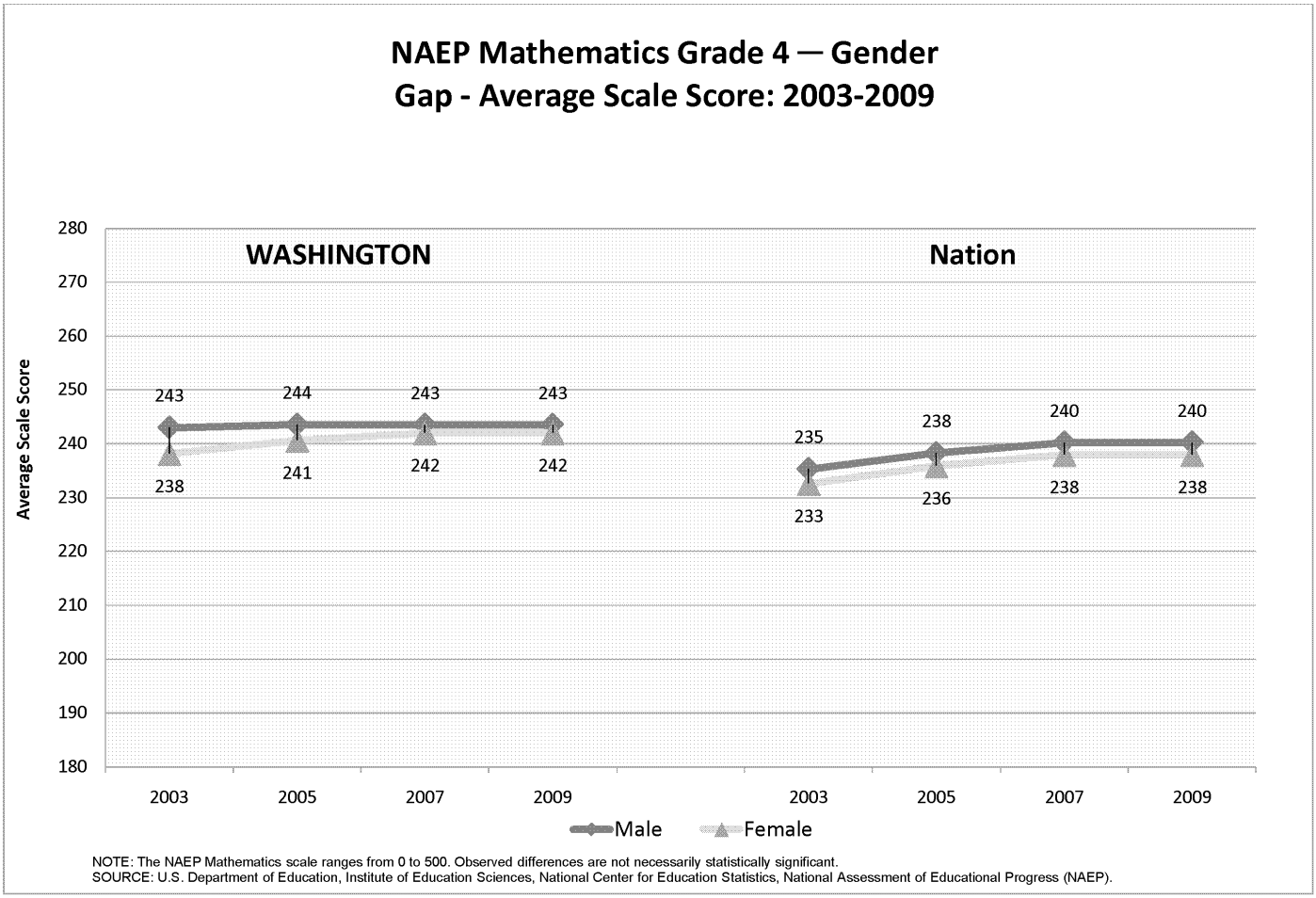
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).


NAEP Mathematics Grade 4 — Hispanic - Black
Gap - Average Scale Score: 2003-2009
WASHINGTON
Nation
Average Scale Score
280
270
260
250
240
230
220
210
200
190
180
223
224
231
225
227
222
222
227
221
225
227
227
216
220
222
222
2003
2005
2007
2009
2003
2005
2007
2009
Hispanic
Black
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.


NAEP Mathematics Grade 4 — National School Lunch Program
Gap - Average Scale Score: 2003-2009
WASHINGTON
Nation
Average Scale Score
280
270
260
250
240
230
220
210
200
190
180
247
250
251
251
226
231
230
231
244
248
249
250
222
225
227
228
2003
2005
2007
2009
2003
2005
2007
2009
NSLP Not Eligible
NSLP Eligible
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).


NAEP Mathematics Grade 4 — Students with Disabilities
Gap - Average Scale Score: 2003-2009
Nation
Average Scale Score
280
270
260
250
240
230
220
210
200
190
180
236
240
241
241
214
218
220
220
2003
2005
2007
2009
2003
2005
2007
2009
Non-SD
SD
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).


NAEP Mathematics Grade 4 — English Language Learners
Gap - Average Scale Score: 2003-2009
WASHINGTON
Nation
Average Scale Score
280
270
260
250
240
230
220
210
200
190
180
240
244
245
245
212
215
214
214
236
239
242
242
214
216
217
218
2003
2005
2007
2009
2003
2005
2007
2009
Non-ELL
ELL
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).


NAEP Mathematics Grade 4 — Gender Gap - Average Scale Score: 2003-2009
WASHINGTON
Nation
Average Scale Score
280
270
260
250
240
230
220
210
200
190
180
243
244
243
243
238
241
242
242
235
238
240
240
233
236
238
238
2003
2005
2007
2009
2003
2005
2007
2009
Male
Female
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

The Council of Chief State School Officers and
The National Governors Association Center for Best Practices

Common Core Standards
Memorandum of Agreement

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and "end-of-high-school" expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core set of standards. These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level. As such, these organizations will

facilitate a state-led process to develop a set of common core standards in English language arts and math that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

- **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core.

- **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of–high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.

- **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.

- **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

  This effort is voluntary for states, and it is fully intended that states adopting the common core may choose to include additional state standards beyond the common core. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

  Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core based on research and evidence-based learning and can support the development of assessments that are aligned to the common core across the states, for accountability and other appropriate purposes.

- **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core standards initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core standards over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures	
Governor:	Christine Gregoire
Chief State School Officer:	

STATES THAT SIGNED ON TO THE MEMORANDUM OF AGREEMENT TO PARTICIPATE IN THE COMMON CORE STATE STANDARDS INITIATIVE

May 2009

In addition to Washington State, there are 47 other states, the District of Columbia, and two territories involved in the Common Core State Standards Initiative. These states and territories include: Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virgin Islands, Virginia, West Virginia, Wisconsin, and Wyoming

HISTORY OF STANDARDS AND WASHINGTON'S INITIATIVES TO SUPPORT IMPLEMENTATION

History of Academic Learning Standards in Washington State

Washington state's four learning goals as defined in the Basic Education Act of 1993 and revised in 2007 (RCW 28A.150.210) articulate the core focus of standards-based education in our state:

1. **Read** with comprehension, **write** effectively, and **communicate** successfully in a variety of ways and settings and with a variety of audiences;
2. **Know and apply the core concepts and principles** of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
3. **Think** analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and
4. **Understand** the importance of work and finance and how performance, effort, and decisions directly affect **future career and educational opportunities**.

The Basic Education Act also created the Commission on Student Learning (CSL), an eleven member state body appointed by the Governor and the State Board of Education. It was directed to carry out the primary goals of the state's educational reform act, which included setting clear, challenging academic **standards**; creating a sound **assessment** system that will determine how well students are achieving the higher academic standards; developing ways of holding schools, teachers, and students **accountable** for results; and recommending o**ther steps** necessary to ensure that all students can meet expectations.

The Commission adopted higher standards for reading, writing, communication and mathematics in 1995. In April of 1996, science, social studies (history, civics, geography, and economics), arts, and health and fitness were adopted at the direction of the state legislature. In addition, two of the state's learning goals focus on thinking and problem-solving skills and on the importance of work. The skills in these two goals were integrated into the academic

standards for reading, writing, communication, mathematics, science, social studies, the arts, and health and fitness.

Since the sunset of the CSL in 1999, Washington, rose to the occasion in crafting Grade Level Expectations for each of the core subject areas, as required in the Elementary and Secondary Education Act of 2002 and further articulated in state law (RCW28A.655.070). Our standards in the Arts are scheduled to be completed in June 2010.

Content-specific committees of Washington educators participated in the development of specific Grade Level Expectations (GLEs) in each subject area, led by the state's content specialists. The GLEs underwent thorough review and input from the State's Curriculum Advisory and Review Committee (CARC), external review for bias and sensitivity, as well as review by national experts. All of Washington's standards have been founded on national and international standards for the subject area and are grounded in the most current research available, and developed according to specific recommendations from external expert organizations (such as the Mid-Continent Regional Educational Laboratory (MCREL) for most of our core subject areas or Heil and Associates in our recent revision of our K-12 science standards). Widespread public and educator input on drafts of the standards have further ensured deep understanding and commitment to implementation.

In addition to standards in the core subject areas, Washington has been at the forefront in recognizing the necessity for academic standards to converge and integrate with the skills necessary for students to be successful in life beyond high school; and conversely possess the developmental skills critical for entering Kindergarten ready for school:

- In 2005 the state developed a strong set of **Early Learning and Development Benchmarks** (http://www.k12.wa.us/EarlyLearning/benchmarks.aspx). that provide key foci for early care providers and families related to important development benchmarks for children beginning at birth through Kindergarten entry. This year the state Department of Early Learning and OSPI are collaborating to strengthen the alignment of the Benchmarks to the state's K-12 academic standards, as well as to move forward systemic efforts to promote and provide professional development to early learning providers and Kindergarten programs on early literacy and numeracy as foundations for school success.

- Also in 2005, OSPI took a bold step to support school districts interested in growing and/or expanding world language programs by endorsing the national "Standards for Foreign Language Learning in the 21st Century," as published by the American Council on the Teaching of Foreign Languages (ACTFL), as the Voluntary Standards for World Languages in the state of Washington. In 2010, the state's CARC agreed to endorse these standards as **Washington's World Language Learning Standards**.
- In 2008, through support from the state legislature, OSPI took an important first step toward the realization of a longstanding vision – that every student in Washington state can take advantage of the resources and rewards of a 21st century learning environment by adopting learning standards for **educational technology.** These standards work compatibly, and practically, within current teaching and learning environments and are meant to be integrated within core subject areas.
- Also in 2008, the state's Financial Education Public Private Partnership (FEPPP), a collaborative effort among OSPI, the Department of Financial Institutions (DFI), the State Board of Education, and multiple public and private sector and educational stakeholders, passed a resolution recommending the voluntary adoption of the **JumpStart national financial education standards** for school districts in this state. This was an intentional step to increase the integration of rigorous, yet reasonable, standards for personal finance with existing state standards in mathematics and social studies, in particular.
- In 2009, OSPI adopted learning standards for **Environment and Sustainability Education**. These standards describe what all students should know and be able to do in the area of Environmental and Sustainability Education at a high level. Consistent with the intent of the law governing environmental education in Washington state (WAC 392-410-115), these standards are intended to be integrated into core content areas and across all grade levels. They also align with the state's Indian Education curriculum.

All of the standards cited above have are specifically linked and/or aligned with our state's core subject area learning standards. With the impending adoption of the CCSSO Common Core Standards in English Language Arts and Mathematics, Washington will be, once more, at the forefront of adopting and aligning a strong suite of content learning standards that will propel students in our state to even higher levels of excellence.

The Washington state legislature clearly agrees in the importance of developing and adopting rigorous standards in mathematics and science. In 2007, the legislature took several bold actions in an effort to improve mathematics and science education. One crucial piece within passed legislation was the directive to OSPI to revise the existing math and science standards (Senate Bill 1907 –Mathematics and Science Education). In addition to issuing an extremely aggressive timeline for revision of the standards, the bill authorized the State Board of Education to create math and science advisory panels intended to provide specific feedback on the content of the standards. The legislature outlined specific considerations that needed to be included within the revision of the standards including:

- Considerations of clarity, rigor, content, depth, coherence in grades K-12 from grade to grade, specificity, accessibility, and measurability; and
- Study of: Standards used in countries whose students demonstrate high performance on the trends in international mathematics and science study and the programme for international student assessment; College readiness standards; the national council of teachers of mathematics focal points and the national assessment of educational progress content frameworks; and standards used by three to five other states, including California, and the nation of Singapore.

The 2008 revised K-12 mathematics standards are an excellent representation of the legislature's vision for a solid set of career and college ready standards. The standards built toward post-high school preparation by linking closely with the existing Washington College Readiness Standards developed by the Transition Math Project and led collaboratively by the State Board for Community and Technical Colleges, OSPI, the Council of Presidents (representing Washington's public baccalaureate institutions), and the Higher Education Coordinating Board. In Washington, the College Readiness Math Standards represent a common benchmark, teachers, students, and families can know what is expected by Washington's colleges and universities. For all Washington state students, these standards contain the information necessary to plan for and succeed in college-level courses. The standards are designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should master. The standards, in combination with current WA mathematics standards are meant to provide:

- Clear vision of the math expectations at college entry in Washington
- Foundation for curricular and instructional materials to help students meet these expectations
- Basis for designing measures of student progress toward these expectations
- Framework for K-12 and college teachers to collaborate around good teaching practices in mathematics

Statewide Initiatives

In addition, several past and existing statewide content-specific and system-level change efforts and initiatives have laid the foundation for Washington to successfully transition to common standards and a comprehensive assessment system:

- **Washington State K-12 Reading Model / Reading First:** Washington's receipt of a federal Reading First grant infused the critical importance of **alignment among the standards, instruction, and assessment systems** as key to student success. Through these resources and through specific resources allocated from the state legislature beginning in 2002, Washington continued to trail blaze with systemic initiatives focused on the "whole" system. The K-12 Reading Model was the first of these efforts to provide support to districts in aligning their standards, assessment, instruction and intervention, leadership, and district-level systems. This Model has served as foundation in building an evolving statewide Response to Intervention effort supported by state and federal resources. Over the last four years, Washington State has systematically aligned all of its reading initiatives and has broadened the approach to focus on systemic reform. Our current reading content standards were published in 2004. In 2005, Washington published the *Washington State K–12 Reading Model*, a compilation of research-based systems and practices that the state actively promotes. Beginning in the summer of 2010, we plan to undertake revision of the K-12 Reading Model to refine and update, and to integrate a strong connection with birth – 5 systems. The result will be a seamless Washington State PK-12 Literacy Model. In recognition of Washington as a leader in this area, the United States Department of Education has invited Washington as one of three states to present at the 2010 National Reading Institute in July.

- **District and School Improvement Assistance:** To support our state's lowest-achieving schools and their districts to substantially improve and accelerate student learning on a wider basis, our state's District and School Improvement program launched the *Washington Improvement and Implementation Network* or *WIIN in 2009*. The two primary goals which guide the work of the *Center* include:

  - Build individual and collective capacity to implement evidence-based practices and innovations which increase the opportunity for all students and schools to meet standards.
  - Develop effective structures and conditions in schools and districts essential to continuous improvement of teaching and learning.

  Several initiatives created through *WIIN* relate directly to developing high quality and aligned curricular and assessment supports in order to translate standards and information from assessments into classroom practice for all students, including high-need students. In addition to building and delivering aligned professional development to districts and schools in improvement, the District and School Improvement and Accountability team has developed instructional modules aligned with state standards and based in evidence, materials, benchmark assessments, gap analysis tools for reading and math, and has piloted a local instructional improvement system (Teachscape assessment suite).

We will build on this work in developing aligned instructional support materials for implementation of the common core standards, and as our state phases in a comprehensive statewide instructional improvement system.

Washington has also been involved in content-specific support for implementing standards/assessment-based instructional models. These include the following:

(a) Reading

In 1999, the state recognized the importance of allocating resources to tackle content-specific needs as shown through state assessment data. State initiatives have varied, but one thing that has remained constant is our state's commitment to developing structures and systems to support improving reading achievement across the state.

In 1998 the **Washington Reading Corps** (WRC) was established to build a corps of reading tutors and volunteers across the state to support schools to intervene with their most struggling readers in grades K-6. In 2007, the program expanded to include an early learning provider link that supports K transition in a small number of communities. The WRC is a partnership among OSPI, the Governor's Office, the Employment Security Department, and the Commission for Community and National Service. It is a unique model that is now being replicated in several other states (e.g., Minnesota, Texas). National service members from AmeriCorps and VISTA tutor students and to assist elementary schools in building capacity by establishing community partnerships and recruiting community volunteers to assist in tutoring struggling readers. All members are provided with one full day of Language Essentials for Teachers of Reading and Spelling (LETRS) Para-Training (Moats, 2006), and schools must provide members with training on specific Tier II intervention being used in the school. This year, OSPI will gather pre- and post-DIBELS data on students receiving services from the WRC. The structure of WRC aligns to the Washington State K12 Reading Model and RtI. http://www.k12.wa.us/Reading/WRC/default.aspx

Also beginning in the early 2000's, the legislature provided support to OSPI inbeginning to develop the ***Washington State K-12 Reading Model.*** The purpose of the Washington State K-12 Reading Model (K12 RM) (2005) is to help teachers, administrators, parents, and community members understand and implement a successful systemic reading model in their schools to address reading needs of all students. The K12 RM depends upon adopting five district-wide and school –wide areas: adopting content **standards,** using **assessment** data to guide instructional decision, implementing high-quality **instruction** and **interventions** that incorporate evidence-based and appropriate methods and materials, incorporating **leadership** efforts, and making a **system-wide** commitment to the belief that reading achievement is a key mission of a school and is achievable. OSPI has provided professional development sessions on the K12 Reading Model to multiple school district teams (http://www.k12.wa.us/Reading/Standards/ReadingModel.aspx)

Reading First (2002-2010) is a federal initiative authorized by the amendments to Title I, Part B, Subpart 1 of the Elementary and Secondary Education Act through the *No Child Left Behind Act of 2001*. The ultimate purpose of the Act is to ensure that all children read at grade level in English by the end of third grade. In support of this goal,

funds are provided to states to support comprehensive, scientific reading research-based programs to improve reading instruction at selected Reading First schools, as well as more broadly in the state. Building off of the success of its predecessor, Reading Excellence Act, Washington Reading First has achieved this goal through intense professional development and technical assistance support of Reading First sub grantees throughout the state. Reading First implementation in Washington has been in direct and clear alignment with the K-12 Reading Model and RTI. Funds have supported building-based reading coaches, professional development, purchasing instructional and assessment materials, and district level support. At the state level, structural supports included regional technical assistance by a team of experts, data driven coaching, statewide professional development, and a state leadership team. Nearly 10,000 students were taught in Reading First schools each year. Students made substantial gains in oral reading fluency and accuracy.

Literacy Leadership Cadre: *With the support of Title II part A funds for professional development,* OSPI and the nine Educational Service Districts collaborate on goals, scope of work, and implement mutual accountability measures for providing focused literacy support in all regions of the state. Specifically, each ESD has a literacy representative, and part of a Literacy Leadership Cadre (LLC). The LLC provides professional development within their own region as well as state-wide. All LLC members have received professional development supported by OSPI on all twelve modules of LETRS (Moats, 2004; 2009), K12 Reading Model, RtI, and scientifically based reading research best practices. One of the major goals of the LLC is to develop common messages regarding literacy systems, implementation and instruction.

Dyslexia Pilot Project: In 2005, the Legislature provided funding for a pilot project to implement research-based, multisensory literacy intervention for students with dyslexia. The pilot was referred to as the **Lorraine Wojahn Dyslexia Pilot Program.** In the pilot project, teachers and reading specialists from four school districts and thirteen schools participated in professional development, student assessment, data collection, and worked with students diagnosed with dyslexia. The students receiving services through the

dyslexia project made substantial and steady academic gains. During the 2009 legislative session, the Legislature provided resources to expand the program. OSPI was directed to, "...develop an educator training program that incorporates research-based and multisensory literacy intervention to enhance the reading, writing, and spelling skills of students with dyslexia, and to develop a dyslexia handbook to be used as a reference for teachers and parents of students with dyslexia." This project continues in strong partnership with the nine ESDs and their LLC members, as well as with the Washington branch of the International Dyslexia Association.

Language Essentials for Teachers of Reading and Spelling Professional Development: Since 2005, OSPI has offered professional development for LLC, Reading First, and other partners/educators. Language Essentials for Teachers of Reading and Spelling. This 12- module course provides evidence-based foundational information on the components of reading, spelling, and writing instruction. This work was supported by Reading First funds in an effort to promote the secondary goal of the program which was to improve reading instruction statewide.

Striving Readers: In 2009 Washington was one of five states that received funds from the US Department of Education for a 4-year research project providing interventions to middle school students who are struggling readers. Washington State was one of only eight states awarded funds. Six middle schools will participate and receive training on assessment, two reading intervention programs (*Phonics Blitz,* Hunter & Farrell, 2006; *Read to Achieve*, Marchand & Marchand-Martella, 2010), and be provided with coaching and technical assistance. http://www2.ed.gov/news/pressreleases/2009/09/09292009.html

(b) Writing

OSPI, in collaboration with educators, provides Instructional Support Modules for the purpose of improving student writing. These lessons were developed and field tested by Washington teachers. Each instructional module contains: PowerPoint slides designed for student viewing; notes pages with teachers' lesson plans; and document folder or folders with supplementary instructional materials. (http://www.k12.wa.us/Writing/Assessment/SupportMaterials.aspx) The instructional modules are closely aligned with the standards and writing assessment and have provided a strong foundation for

teachers in support of writing instruction across the state. They will serve as a model as we modify them in light of the common core standards, as well as, as progress in developing similarly purposed instructional supports for the English language arts and mathematics.

(c) Mathematics and Science

Targeted support also came in the area of mathematics and science. The legislature supported the "Math Helping Corps" program that provided targeted math coaching support to a small cadre of elementary and middle schools across the state between 2000 and 2009. In 2007, the state legislature supported several initiatives focused on building statewide instructional capacity in both areas:

- Funds targeted for math and science professional development for elementary, middle and high school content instructors and teacher leaders. These funds were allocated directly to school districts with inconsistent direction/support provided from the state level;
- Funds to support a cadre of state-funded math and science coaches. This cadre of almost 50 state coaches received focused professional development for coaching in the content area. Though the program was reduced in 2009, a small number of coaches continue to be funded, however the resource continues to support more widespread professional development of math and science coaches and teacher leaders across the state.
- Funding for regionally based Math and Science Coordinators. In 2007 the legislature provided funding for the nine regional Educational Service Districts (ESDs) to each hire one mathematics and one science coordinator. One of the primary goals for this group has been to provide support for implementation of key statewide initiatives in a consistent manner across the state. Recent examples of this coordinated work have been focused on implementation of the recently revised math and science learning standards, and support around instructional materials alignment.

Washington has also been a recipient of Title II, Part B, **Mathematics and Science Partnership (MSP)** state formula grants that were initiated following the enactment of the *No Child Left Behind* legislation in 2002. The purpose of these grants is to increase the content knowledge of mathematics and science teachers through partnerships between school districts, higher education, and private STEM entities. Washington currently has over 50 school districts involved in ten MSP projects throughout the state. System partners that include universities,

community colleges, school districts, and private entities such as the Institute for Systems Biology, LASER, and Hanford have active roles in providing professional development for teachers. Follow-up support continues through the school year for participants through coaching, professional learning communities, observations and further professional development.

In the area of science, an existing infrastructure that can be built upon to support statewide initiatives ranging from implementing new science standards, to building integrated STEM programs across the K-12 spectrum, is the **Washington State Leadership Assistance for Science Education Reform (LASER)** program. Since 2002, LASER has provided a strong leadership base for the science educational reform activities in our state to include strategic planning, professional development, and advocacy. LASER also assists school districts with implementing an ongoing, standards-based science program aligned with Washington's academic learning standards that emphasizes these key elements such as exemplary inquiry-centered instructional material; regular professional development for staff; effective strategies to use science as a vehicle to support reading, writing, communication and mathematics learning; appropriate instructional materials support; effective student assessment; and widespread community and administrative support. While the LASER program has evolved over the years, the number of LASER school districts has grown from 30 to more than 200, which serve about 90% of students in the state. Nine Regional LASER Alliances serve most of the state with a network able to implement future efforts. LASER has coordinated widespread professional and leadership development for teachers and administrators across the state through the Science Partnership Academy, Strategic Planning Institutes, National Academy for Curriculum Leadership, and projects to develop Initial Use Professional Development Providers.

In addition to supporting content based standards/assessment instructional models, Washington has developed and is implementing system-level supports for implementation of standards and assessments. Through the Regional Implementation Support Network (RISN) and the established support system for our state's lowest performing schools, we are poised to build on the system-level supports described below.

(a) Response to Intervention System

Washington is currently working with the National Center on Response to Intervention (NCRTI), the Northwest Regional Comprehensive Center (NWRCC), and the Western Regional Resource Center (WRRC) to develop a strategic plan for the statewide structure to support RTI,

as well as to determine how best to utilize each of these three TA providers in our efforts. As such, we have created an OSPI in-house implementation team to develop and to build a plan for sustain statewide efforts for RTI, along with an external statewide RTI State Leadership Advisory Team that include broad representation across general and special education teacher preparation programs as well as professional organizations and parents. The Implementation Research (Dean Fixsen, http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/index.cfm) serves as the basis for planning our state support. The internal state team includes cross-divisional representation and includes School and District Improvement, Teaching and Learning, Classroom Assessment, Reading, Math, Title I, Ed Tech, Migrant/bilingual/ELL, Dropout Prevention, Navigation 101, Special Education, and Achievement Gap/CISL . This group will coordinate data collection/analysis, professional development, state guidance documents, coaching, leadership, and evaluation activities as appropriate and feasible. The intent is to be more efficient in our use of all resources – fiscal, time, staff, etc. – as well as to be consistent in our guidance, communication, training and support with districts across all departments and areas. Part of the efforts of the State Leadership Team, the in-house Implementation team and the process of strategic planning with the TA providers will be to determine in which content areas and at which building levels the state should focus their efforts. Our intent is to build a broad plan for multiple content areas and grade/building levels and determine how to gradually implement with fidelity in one (or two) areas at a time.

Until now, Washington has not currently supported a formal statewide system of professional development and coaching to support RTI outside of supports provided through the RtI grant opportunities. As outlined below, multiple trainings have been provided on various RTI-related topics to demonstration districts and others across the state. RTI sessions have been provided at multiple statewide conferences. A statewide RTI Summit was held in January 2009 which has since been replicated twice by one of the nine Educational Service Districts (ESDs) in the state. The multiple-day Summit utilizes IHE and district staff as presenters and incorporates planning time for district teams. Follow-up on-site visits are a part of the commitment as well. The National Center on Response to Intervention (NCRTI) has provided a train-the-trainer session on progress monitoring for demonstration district staff. Three of the nine ESDs are currently providing professional development and support for RTI as a part of the Coordinated Services

Agreement (CSA). Districts and ESDs are encouraged to utilize existing resources such as case studies, presentations, tools, on-line modules and other resources from the IRIS Center at Vanderbilt University (http://iris.peabody.vanderbilt.edu), the Center on Instruction (www.centeroninstruction.org), the National Center on Response to Intervention (www.rti4success.org) and the National Technical Assistance Center for Positive Behavior Interventions and Supports (www.pbis.org).

The state legislature and the federal Department of Education have also provided resources to support developing tiered instructional models, based strongly in research. In Washington, we have been able to build on the success of our Reading First structures, as well as that of the following two grants targeted for a Response to Intervention (RtI) approach. The purpose of the RTI Grants to districts has been to provide financial support to implement RTI for all students in grades PK-12; to provide professional development and training in all RTI systems, and to build capacity and sustainability among district and building leadership staff to implement RTI district-wide.

- 2007 House Bill 2136 funded pilot project grants (seven school districts statewide, three of which also receive State Personnel Development Grants) with the goal of improving the implementation of high quality general education research-based core instructional programs to meet the needs of students struggling academically, while reducing the number of students inappropriately referred and placed in special education *under the specific learning disability eligibility category* because of ineffective instructional practices. Per **RCW 28A.630.016,** "The goal of this assistance is to effectively address reading, written language, and mathematics difficulties resulting in a substantially greater proportion of students meeting the progressively increasing performance standards for both the aggregate and disaggregated subgroups under federal law." This program and the model it has supported districts in developing aligns closely with our state's work in reading and now as we move forward in supporting school districts with building a tiered system for mathematics. With the program sun setting in June 2011, we have an excellent opportunity to build a deep state support system to continue the work within districts, many of which have broadened this system to K-12 and have embedded key components of RtI practice within the very fabric of their districts. These districts can serve as models through our state's P-13 Cluster Grants.

- State Personnel Development Grant (SPDG) (serves seven districts, three of which participate as HB 2136 pilots) The intended outcomes of the **SPDG** include:
    - Increase the percent of personnel receiving professional development based on evidence-based instructional practices
    - Align personnel development/training activities with improvement strategies in the State Performance Plan (SPP)
    - Increase the percentage of professional development activities/training activities based on evidence-based instructional practices
    - Increase the percentage of evidence based instructional/behavioral practices that are sustained through on-going practices
    - Increase the percentage of highly qualified special education teachers who continue to teach after three years
    - Successfully replicate the use of scientifically-based or evidence-based instructional/behavioral practices in schools

The SPDG third-party evaluation of this project provided recommendations to narrow the focus of support at the state level in order to provide comprehensive support for implementation. In other words, rather than trying to support a vast array of content and grade levels, begin by creating solid support for a specific content area and grade/building level.

(b) District and School Improvement Efforts:

The work of the Regional Implementation Support Network described within Sections A and B, and the evolution of the Washington State Professional Development Cooperative will couple closely with the type of implementation and content development support afforded to schools receiving the recent School Improvement Grant awards. Professional development efforts will be developed that aligns with the current state standards and upcoming common core standards, and that weaves in our state's current work with building a formative assessment system, with the strong foundation built within our school improvement team in the areas of:

- Reading/literacy
- Mathematics
- Special Education
- English Language Development
- Evidence-based Instructional Strategies

- Implementing a Response to Intervention Framework.

It will be critical in all of these areas to discontinue efforts that have not produced results, and to move forward in a collaborative statewide approach with best practices learned, and to authentically integrate professional development efforts with early learning and Career and Technical Education, and within teacher preparation programs.

In the areas of reading and mathematics two projects (one past and one underway) will support our state as we consider and move forward with what is necessary to impact change within whole systems.

Reading: *With support from state school improvement resources, OSPI launched a Secondary Reading Plan and School Improvement Secondary Reading Initiative to provide system-level support to the state's high schools that were struggling the most in the area of reading.* In 2007-2008, OSPI formed a cohort of twenty-one high schools that had high raw numbers of students who scored at Level 1 on the state Reading assessment. All Secondary Reading Plan schools received professional development throughout the year on the topics of student assessment, intervention, instruction, and systems change (i.e., gap analysis, K-12 Reading Model, RtI). Ten schools received site level support by OSPI staff throughout the year. The second year, fourteen high schools continued with the project and received additional professional development in vocabulary, comprehension, study skills, and reading in the content areas. Out of 14 high schools that returned the second year, 12 substantially increased their state Reading scores(or 86%); of the 7 high schools that did not return, 2 substantially increased their state Reading scores (or 26%). However, it was noted that there was an overrepresentation of students of color scheduled into reading classes – even when the students scored in the average range of ability on the Woodcock Reading Mastery Test-Revised. Because of the success of this project, School Improvement provided a similar grant to seven high schools identified as School Improvement schools.

Mathematics: The purpose of the Mathematics Systems Improvement Framework is to provide Washington's school districts actionable steps and guidance around which a comprehensive K-12 mathematics system can be built. Creating an integrated instructional

system, the Mathematics Systems Improvement Framework illustrates a clear application of Response to Intervention (RtI) to the K-12 mathematics program. Anchored in current mathematics education research, implementation of the Mathematics Systems Improvement Framework will provide clarity and vision for school districts to improve mathematics teaching and learning as well as a state-wide alignment of focused mathematics improvement efforts.

The Mathematics Systems Improvement Framework is built upon four principals from the NCSM PRIME Leadership Framework (2008) that "drives an improved future for mathematics education."

1. Ensure high expectations and access to meaningful mathematics learning for every student.
2. Ensure high expectations and access to meaningful mathematics instruction every day.
3. Ensure relevant and meaningful mathematics in every lesson.
4. Ensure timely, accurate monitoring of student learning and adjustment of teacher instruction for improved student learning.

Development of the Framework has been a collaborative venture involving expert representatives from OSPI, ESDs, higher education and school districts. A committee was formed to develop this project in spring 2009 as a recommendation from the WA State Mathematics Leadership team. This team now serves as an advisory panel for the project. The division of District and School Improvement and Accountability within the Office of Superintendent of Public Instruction is piloting the Mathematics Systems Improvement Framework in its current work with districts and schools. The framework provides DISTRICT AND SCHOOL IMPROVEMENT AND ACCOUNTABILITY the foundation to define and differentiate supports, services and professional development planning.

(c) State Math and Science Action Plans, and Washington State STEM Strategic Plan

In 2007 OSPI and the SBE began to work together to define the critical state-level actions necessary to improve mathematics achievement in Washington state. Further, a strategic plan and subsequent action plan was also developed that focused on science. As this state progressed in our efforts around improving integrated approaches and student achievement in the STEM areas, the state's STEM Strategic Plan was developed in 2009. The *Strategic Plan for Science,*

Technology, Engineering, and Mathematics (STEM) in Washington State serves as a blueprint for implementing the newly revised K-12 mathematics and science standards, and the developed Career and Technical Education (CTE) course frameworks. By integration of all four STEM areas, this plan is intended to provide a framework for implementation to be used by school districts, Educational Service Districts (ESDs), institutions of higher education, foundations, or others who support students and teachers in the state of Washington. The foundation of this plan was developed by a comprehensive team of Washington State educators and stakeholders in cooperation with the Office of Superintendent of Public Instruction (OSPI) (see acknowledgements) that focused on developing the Washington State Science Strategic Plan. The STEM Strategic Plan developed from the Science Plan, recognizing the relevance of its application to mathematics, technology, engineering, and CTE.

The Washington State Education Coordinating Council (WSECC) described above has guided development of the STEM Strategic Plan. While the focus of the WSECC's work during the 2007-09 biennium was mathematics and science, the 2009-11 biennial focus has progressed to supporting all areas within an integrated STEM education system. This plan will guide future work, state action plans, and coordination efforts among all of the groups represented within the WSECC.

Washington provides a myriad of instructional/curriculum supports and is poised to be a leader in working with other states to review existing instructional materials for their alignment with new standards and in supporting LEAs with implementation.

Since 2000, the Washington state legislature joined with OSPI to acknowledge that in order to deliver authentic standards-based instruction, aligned instructional materials for core and supplemental classroom instruction are critical. By leveraging federal resources from then Reading Excellence Act (to become Reading First), the state focused first on reviewing core reading and language arts instructional materials for their alignment with state standards. A review in 2004 focused on reading intervention materials, however OSPI subsequently used resources to develop Washington's "Reading Intervention Guide" that provides a tool for districts to use to analyze reading intervention materials on their own for alignment with current reading research and state standards. The Guide is currently in final draft form with final input recently gathered from publisher representative members of the Washington Oregon Alaska

Textbook Representative Association (WOATRA). In 2002 and again in 2006, Washington conducted a curriculum review process, which measured the degree to which publishers could demonstrate their K–3 core curricula aligned with the GLEs. From this study, we developed a list of core materials that could be used by Reading First schools. This list is a resource for many districts throughout the state when they make new adoption decisions, whether or not they are funded through Reading First.

State-supported reviews of mathematics and science core and supplemental materials followed the recent revision of the standards in 2008 and 2009. In addition, a review of Applied Mathematics CTE program materials was conducted in 2009 to measure the alignment of these program materials to the revised mathematics standards. Following each state review, OSPI has developed an in-depth alignment report that details the extent of alignment at varying levels. By convening groups of educators and content experts from across the state, we have been able to provide and exceedingly invaluable resource for districts that do not have the ability to conduct this type of in-depth review of materials under consideration.

In addition to the final instructional materials review reports, OSPI has developed a series of webinars and presentation materials for districts to access as they undergo materials adoption processes. All of the resources developed as a result of each review can be found under the specific subject area at http://www.k12.wa.us/CurriculumInstruct/InstructionalMaterialsReview.aspx.

Finally, OSPI, in conjunction with the nine ESD mathematics and science coaches, as well as other key stakeholders such as LASER, have come together to identify what instructional materials are most commonly used throughout the state. With this information, regional "like-user" groups have been convened as venues for resource sharing and collaboration among districts. "Wiki's" have also been developed where teachers using similar materials can network and share implementation ideas and challenges. Continuation of this collaborative work will be a critical role for the Regional Implementation Network. Further, in the absence of state resources to further these efforts, Washington can serve as a leader with the ICCS SCASS described in B(1) with the materials alignment process and resources we have developed. Collaboration among states for reviewing commercially available instructional materials for their alignment with the common core standards will be critically necessary for strong implementation of the standards in classrooms throughout the country.

Reading First Implementation in Washington State

by Sarah Rich

INTRODUCTION

Reading First is a federal initiative authorized by the amendments to Title I, Part B, Subpart 1 of the Elementary and Secondary Education Act through the No Child Left Behind Act of 2001 (the Act). The ultimate purpose of the Act is to ensure that all children read at grade level in English by the end of third grade. In support of this goal, funds are provided to states to support comprehensive, scientific, research-based reading programs to improve reading instruction at selected Reading First schools, as well as more broadly in the states. Building upon the success of its predecessor, Reading Excellence Act, Washington Reading First achieves this goal through intense professional development and technical assistance support to Reading First subgrantees throughout the state.

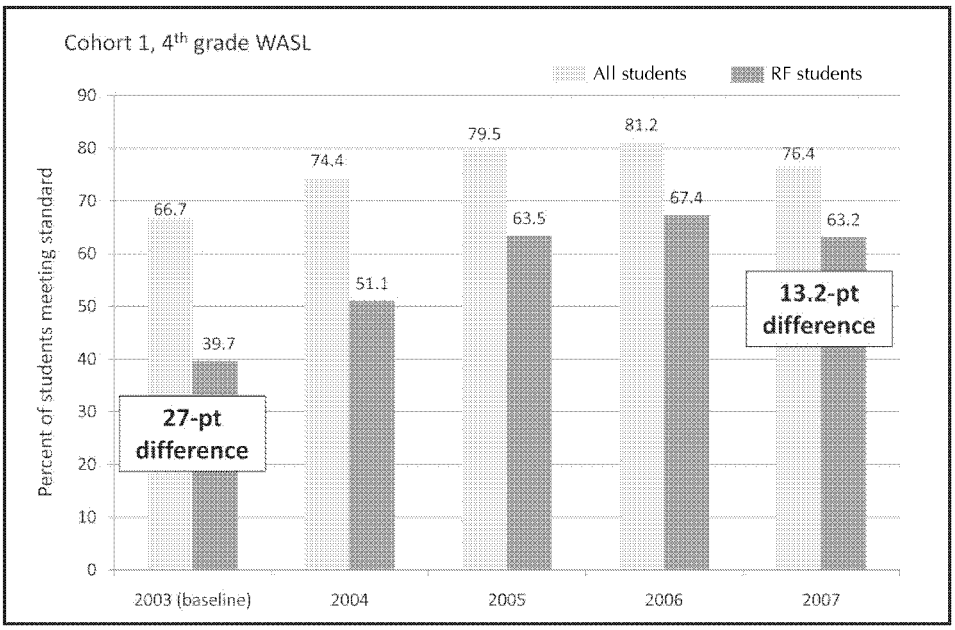


Figure 1. Reading First schools: closing the gap.

Washington State Reading First Requirements

- Students are taught at their instructional level for 90 minutes daily using core reading program materials from a list of approved research-based materials. Students below benchmark receive Tier 2 (30 minutes daily) or Tier 3 (60+ minutes daily) of intervention. All students receive at least 90 minutes of reading instruction a day, using scientifically-based core reading program materials. Students are also regularly assessed, and those who are below grade level receive an addition 30–60 minutes of focused reading intervention, depending on their level of need. In Washington we refer to this both as three-tiered instruction and Response to Intervention (RTI).
- Schools participate in monthly technical assistance site visits from a Regional Coordinator.
- All K–3 staff members attend annual research-based Summer Reading Institutes.
- Schools hire a full-time reading coach to provide mentoring, coaching, training, and demonstration lessons.
- School-based Reading Leadership Teams (RLTs) guide the development and refinement of the K–3 reading system.
- Reading coaches and principals receive monthly professional development.
- District coordinators attend quarterly professional development.
- Schools use approved, valid, reliable assessments and analyze results to make reading system improvement decisions.

STUDENT OUTCOMES

Washington Assessment of Student Learning

Washington's high-stakes test includes a reading component, which measures the degree to which our students have met our State standards in reading. The Washington Assessment of Student Learning (WASL) is a mix of multiple choice, short answer, and extended-response questions. The WASL is not a timed test. Each year, we compare Reading First schools' performance on the WASL to the rest of the state (see Figure 1). In 2003 ("baseline"), the schools that would become Reading First schools the following year had, on average, 27% fewer students meeting standard, compared to the state average. By 2007, however, that gap had shrunk to 13.2%.

More exciting is the performance of three major subgroups; the data show that students in Reading First are closing the "achievement gap" faster than the other schools in the state (see Table 1).

Continued on page 10

TABLE 1. Schools funded in 2003–04, 4th grade Reading WASL: Percentage points gained from 2003–2007

Subgroup	All Students	Reading First Students*
Native American	11.0	25.2
Black	12.6	18.2
Hispanic	19.4	27.3

The Dynamic Indicators of Basic Early Learning Skills (DIBELS)

Washington Reading First schools use the Dynamic Indicators of Basic Early Learning Skills (DIBELS) to measure prereading and early reading skills, as well as oral reading fluency. DIBELS results classify students into three broad categories: Intensive (at-risk students), Strategic (struggling students), and Benchmark (grade-level students). As shown in Figure 2, the percentage of Cohort 1 students at Benchmark has progressively increased.

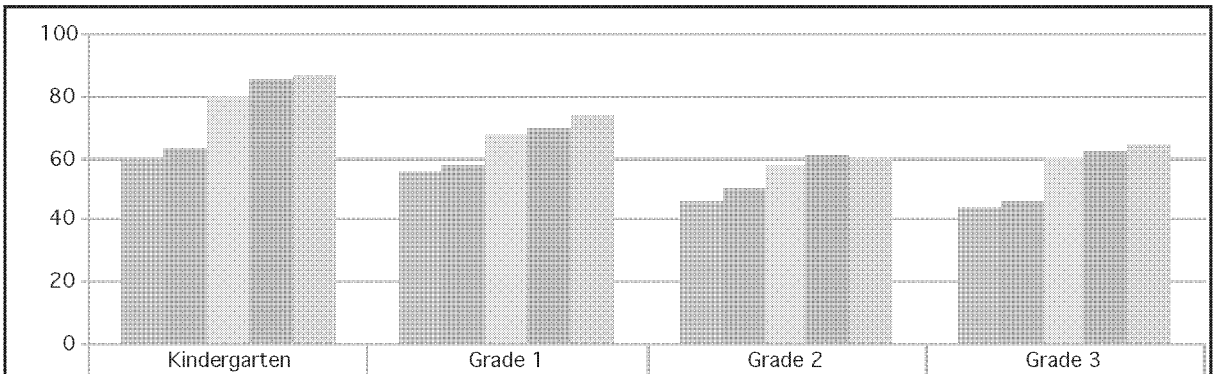
The percentage of Cohort 1 students at Intensive decreased dramatically from 2004 to 2008 (see Figure 3). In kindergarten, for example, the percentage fell from 22.4% to 5.3%.

Other cohorts, added more recently, show the same pattern of increased achievement but have fewer years of data to display.

District-Wide Impact

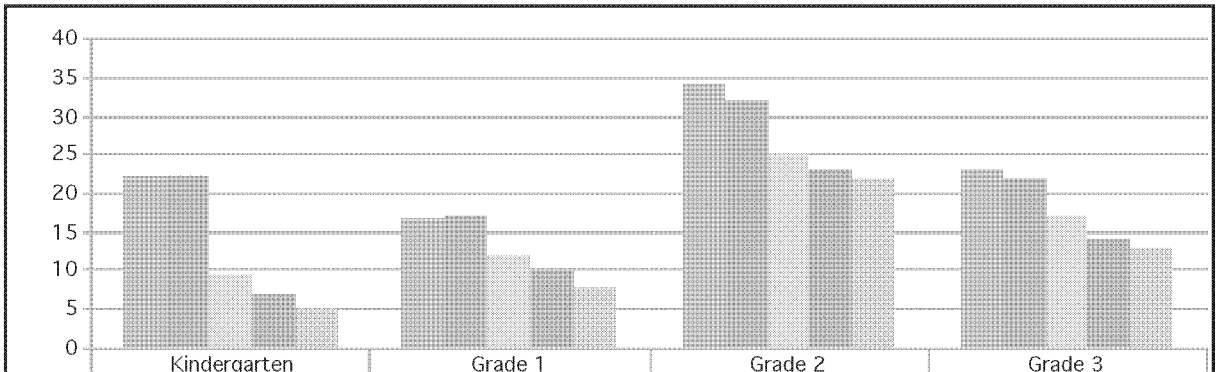
In Washington, funded districts must identify a person at the district level to serve as the district coordinator. This is often a curriculum director or federal programs manager. This individual usually attends all professional development offered as well as statewide district coordinator meetings designed specifically for them at least two times per year. Through this person, we are able to expand the impact of our professional development to entire districts instead of just individual schools. Most of our districts have begun to implement district-wide reading improvement initiatives that parallel what they have learned from Reading First (see Table 2).

The recently-released Institute for Educational Science's *Reading First Impact Study: Interim Report* (Gamse, Bloom, Kemple, & Jacob, 2008) concluded that students in Reading



	Kindergarten	Grade 1	Grade 2	Grade 3
2004	58.8	56	46.2	43.8
2005	63.5	57.8	50.7	46.1
2006	81	68	58	60
2007	85.9	70.2	61.2	62.5
2008	87.1	73.7	60.5	64.1

Figure 2. Percentage of Cohort 1 Students at Benchmark on the DIBELS, Spring.



	Kindergarten	Grade 1	Grade 2	Grade 3
2004	22.4	16.7	34.2	23.3
2005	22.3	17.2	32.2	21.8
2006	9.4	12	25.5	17.2
2007	7	10	23.4	14.2
2008	5.3	7.8	22.1	13

Figure 3. Percentage of Cohort 1 Students scoring at INTENSIVE on the DIBELS, Spring.

TABLE 2. "Spillover" of Reading First into Non–Reading First Schools			
	Percentage of Districts		
Do non-RF schools in your district…	**Some non-RF schools**	**All non-RF schools**	**Some or all**
Have a K–3 reading coach	24	29	53
Use DIBELS for benchmark assessments three times a year	25	44	69
Systematically progress monitor students	44	25	69
Use the same core reading program as Reading First schools	25	31	56
Have a 90-minute reading block in K–3	13	56	69
Provide systematic interventions for struggling students outside the 90-minute reading block	38	31	69
Provide or attend ongoing, high-quality professional development in reading	31	38	69

Source: Autio, E., Roccograndi, A., Nelsestuen, K., Burke, A., Greenberg-Motahmedi, J., Deussen, T., & Davis, A. (2008) Washington Reading First Annual Evaluation Report 2007-08. Center for Research, Evaluation, and Assessment, Northwest Regional Educational Laboratory.

First schools fared no better on a comprehension measure than students in non-Reading First schools in the same districts. Although this was considered a *national* report, in Washington, this does not constitute a valid comparison because it is a comparison of like systems. Recent interviews with most of our larger districts indicated that most schools plan to continue to implement Reading First structures (i.e., three-tiered instruction and intervention, data-driven decision making, scientifically-based reading research materials and practices) even when they no longer have Reading First funds.

IMPLEMENTATION

Reading First in Washington State has a number of specific features which we believe help contribute to the success we have witnessed with our program. These include our school selection process, the alignment of Reading First with our other state reading initiatives, our technical assistance model, our focus on pacing, and the overall culture and expectations we have established for the Reading First program.

Selection of Schools

Each State has discretion to decide how to select schools and districts for funding. In all states, eligibility depends on a formula that takes poverty levels and low student achievement in reading into consideration. Eligible schools then have to apply for grants. In Washington, we require participation in a rigorous competitive application process. First, eligible schools and districts are invited to participate in a three-day grant writing training. Topics include a Reading First overview, the five components of reading, the Reading First assessment system, Reading First alignment with Response to Intervention and the Washington State K–12 Reading Model, and the role of leadership in a successful Reading First school. Districts then complete a lengthy and detailed application which is scored by reading experts from around the state. In the recent Cohort 4 application process, 76 schools were eligible to apply. Of those, 23 submitted applications, and Washington had adequate funding for 15 schools.

Aligned Systems and Materials

Over the last four years, Washington State has systematically aligned all of its reading initiatives. We published the *K–12 Grade Level Expectations: A New Level of Specificity* (GLEs) for reading in 2004, the State standards that are now measured using the WASL starting in 3rd grade. In 2005, Washington published the *Washington State K–12 Reading Model*, a compilation of research-based systems and practices that the state actively promotes. As a local control state, we cannot insist upon the use of any curriculum or instructional approach and there is no mandated instructional time for schools. The Washington State K–12 Reading Model serves as the organizing umbrella under which all of our projects fit, including Reading First and our Dyslexia Pilot Project.

In 2002 and again in 2006, Washington conducted a curriculum review process, which measured the degree to which publishers could demonstrate their K–3 core curricula aligned with the GLEs. From this study, we developed a list of core materials that could be used by Reading First schools. This list is a resource for many districts throughout the state when they make new adoption decisions, whether or not they are funded through Reading First.

Washington Reading First partners with our agency's Special Education division to ensure that our professional development is aligned with their work in RTI. Sometimes Reading First is misunderstood as something different or in addition to RTI implementation, so we must consistently affirm that Reading First is a funding and technical assistance model to help get students to State standards. According to State Superintendent Terry Bergeson, "Many people don't understand the very nature of Reading First. It's aligned with our K–12 Reading Model. It's not a different way of thinking or teaching about reading—it's a way to get students to their grade level expectations. And it's helped thousands of students. They are learning to read earlier and with greater comprehension because of Reading First." (See Figure 4.)

Continued on page 12

TABLE 3: Continuation criteria for Washington Reading First schools

After ___ years of implementation…	Schools must have	To receive
Three	At least 50% of students in benchmark in third grade and at least two other grades	A fourth year of funding
Four	At least 60% of students at benchmark on the DIBELS in third grade and at least two other grades	A fifth year of funding
Five	At least 65%t of students at benchmark on the DIBELS in third grade and at least two other grades	A sixth and final year of funding

Assessment Systems

Reading First schools implement universal screening, progress monitoring, and diagnostic assessments to ensure that no student falls through the cracks. The goal is to shine the light on each and every child. Reading First staff, called Regional Coordinators, provide on-site technical assistance to schools in how to analyze assessment data so that all data are useful. Without this guidance, many schools collect data to be compliant but do not know how to use it efficiently and effectively. All decisions about grouping, intervention, or supplementing the core instruction are made by looking at data first.

Technical Assistance

A team of 10 Regional Coordinators (RCs) provide in-depth technical assistance to funded schools. They have backgrounds as teachers, coaches, and administrators and have received

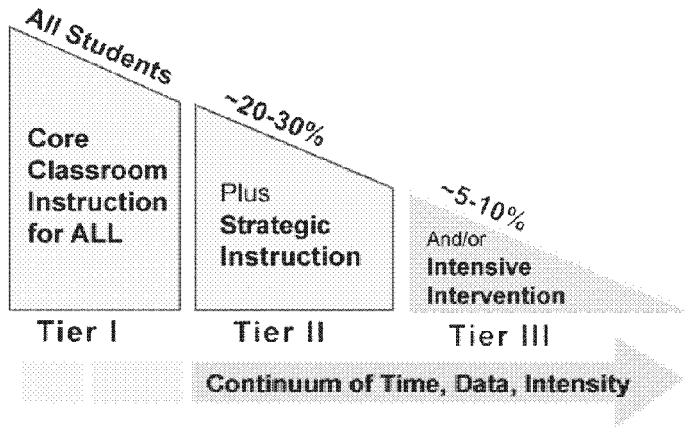


Figure 4. Three-Tiered Instruction.
Source: *Washington State K–12 Reading Model* (2005)

years of professional development to build their expertise. They assist schools in analyzing data, leading staff meetings in understanding data and developing student-level action plans, and provide support and input to coaches and principals. They provide side-by-side guidance to coaches in the form of classroom walk-throughs, lesson modeling, and follow up with school leaders regarding recent professional development to ensure the information has reached the teacher level. They are the single most important part of our entire support system to our schools. They write up each site visit in a report to the coach, principal, district coordinator, and state administrators. Everyone is very clear what the next steps should be for a given school. While many states have a system of technical assistance providers to support their Reading First schools, we believe that our RCs bring something above and beyond the ordinary to their work. RCs have received years of professional development and there is a great deal of continuity in the group. In four years there has been no turnover in staff. RCs are experts in using an approach we call *root cause analysis*. This approach helps them guide the schools to discern the root cause of a student's difficulty. Then, the RCs help schools develop and implement student-level action plans to meet each students' needs.

Professional Development

Washington State Reading First professional development reaches teachers, coaches, and leaders at multiple levels. Each summer we have a large-scale Summer Institute for all K–3 teaching staff. We provide a multitude of introductory and advanced sessions. Probably the larger impact comes from our monthly coach and principal sessions. Each new cohort of schools has multiple years of professional development, beginning with what they need to know right away to get started and moving toward ever more sophisticated levels. Additionally, recognizing the reality of leadership turnover in Reading First schools, we began in 2007 to offer a monthly "New Leaders" professional development strand for any new coach or principal in an existing building. To expand our impact and to meet statewide demand, we also allow non-Reading First leaders to participate in this strand. There is growing interest in Reading First statewide, driven by our improvements in student outcomes.

Pacing

In 2006, then-Reading First Director, Lexie Domaradzki, noticed a pattern of slow pacing among many Reading First schools. Many kindergarteners and first graders were not finishing grade level material by the end of the year, and many second graders were placed in first-grade material in the fall. Typical pacing decisions when students struggled to master material included slowing the pace from, for example, a 5-day

unit to a 7- or 10-day unit, reteaching entire units, or placing benchmark students in below-grade level material. The RCs collected data on the percentage of the students who were on pace to complete the core program at each school. RCs and state leaders provided technical assistance and training to all schools on pacing and mastery, including development and use of pacing guides. Teachers developed pacing guides that accelerated lessons that were typically easier to master and retaught only the skills that were missed at the end of unit assessment. Teachers were asked to attend to both coverage of sufficient material and mastery of critical content. When students had difficulty with mastery, we suggested that teachers provide more small group time for interventions and make the instruction more systematic and explicit as an alternative to slowing the pacing. Additionally, schools started using a replacement core for second and third graders who had received solid core instruction and intervention but still were significantly behind. Follow-up site visits by State staff and RCs emphasized pacing, and RCs continued to collect pacing data regularly. School-by-school analysis shows a strong correlation between rigorous pacing and high student achievement.

Reading First Culture and Expectations

Many grant programs compel participants to comply with standards and expectations. Reading First State administration staff do perform compliance monitoring to ensure that schools and districts are functioning within grant guidelines; however, we strive to ensure that our words and actions as State administrators do not communicate a message of compliance for its own sake. We encourage schools and districts to work toward systemic change in order to have a lasting impact on teaching and leadership to effect long-term student achievement. We make state-level administration decisions based on research and avoid creating unnecessary rules.

Similarly, we strive to ensure that schools and districts see participation in Reading First as a privilege for them and for their students. This funding is not an entitlement. Schools must meet increasingly higher levels of student achievement to continue receiving Reading First support beyond the third year of funding (see Table 3). By the end of the fifth year, schools must have at least 65% of students at benchmark in three of four grades, one grade being third, in order to receive a final year of funding.

Next Focus

The focus for 2008–09 will be to continue to refine core instruction and ensure that each student needing intervention is getting 30–60 minutes per day of targeted intervention. We know that many schools are moving toward full implementation of three-tiered instruction but are not quite there. Tier 3 intervention is still challenging, especially given the amount of resources (staff time and materials) needed to serve the most struggling readers.

At the time of this writing, Reading First funding appears to be coming to a close. The Senate and House appropriation subcommittees have just zeroed out funding. While this is disappointing and demoralizing, we know that Reading First structures and systems have taken hold in districts that have become the new "way of doing business." We believe there will be a lasting impact on student achievement through using data to make decisions.

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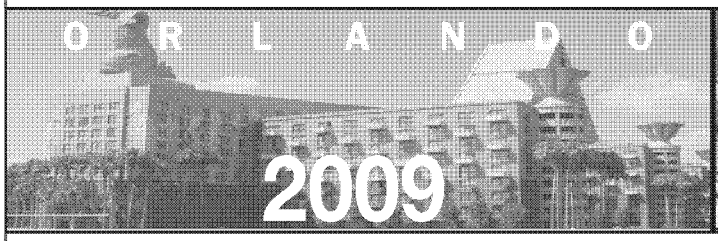
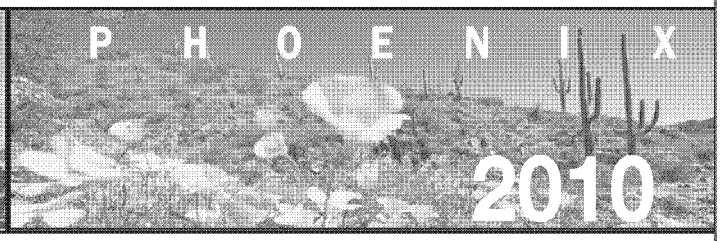
Sarah Rich *earned her bachelor's degree from Brown University and a Master of Public Administration from the Evergreen State College. She joined the Office of the Governor in 1998 to work on then-Governor Locke's reading initiative, the Washington Reading Corps. In 2004, she joined the reading office at the Office of Superintendent of Public Instruction where she now serves as the Reading First Administrator. Sarah is a member of the Washington branch of the International Dyslexia Association and assisted with planning the 2006 statewide dyslexia conference. She lives in Olympia, Washington, with her spouse and two young children.*

UPCOMING IDA CONFERENCES!





November 11-14
Walt Disney's Dolphin Hotel, Orlando, FL

October 27-30
Phoenix Convention Center, Phoenix, AZ

SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · http://www.k12.wa.us

December 4, 2009

To: Gene Wilhoit, Executive Director, CCSSO
Dane Linn, Education Division, NGA Center

From: Alan Burke, Deputy Superintendent of K-12 Education
Jessica Vavrus, Director of Teaching and Learning
Washington State Office of Superintendent of Public Instruction

Re: Washington State Feedback on Early Draft of K-12 Common Core Standards

We greatly appreciate the opportunity afforded to our state to review and provide input in the early drafts of the English Language Arts and Mathematics K-12 common core standards. On November 30th we brought together a group of approximately 60 K-12 educators (including teachers, curriculum directors/administrators, and assessment specialists). The group had representation from special education, English language learners, highly capable/gifted education, tribal representation, and members of our state achievement gap workgroup. All of the individuals that participated on the 30th have expertise in these subjects and were eager to review and provide input on the drafts. Attached are specific responses to each of the six guiding questions that you and your team requested input on, as well as suggestions related to the structure for high school mathematics.

As you are likely aware, Washington State recently underwent a significant revision to our K-12 mathematics learning standards. While we have not recently revised our reading, writing, and communication standards, we believe our current standards (adopted in 2004 and 2005) strongly reflect international research and represent clearly what students should know and be able to do in each of these areas through their progression of grades. While we are strongly supportive of the common core standards initiative, we are also cautious about the impact of differences between the common core and our current state standards. Depending on how the full draft and subsequent final K-12 common core standards documents turn out, you can imagine that there may be significant implications in both the policy and implementation arenas for our state.

As you will see reflected in much of our input, one area in which specific clarity could be given is who the intended audience is for these standards. Much of the language in both sets of standards is not easily understood by even the seasoned educators that participated in this preliminary review. If the intended audience is teachers and administrators, we strongly suggest using language that is more commonly understood by a broad spectrum of stakeholders. We also hope through the additional narrative

anticipated in the full K-12 standards draft, that the connection between the K-12 common core standards and the common core career and college readiness standards will be more clearly articulated.

Finally, one area in which we believe Washington may serve as a model is in the area of cultural competency of our academic learning standards. With 29 different tribes represented in our state, as well as a strong migrant population, and large immigrant populations representing hundreds of languages other than English, we have spent years building standards that are inclusive of diverse cultures and honor students who are not from the United State and whose home languages are not English. The common core standards initiative provides a great opportunity to bring equity in education to students across all states. Common standards can be a liberating component of K-12 education for our student population that is increasingly mobile. However, without acute attention to cultural competency of our student population, we run the risk of homogenizing and assimilating these groups that make up such a large part of our student population nationally.

We are bringing our K-12 workgroups back together to review the full public draft of the K-12 common core standards on January 8th and wonder about the possibility of having one or two representatives from the ELA and Mathematics common core drafting groups join us for part of the day. As stated earlier, should our state make the decision to formally adopt the common core standards, we have significant work to do to establish understanding of and buy-in to the standards. By having time with national-level experts on this topic, we will be better equipped to begin building more widespread support and buy-in. We will contact Chris Minnich sometime next week to discuss the possibility of having someone join us on January 8th.

Thank you again for this important opportunity. We hope that the input provided will be timely enough to have an impact on the upcoming public draft of the full common core standards. Please do not hesitate to contact Jessica Vavrus at 360-725-6417 or Jessica.vavrus@k12.wa.us if you have any questions or need clarification regarding any of the input provided.

SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · http://www.k12.wa.us

February, 2010

To: Gene Wilhoit, Executive Director, CCSSO
Dane Linn, Education Division, NGA Center

From: Jessica Vavrus, Director of Teaching and Learning
Washington State Office of Superintendent of Public Instruction

Re: Washington State Feedback on **February 8, 2010** draft of K-12 Common Core Standards

Once again we were extremely impressed at the improvement of this early February draft of the standards over the documents that we shared and provided input on in January. Kudos to all of the developers for taking and pulling together such wide and certainly varied input, and thank you once more for including our state in the process. Washington participated in one of the three conference calls last week with Chris Minnich and members of the English Language Arts and Mathematics development teams. In the following pages, we have provided some high level thoughts/suggestions for each of the specific subject areas. However first, I'd like to share with you just a couple of pieces of input that were expressed by our state Curriculum Advisory and Review Committee:

1. Numbering and navigation systems – it would be exceedingly helpful for the numbering systems in both the ELA and Mathematics documents to be more closely aligned. Our teachers, especially at elementary, are already navigating at least three different sets of standards vocabulary, structure, and number. As much consistency between the documents as possible would be appreciated.
2. In the English Language Arts document, page 6 refers to "ELLs" and the development of "…native-like" proficiency in English. This page in particular for those that had a chance to review it raised a few eyebrows and red flags. It would be helpful to soften this language in an effort to be more culturally sensitive as it may be possible for misinterpretation of this page to distract further review of the standards with an open mind. Depending on how the subject of student's whose first language is not English is broached in the mathematics document, this suggestion would also apply to those standards as well.

Again we appreciate all of your openness and support for our state as we navigate this process. We also appreciate the connection you have facilitated with us and the Hunt Institute. We look forward to connecting with them soon to see how they can support us in continuing to build buy-in and understanding of this important initiative.

Content-specific input follows:

K-12 Mathematics Input:

We saw continued improvement with this next draft of **K-12 Mathematics Common Core Standards**. We especially appreciate the way data analysis, statistics, and modeling were embedded in the other content areas. As requested we have included below a few suggestions/issues for consideration with the next iteration of the document:

- **Content of the K-8 "Content Outlines":** When data analysis and statistics is embedded in one of the content areas, it would be helpful to see it indicated in this content outline. (Possibly with a footnote – similar to the way these standards are noted throughout.)
- **Denoting Pre-calculus/4th year standards:** In high school we appreciate the organization of standards under conceptual categories and are aware of the work of Achieve on suggested courses. However, we believe it is important ***in this document*** to note which standards are meant for a pre-calculus/4th year level. Therefore, it would also become clear for states what is expected by the end of the 3rd year of mathematics.
- **Additional examples:** While examples embedded after many standards, we would like to see additional examples somewhere in the document, perhaps as an appendix? Previously, examples were provided to the College and Career Readiness standards, but did not make it into this document.
- **Placement of the standard algorithm:** It would be extremely helpful for some sort of explanation around the placement of the standard algorithm within the common core standards. An explanation in the introduction/front matter would be helpful to provide justification for how the standards developers see the standard algorithm fitting into the standards.

K-12 English Language Arts Input:

Reading

- The words used for specific skills defined in standards 1-10 are used in other standards or the wording is meant to be inferred rather than specifically stated. Read for clarity and alignment between/through grades, and ensure that skills are standard-specific.

  Examples:
  - Grade 7 Literary/info 2 "Infer themes not explicitly stated in the text and provide the evidence which those inferences are based." Inferring is a skill defined in Standard 1 and main idea/theme is in Standard 2. Do not combine standards. When it comes to assessing, each skill must be discreet.
  - Grades 9-10 Info Standard 3 uses the word *summarizing* which is Standard 2.
  - Grades 9-10 Literature Standard 4 references *tone of text* which is Standard 6; Standard 7 uses *compare and contrast* which is Standard 9 (this is in 11-CCR also).
  - Grade 8 and 9-10 info Standard 6 uses *compare/contrast* which is Standard 9.
- Move Reading Foundations to the beginning of the Reading Standards since these skills/standards are the foundation for future reading success.
- Missing metacognition, strategy application, and student goal setting

Writing

We appreciate the work of the committee. Each draft has gotten better. We particularly like the new format, the use of the word "conventions" as an umbrella term, increased clarity of the language, grade-level descriptors K-8, and the inclusion of the CCR descriptors. In fact, there is much we like about the document. There are still a few major concerns.

1. One of their main concerns is the writing strand feels fragmented. Research is the subject of 4 out of 10 core standards, and conventions and style are part of the language strand. One third-grade teacher said, "How can someone write without style?" Another teacher said, "A new or first-year teacher may assume that conducting research is of a higher priority than the other standards."
   a. Please consider adding word choice and sentence variety/style in some form to the text types beginning at grade 3.
   b. Would it be possible to limit the research to one or two standards? Right now, research is almost 50% of writing. Perhaps add a conventions and a style standard? Or expand the idea of prewriting/planning so it includes more than research.

2. By removing conventions from writing, the perception will be that conventions are not only separate from writing, but that instruction should be separate from the teaching of writing. Research has shown that effective instruction is more effective when discussed in the context of writing, rather than through isolated skills instruction." (DiStefano and Killion, 1984, et al.). Perhaps in addition to the more specific references in the Language Strand, you might add conventions as a core writing standard?

3. Please add the terms *elaboration* and *sentence-to-sentence progression/cohesion* grades 4 and above to the text types where appropriate. It has been our experience in this state that "develop through relevant and specific facts, concrete details… often leads to listing of details, examples instead of cohesive writing. (By the way, we have worked so hard to move beyond lists. Is it possible to find another way to describe grade 2 and 3 organizational structure of argumentative texts besides "list-like"?)

4. Please consider adding "planning" and "formatting" to Standard 5 and "development" and "style or rhetorical choices" to Standard 4.

SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · http://www.k12.wa.us

April 2, 2010

To: Gene Wilhoit, Executive Director, CCSSO
Dane Linn, Education Division, NGA Center

From: Jessica Vavrus, Director of Teaching and Learning
Washington State Office of Superintendent of Public Instruction

Re: Washington State Feedback on Public Draft (March 10, 2010) of K-12 Common Core Standards

We would like to once again applaud the work of the development groups on integrating input into the recent Public Draft of the K-12 English Language Arts and Mathematics Common Core Standards. Overall both documents are extremely well written and there has been marked improvements made over time. The interactive process that your organizations have facilitated has been beneficial in building buy-in and understanding throughout Washington State. During March we encouraged educators and stakeholders to provide input via the survey available at www.corestandards.org. We look forward to receiving a summary of what you may have received in terms of public input through that process from our state. The following input is from our state-level content and assessment specialist teams.

If you have any questions or need clarification on any of the enclosed comments, please do not hesitate to contact me at 360-725-6417 or Jessica.vavrus@k12.wa.us. Thank you once again for your consideration of our feedback. We will be looking forward to the final standards in the coming month!

General Input on both Mathematics and English Language Arts

- Create systematic format and organization for both E/LA and Math – documents should mirror each other and have aligned numbering system. It is important to think of the common core as one document (ELA/Math) that a 3rd grade teacher will need to implement. It should be easy for the teacher to understand both documents and understand the concepts and skills necessary for students at that grade level. It is also important teachers have access to the entire learning progression so they know where their piece fits into the big pictures. If the two documents do not align (ELA and Math) we are making a difficult implementation more difficult.
- It is important to state the assumptions made regarding full day or half-day kindergarten. It would be helpful to note the skills that may be expected to be mastered before children enter kindergarten if only a half day kindergarten is offered. This could be done in the same way that STEM is noted for the HS mathematics standards. If learning progressions are available this could be omitted because guidance would be given within the learning progressions.

- Once the standards are finalized, a document (and communication package) should come out explaining the importance of education (especially mathematics) for parents. These standards will require the buy in of all stakeholders. Communication from state and national leaders to the public around honoring education is necessary to successfully implement change.

Mathematics

- There needs to be more intentional infusion of the mathematical practices at each grade level.

- Learning progression of key concepts should be explicitly addressed (perhaps in an appendix). This needs to be more detailed than a chart or table. The learning progressions would inform formative assessment, instructional material development and for PD around implementation.

- Examples are vital for the successful implementation of the common core. If examples are not available for the final document this spring, there should be a plan stated for the development of examples for the standards.

- Mental strategies and estimation should be more explicitly addressed in the core standards.

- While it is important to have congruence with the ELA standards, merging the concepts and skills into one section makes the document more unclear to the reader. It is important to make the distinction between the two areas in some matter.

- The course progression graphic in the appendix needs to be clearer.

English/Language Arts

ELA General Comments:

- The format has a nice progression of skills; however, organization of document by grade and/or content (i.e., reading, writing, speaking and listening, and language) would provide easier access for the grade level teacher. Larger font and color coding would be helpful.
- Culturally responsive components need to be deeply embedded throughout the standards and appendices. K-College and Career Readiness standards should provide an opportunity for students to understand and analyze areas of reading, writing, and speaking and listening that represent gender, various cultures, and traditions.
- The standards seem to be focused on the academic classroom and need to also include preparing students for life and work.
- Student (directed) goal setting needs to be incorporated.

ELA Reading:

- Do not assume that a statement in the introduction of the document regarding the need to appreciate diverse cultures is enough. The way in which cultural competency is currently addressed borders on patronizing. Embed global and cultural literature within the standards. One suggestion is to eliminate the literature list – by creating a list, you are narrowing the focus of literature. You may want to refer the audience to resources such as Newberry and Caldecott. If specific literature is included, then broaden the selection [e.g., Ache, Anaya, Oratory in Native North America, Tan (keep Zora Neale Hurston)].
- Move Reading Foundations to the beginning of the document.
- The format is a little choppy. Although there is a need to understand the scope and sequence of content by grade bands, it's difficult to navigate the document in this format. Perhaps color coding, enlarging font, creating a numbering system would help increase reader friendliness. Further, think of the audience who will be using the standards documents the most – the grade level teacher. A document that categorizes the standards by grade only and/or by specific content area only (i.e., Reading, Speaking and Listening, Writing, and Language) from beginning to end would help the classroom teacher.
- Metacognition and study skills/strategies need to be incorporated into all standards.

ELA Writing:

1. Most importantly, there has been a **marked improvement** in the substance and format of the Writing CCS in this last public draft, particularly
    - The inclusion of narrative texts at the secondary level,
    - More references to process writing and technology,
    - Expanded definitions of writing text types.

2. There are, however, some challenges that still exist including:

    - The inclusion of a fourth strand: Language. That strand is given the same weight on paper as is reading, writing, and listening/speaking, although it is composed of sub-parts of reading, writing, and speaking.
    - Research standards taking the place of other important writing standards, such as style;

- Fragmentation of writing in the formatting of the document. To quote one teacher, this fragmentation, "implies writing instruction would be an 'aside';
- The separate grammar/conventions section implies disembodied worksheet instruction would meet these standards;
- The pervasive academic language;
- The emphasis on qualities of "produced text" to the exclusion, or limiting, of process writing, writing to learn, metacognitive writing, or other types reflective writing. To quote a former Director of the Puget Sound Writing Project, University of Washington, "The document focuses so heavily on the qualities of produced text that it threatens to send us back to the time before the Dartmouth Conference in the early 60's, before we began to think about how writers produce texts and why they make the rhetorical choices they do";
- More emphasis on analysis than synthesis;
- Embedding the definitions of the writing text types in Appendix A. These definitions help to balance the somewhat narrow view of these genres in the standards. Please place them either at the beginning of the writing strand or in the introduction;
- The very weak explication of writing research—limited to only one type of writing. This section needs to be expanded if the field is to believe that the writing standards were well researched.

ELA Speaking and Listening:

General comments:

- Unique identifying numbering system is needed. (e.g., Consider, including grade and college and career standard in the numbering system. For example, if numbered 4.1.1 in Speaking and Listening, the first number would indicate grade 4, the second number would indicate the College and Career Readiness Standard #1, and the third number would indicate the Speaking and Listening standard #1.)
- The term 'formal English' is used only in Speaking and Listening, and 'Standard English' is used only in the Language section. It would be helpful if only one term was used, or if both are used, that they are used interchangeably.
- Multiple formats would be helpful – all of Speaking and Listening (K-12) together so the progression of skill development is clear and easy to follow.
- The Language section would be stronger if embedded into reading, writing and speaking and listening rather than a stand-alone.
- Missing pieces:
    - Although the cultural competency piece is addressed in the introduction, if a reference is not embedded into the standards themselves, it is easily lost.
    - Showing an understanding of how differing cultural and individual assumptions may affect intercultural communications.
    - Demonstrating respect, analyzing influence of cultural principles, beliefs, and world views on intercultural communication.
    - Exchanging information and speaking effectively in a multicultural, global context present ideas and one's self in a variety of situations.

    - Analyze and evaluate effectiveness of one's own communication.
    - Non-verbal communication.
    - Identification of different types of listening for different purposes (e.g., active, enjoyment, and critical)

Specific details for review:

- Page 22, the 'Note on range and content…' part ends mid-sentence.
- Page 45, standards #3 and #4 for grades 6 and 7 would be better if switched. The current grade 6 for these seems to be a higher cognitive level than the grade 7.

ELA Language:

- The **Language Standards** section should be integrated into the other three areas; conventions need to be a part of writing and vocabulary and should be integrated into reading, writing, and speaking and listening.
    - The research (Braddock (1963), DiStefano and Killion (1984), et.al.) suggests that conventions should not be taught in isolation from writing. They need to be integrated into effective writing instruction.
    - Spelling should incorporate word study/morphology.
    - Spelling is more complex that indicated by the umbrella term 'convention'.
    - Word study should be included and extended past third grade foundational skills in reading and should include phonology, morphology, and orthography. Just including spelling in the Convention Section is not complete or deep enough.
    - The word choice and style section, as currently written, is related to writing and should be included in the writing section.
- Oral language development needs to be incorporated into the standards and should appear at the beginning of the document since oral language develops before reading and writing.

ELA Science and Social Studies Integration:

- Clear; coherent progression evident; well connected to Washington's revised science standards
- Clarify and expand upon "shared responsibility" – provide examples of how or under what circumstances science and social studies/history teachers could incorporate literacy standards into the curriculum. Further note that students (typically grades 4-12) and post secondary citizens, regardless of college bound, need to acquire the literacy skills needed to read and comprehend disciplinary literacy text.

SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · http://www.k12.wa.us

July 31, 2009

Dear Mr. Wilhoit:

Thank you for seeking input from Washington State on the initial drafts of the Common Core State Standards for English language arts and mathematics. Following you will find specific input from the Washington State Office of Superintendent of Public Instruction (OSPI) on the confidential drafts that you requested on July 20, 2009. My mathematics and reading/language arts staff took time to thoughtfully review these documents and provide input from a Washington state-level perspective.

This first phase of work is especially validating for our state as we have been moving to include standards for Grades 11 and 12 as we refine each of our sets of academic learning standards. As you may be aware, we just completed a full revision of our state's K-12 mathematics standards to include Grades 11 and 12. We are poised to review and revise our reading, writing, and communication standards for Grades K-10 to include Grades 11 and 12, as this would naturally be happening within the next 12-18 months.

In general, all of these initial standards are clear, concise, and easy to follow. We appreciate the explicit link in the English language arts documents that connect the standards to application beyond the classroom through research and media venues. Please consider the critical comments that out staff provided in a constructive manner. In many cases they reflected concerns that will undoubtedly be addressed as your work groups continue to develop K-12 grade level standards in these subjects.

Again, I sincerely appreciate this first opportunity to provide input and we are eager to work with you on the next steps of obtaining further public and educator input on these college and career ready standards, as well as reviewing the upcoming K-12 standards.

Sincerely,

Randy Dorn

Randy I. Dorn
State Superintendent
of Public Instruction

Mathematics Standards

	Washington Response
What are your overall impressions of the college- and career-readiness standards?	• Overall this is a strong document. Washington's mathematics standards encompass the topics addressed. • Audience - Who are these standards for? Are they intended for ALL students? Is Career-ready and college ready the same thing? Is this assuming 3 years of high school math at an Algebra 2 level?
What are your concerns regarding this current standards document?	• The rigor is limited compared to Washington's mathematics standards. Several important topics appear to be missing that should be included in the 3rd level of math (i.e., logarithms, binomial theorem, counting principle, permutations and combinations, rational functions, etc.). • The standards don't have the same level of specificity. Some are very specific, others are more vague. • This document does not describe what kids can do – lacking performance level descriptions. • While students are asked to *interpret* graphs, it isn't clear that students are expected to *produce* displays or graphs. • Some of the ideas seem to focus on lower grade level skills (e.g., middle school). It is not clear why some lower level concepts and not others are included. Is it necessary to include these?
What do you like about this current standards document?	• The layout is very appealing and easy to follow. • Fluency is defined. • We love that statistics and modeling made it into the document, as well as other important topics.

Reading Standards

	Washington Response
What are your overall impressions of the college- and career-readiness standards?	• In general, the standards in this draft are too vague and lack in specificity. It may be helpful to refer to other nation's standards for career and college readiness such as Singapore. • The grade range/s intended for these standards are not clear. Are these intended for students in grades 9-12? 10-12?
What are your concerns regarding this current standards document?	• This document does not describe what kids can do – lacking performance level descriptors. • It would be helpful to use measurable verbs at the beginning of each standard so it is clear what the student will know or be able to do (or apply). For example, rather than "Determine" what the text says explicitly...use a verb such as "identify", "list", "summarize". If a term such as "determine" or "analyze" is used, the student doesn't necessarily have to show a product.
What do you like about this current standards document?	These standards… • Incorporate meta cognitive strategies - use of pre-reading, during and after reading skills. • Incorporate note-taking skills • Include multiple genre, novels written by authors around the world, poetry, • include standards that address use of technology and multiple media

Writing Standards

	Washington Response
What are your overall impressions of the college- and career-readiness standards?	• Overall the document covers the essence of what a student should know and be able to do as a writer when he or she is graduated from high school. • The common core standards, for the most part, align with Washington's standards and assessment as well as the 2011 NAEP Writing Framework.
What are your concerns regarding this current standards document?	• In order to be translated into practice, the standards will need more definition/detail, perhaps through the addition of illustrations, such as examples or exemplar papers. • It appears that the *selection of form appropriate for audience and purpose* was omitted. Is there a reason for this? • It would help to strengthen the connection between the sections on on-demand writing and narrative writing to the rest of the document. • Given these are standards for college and career readiness, what will the standards be at grades K-11 and will they align with Washington's grade-level standards K-10 as well as our state's assessments at grades 4, 7, and 10?
What do you like about this current standards document?	• Integration of the essential elements of writing—process, purpose, audience, ideas, focus, elaboration, organization, transitions, logical progression, language choices, style, tone, and conventions. • The conciseness of the document. • The selection of the purposes to make an argument and to inform or explain—both endemic to college or career work, or for that matter, a citizen's work. • The inclusion and recognition of, the importance of audience. • The recognition that writing done in college or in careers may require multiple-draft writing or on-demand writing. • The recognition of the important role narrative and descriptive writing play in writing to persuade or inform/explain.

Communication Standards

	Washington Response
What are your overall impressions of the college- and career-readiness standards?	• Overall positive impressions – These standards were clearly well thought out and carefully done. However, there is a strong need for more specificity as they are very broad. If the intention is that each state will develop these down to the specific grade level that would lead to mastery, then these are strong over-arching standards.
What are your concerns regarding this current standards document?	• It may be necessary to develop more specificity within these standards. The broadness could lead many directions when the elements and progression of learning are identified. • Question - Would increased standards specificity occur at the national or state level? If at the state level, Washington is in a strong position to support these national standards with the specificity for grade levels already carefully developed.
What do you like about this current standards document?	• These standards fit in a trajectory that continues with our state communication standards for grades 9/10. • They serve as strong over- arching standards for the standards we have articulated for grades K-10 in communication. • The standards generally compliment and reinforce Washington's existing communications standards.

CERTIFICATION OF ENROLLMENT

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6696

Chapter 235, Laws of 2010

61st Legislature
2010 Regular Session

EDUCATION REFORM

EFFECTIVE DATE: 06/10/10

Passed by the Senate March 11, 2010
YEAS 46 NAYS 1

BRAD OWEN

President of the Senate

Passed by the House March 11, 2010
YEAS 72 NAYS 25

FRANK CHOPP

Speaker of the House of Representatives

CERTIFICATE

I, Thomas Hoemann, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE SENATE BILL 6696** as passed by the Senate and the House of Representatives on the dates hereon set forth.

THOMAS HOEMANN

Secretary

Approved March 29, 2010, 2:19 p.m.

CHRISTINE GREGOIRE

Governor of the State of Washington

FILED

March 30, 2010

Secretary of State
State of Washington

PART VI
COMMON CORE STANDARDS

NEW SECTION. **Sec. 601** A new section is added to chapter 28A.655 RCW to read as follows:

(1) By August 2, 2010, the superintendent of public instruction may revise the state essential academic learning requirements authorized under RCW 28A.655.070 for mathematics, reading, writing, and communication by provisionally adopting a common set of standards for students in grades kindergarten through twelve. The revised state essential academic learning requirements may be substantially identical with the standards developed by a multistate consortium in which Washington participated, must be consistent with the requirements of RCW 28A.655.070, and may include additional standards if the additional standards do not exceed fifteen percent of the standards for each content area. However, the superintendent of public instruction shall not take steps to implement the provisionally adopted standards until the education committees of the house of representatives and the senate have an opportunity to review the standards.

(2) By January 1, 2011, the superintendent of public instruction shall submit to the education committees of the house of representatives and the senate:

(a) A detailed comparison of the provisionally adopted standards and the state essential academic learning requirements as of the effective date of this section, including the comparative level of rigor and specificity of the standards and the implications of any identified differences; and

(b) An estimated timeline and costs to the state and to school districts to implement the provisionally adopted standards, including providing necessary training, realignment of curriculum, adjustment of state assessments, and other actions.

(3) The superintendent may implement the revisions to the essential academic learning requirements under this section after the 2011 legislative session unless otherwise directed by the legislature.

SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · http://www.k12.wa.us

May 21, 2010

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Secretary Duncan:

The Common Core State Standards that are being developed by the multi-state consortium coordinated by the National Governors Association and the Council of Chief State School Officers for mathematics and English language arts will be finalized in June 2010. This letter is to notify you that in July 2010, I will provisionally adopt these Common Core State Standards.

Section 601 of Engrossed Second Substitute Senate Bill 6696, which is included in the application appendix, authorizes the State Superintendent of Public Instruction to revise our state's mathematics and English language arts standards to ensure consistency with the Common Core Standards. Implementation of the standards will begin in April 2011 unless otherwise directed by the 2011 Legislature.

Sincerely,

Randy Dorn

Randy I. Dorn
State Superintendent
of Public Instruction

Common Core Standards WA K-12 Review Groups
November 2009 and January 2010

	Name	Title/Organization
READING	Ann Teberg, Ed.D.	Whitworth University, Associate
	Barbara Tobias	Centralia SD
	Eric Price	Clarkston SD
	Erin Chaplin	Yakima SD
	Gwen Lyon	Bremerton SD
	Jeff Dunn, PhD	Deer Park SD
	Kathleen Rice	OSPI TACSE
	Kim Mason	North Thurston SD
	Latanza Collins	Seattle SD
	Nadine Hanson	OSPI TACSE
	Staci Bain	Cascade SD
WRITING	Anna Flory	Seattle SD
	Amy Nelson	Peninsula SD
	April Yantis	Shelton SD
	Barbara Ballard	Coupeville SD
	Betsy Cornell	Moses Lake SD
	Duane Pitts	Odessa SD
	Heather Rader	North Thurston SD
	Holly Stein	Kent SD
	John Wolfe	Central Valley SD
	Laura Bolt	Washougal SD
	Lisa Burnhagen	Highline Community College
	Lisa McKeen	East Valley SD-Yakima
	Lydia Fesler	Spokane SD
	Nicole Blake	Richland SD
	Sharon Schilperoort	Yakima SD
	Susan Johnson	Cle Elum-Roslyn
MATHEMATICS	Andrea English	Arlington
	Andrew Schwebke	Puyallup SD
	Art Mabbott	Seattle SD
	Cathey Bolson	ESD 123
	Dana Anderson	Stanwood Camano SD
	Dick Saunders	Everett SD
	Erik Wolfrum	ESD 101
	Helen Burn	Highline Community College
	Jeanette Grisham	NWESD 189
	Katherine Hansen	Bethel SD
	Katy Absten	ESD 114
	Kimberly Vincent	Washington State University
	Kristen Maxwell	ESD 105
	Margaret Reeves	Clarkston SD
	Mary Jane Ross	NCESD 171
	Michael Janski	Cascade SD
	Millie Brezinski	Nine Mile Falls SD
	Patrick Paris	Tacoma SD
	Rosalyn O'Donnell	Ellensburg SD
	Sandy Christie	PSESD 121
	Sue Bluestein	ESD 112
	Susan Watson	Battle Ground sD
	Terri Geaudreau	ESD 105
	Tim Bartlett	Granite Falls SD
	Tricia Hukee	Sumner SD

Common Core Standards WA K-12 Review Groups
November 2009 and January 2010

	Name	Title/Organization
ELA - General	Annie Huntington-Kriska	Skokomish Indian Tribe/Shelton-Hood Canal
	Cathy Reasor	Wenatchee SD
	Debbi Hardy	Olympia SD
	Gerrie Kawabata	Seattle SD
	Judy Jennings	Heritage University
	Linda Carleton	Evergreen SD
	Linda Karamatic	North Thurston SD
	Marianna Goheen	Highline SD
	Mary Kay Rowles	Medical Lake SD
	Nancy Arnold	Puyallup SD
	Rolita Ezeonu	Highline Community College
	Vince Pecchia	Puyallup SD
OTHER	Alan Burke	OSPI, K12 Education
	Anne Banks	OSPI, Learning and Technology
	Annie Huntington-Kriska	Skokomish Indian Tribe/Shelton-Hood Canal
	Beth Simpson	OSPI, Reading Assessment
	Bill McCallum	Head, Department of Mathematics, The University of Arizona, Senior Consultant to Achieve
	Catherine Kernan	Washington Education Association
	Cheryl Young	OSPI, K12 Reading
	Cinda Parton	OSPI, Assessment
	Donnita Hawkins	OSPI, Reading Assessment
	Erin Jones	OSPI, Student Achievement
	Gayle Pauley	OSPI, Federal Programs, Highly Capable
	Greta Bornemann	OSPI, K12 Mathmatics
	Helen Malagon	OSPI, Migrant Bilingual Education
	Jessica Vavrus	OSPI, K12 Teaching and Learning
	Joe Willhoft	OSPI, Assessment
	John-Paul Chaisson-Cardenas	OSPI, Equity and Civil Rights
	Judi Mosby	OSPI, District and School Improvement (Reading)
	Julie Wagner	OSPI, Elementary Mathematics
	Kathe Taylor	PESB
	Leslie Pyper	OSPI, Special Education Learning Improvement
	Mack Armstrong	WASA
	Mary Holmberg	OSPI, Mathematics Assessment
	Neva Luke	Washington Education Association
	Nikki Elliott-Shumann	OSPI, K12 Writing Instruction and Assessment
	Paula Quinn	AWSP
	Shannon Edwards	OSPI, District and School Improvement (Mathematics)
	Steve Delvecchio	CCSSO ELA Development Team
	Tonya Middling	OSPI, District and School Improvement

STATES PARTICIPATING IN THE SMARTER BALANCED CONSORTIUM

As of 5/26/10

State	Date	Member/Governing State
Alabama	May 26	Member
Colorado	May 12	Member
Connecticut	April 13	Member
Delaware	April 14	Member
Georgia	April 28	Member
Hawaii	April 15	Member
Idaho	April 15	Governing
Illinois	April 15	Member
Iowa	April 14	Member
Kansas	April 15	Governing
Kentucky	April 15	Member
Maine	April 14	Governing
Michigan	April 16	Governing
Minnesota	April 27	Governing
Missouri	April 14	Governing
Montana	April 14	Member
Nebraska	April 13	Member
Nevada	April 19	Member
New Hampshire	April 19	Member
New Jersey	April 15	Member
New Mexico	April 13	Member
North Carolina	April 15	Governing
North Dakota	April 15	Member
Ohio	April 20	Member
Oregon	April 15	Governing
Pennsylvania	April 27	Member
South Carolina	April 20	Member
South Dakota	April 15	Member
Utah	April 14	Governing
Vermont	April 15	Governing
Washington	April 14	Governing
West Virginia	April 13	Governing
Wisconsin	April 14	Governing
Wyoming	April 14	Member
Total		**34 States**

Smarter Balance Assessment Consortium
Document of Commitment

Please sign and return by April 15, 2010 to
Tony Alpert, Director of Assessment, Oregon Department of Education

Email as PDF attachment to: Tony.Alpert@ode.state.or.us , or
Fax: 503-378-5156

The Document of Commitment may be returned after April 15, allowing a state to begin to participate as a voting Member State from the date of commitment. Signature on this document indicates support of decisions made prior to Consortia receipt of this document.

Complete descriptions of the responsibilities and time commitments of various levels of consortium governance are provided in the Governance Structure document. This initial governance structure refers to the *proposal process only.* Governance structure will be revised after proposal acceptance to reflect long-term needs during the grant implementation period.

State Name: **WASHINGTON**

Please indicate which governance levels are of interest to your state at this time.

☐ **Member State** – May also sign as member state for other consortia, may participate in setting general direction, may vote on selected issues.

☒ **Governing State** – May only sign with one consortia per competition category; has an active role in policy decisions, is committed to using the assessment system or program developed.

☒ Please consider my state for representation on the **steering committee**. (10 hr/wk)

☒ Please consider my state for representation on the **proposal design team** (20 hr/wk)

☒ We are interested in participating in the following **work groups** (variable hr/wk)

- ☒ Item Specs/Quality Control, Writing/Constructed Response Scoring/Validity
- ☒ Psychometrics, Reliability, Standard Setting, Reporting
- ☒ Universal Design, Test Administration, Accommodations, Special Populations
- ☒ Technical Specifications/Requirements
- ☐ Communications and Documentation
- ☒ External Validation, Research and Innovations
- ☐ Professional Development and Capacity Building (IT and Human)
- ☒ Formative and Benchmark Assessment
- ☐ Performance-Based, Curriculum-Embedded Assessments
- ☐ High School and Higher Education

Randy I. Dorn — 4/14/10

Chief State School Officer Signature — Date

SMARTER Balanced Assessment Consortium
Governance Structure
Proposal process only
This structure will be replaced by a long term governance structure when the proposal is accepted
Guiding Principle: State led and governed Consortium committed to a balanced and integrated assessment system

Member States
The group of Member States is comprised of the chief/designee from each state in the consortium. The Member States will contribute to policy and logistical discussions and decisions that are necessary to create a compelling grant proposal.

Weekly conference calls will review issues and seek consensus for major decisions. Decisions/issues/concerns will be proposed and then consensus building will be achieved through E-mails and using the SMARTER / BALANCED website. This website will regularly post major issues, decisions and documents. Member States will have the responsibility to check the website each day for new information, issues, pending decisions etc. The website will be maintained and monitored by the Project Manager. The website will easily highlight any new information that has been posted. Decision/issues will have a clear timeline for completed decisions.

Consensus will be the goal of all deliberations. Major decisions that do not reach consensus will go to a simple majority vote. Each state will have one vote and equal authority/participation. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will prepare additional information as to the pros and cons of the issue to assist states in developing consensus around the issue. When the issue comes for the second vote, the simple majority vote will be final.

A Commitment Document will be E-mailed to all states requiring the signature of the State Chief that must be returned to Tony Alpert. States will participate in all decisions made after the signed document is received. The commitment document will include a commitment to support any decisions made prior to the Consortium receipt of the document.

The Member States will approve and/or make final decisions in the following key areas:

1. Steering Committee Members
2. Statement of Common Purpose
3. Different levels of state participation

4. Theory of Action
5. Specific design elements
6. Final proposal

Governing State

A Governing State is a state that:

1. Is a member of only one consortium applying for a grant in the competition category
2. Has an active role in policy decision-making for the consortium
3. Is committed to using the assessment system or program developed by the consortium

States must indicate on their Commitment Document if they want to be a Governing State.

Steering Committee

The Steering Committee is comprised of one representative from each state in the consortium that chooses to participate on the Steering committee. Committee members may be a chief or his/her designee. Committee members must have assessment expertise as evidenced by previous experience in either design or implementation of state assessment systems. The Steering Committee will serve as the liaison between the Working Groups and the Member and Governing States.

States interested in participating on the Steering Committee must so indicate on their Commitment Document no later than May 1, 2010. The Steering Committee members must commit to devoting substantial time (approximately 20 hours per week) to the development of the grant proposal.

Two Co-chairs will be selected from the Steering Committee States. The two co-chairs must be from two different states. Co-chairs must commit to full-time availability with an expectation of spending 20 – 40 hours per week on consortium work. Member states will have the opportunity to express interest in being a co-chair by sending an E-mail to Tony Alpert, Tony.Alpert@ode.state.or.us no later than April 22nd at 5:00. The two states that are the co-chairs of the Steering Committee may not be co-chairs of any other group.

Steering Committee responsibilities will include the following:

- Determine the broad picture of what the assessment system will look like
- Direct the work of the Proposal Design Team as necessary to create a compelling grant proposal
- Receive regular reports from the Project Manager
- Determine the issues to be presented to the Member States
- Oversee the expenditure of funds during the proposal process
- Develop a plan to transition from the proposal governance to implementation governance
- Determine the Fiscal Agent for the Implementation

Proposal Design Team

The Proposal Design Team is comprised of state assessment directors/designees and selected technical advisors who will ensure the assessment design represented in the proposal is strategic, efficient, comprehensive and consistent with best practices. A high priority for this group continues to be the focus on a state led consortium with the state voice having the highest priority. Participation on the Proposal Design Team will require a significant amount of time (20 hours each week) during the proposal period. The Proposal Design Team will:

- Determine the topics of the final working groups
- Determine the membership of each group.
- Direct and participate in the work of the Work Groups.

The Steering Committee in consultation with the Project Manager will determine the participants on the Proposal Design Team. Individuals interested in participating on the Proposal Design Team should so indicate on the Commitment Document. Two Co-chairs will be selected from the Proposal Design Team membership. The two co-chairs must be from two different states. The two states that are the co-chairs of the Proposal Design Team may not be co-chairs of any other group.

Work Groups

The Workgroups are comprised of chiefs/assessment directors/assessment staff/technical advisors. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Workgroup should so indicate on the Commitment Document indicating their preferred subgroup. Two Co-chairs will be selected for each work group. The two co-chairs must be from two different states. The two states that are the co-chairs of a work group may not be co-chairs of any other group.

- Governance structure/finance (MOUs and structure after grant is awarded)
- Item Specifications/Item Quality Control, Writing/constructed response scoring/validity
- Psychometrics, Reliability, Achievement Standards Setting, Reporting
- Universal Design, Test Administration, Accommodations, Special Populations
- Technical Specifications/ Requirements
- Communications and Documentation
- External validation, Research and Innovations
- Professional Development and Capacity Building (IT and Human)
- Formative and Benchmark Assessments
- Performance-based, curriculum-embedded Assessments

- High school and higher education

Level of State Participation

During the next 10 weeks as the consortium develops the proposal, states may choose between various levels of participation. All participating states will be member states and then may show interest in any single or combination of the following:

1. Governing State
2. Steering Committee
3. Proposal Design Team
4. Work Group(s)

During the next three months the Steering Committee will determine the different levels of participation options available to states for assessment implementation.

Individual Roles

Project Manager

Provides leadership to the Proposal Design Team, regularly reports to the Steering Committee, Is responsible to maintain the website and keep it updated for use as the communication tool for documents and issues.

Grant Writer

Works with the Proposal Design Team in writing the grant.

Policy Coordinator

Provides bridge for Governors, Chiefs and interested organizations such as NEA, AFT, NASBE, NASSP, etc.

Technical Advice and Consultation

Will be secured for the Work Groups, the Project Design Team, and a review of the final proposal. Technical advisors may be compensated.

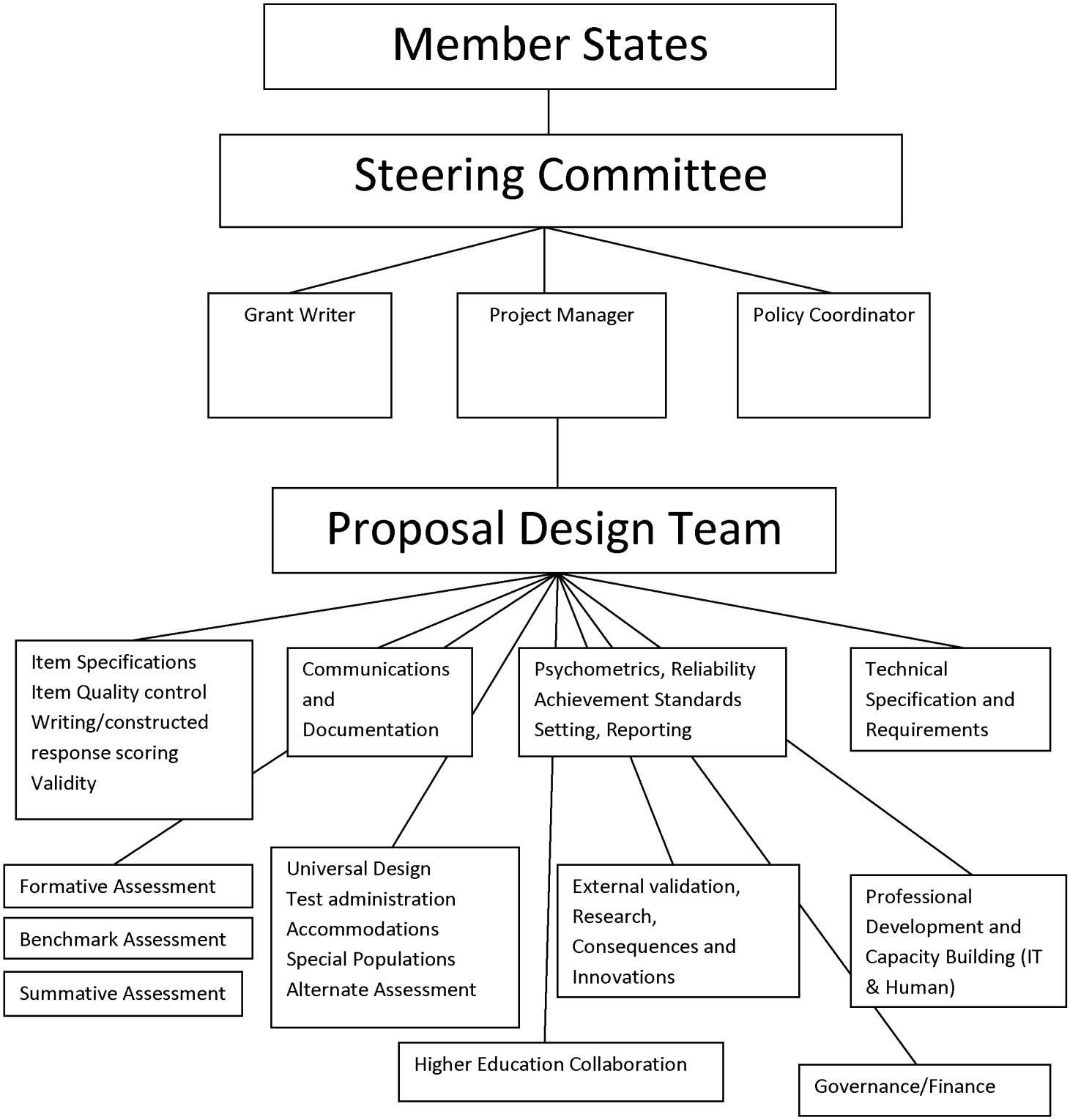
Consortium TAC

A TAC for the proposal process will be secured. States will be encouraged to involve their state TACS in reviewing the work of the proposal process and the final proposal.

Advisory Groups

The consortium will create as needed various groups to advise the Steering Committee and the member states. Initial groups will include:

- Institutions of Higher Education
- Technical Advisory Committee
- Policy Advisory Committee


Member States
Steering Committee
Grant Writer
Project Manager
Policy Coordinator
Proposal Design Team
Item Specifications
Item Quality control
Writing/constructed response scoring
Validity
Communications and Documentation
Psychometrics, Reliability
Achievement Standards Setting, Reporting
Technical Specification and Requirements
Formative Assessment
Benchmark Assessment
Summative Assessment
Universal Design
Test administration
Accommodations
Special Populations
Alternate Assessment
External validation, Research, Consequences and Innovations
Professional Development and Capacity Building (IT & Human)
Higher Education Collaboration
Governance/Finance

THE SMARTER BALANCED ASSESSMENT CONSORTIUM

The "Smarter Balanced Assessment Consortium" was formed from a merger of three Consortia that emerged in January 2010 in response to the Race to the Top competition: the Balanced Assessment, MOSAIC, and SMARTER Consortiums, comprising a total of 34 states.

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium recognizes the need for a system of formative and summative assessments, organized around Common Core standards, that support high-quality learning and the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

Priorities for Assessment

As described below, the Consortium members have agreed to a set of principles that are consistent with those used by educational systems of high-achieving nations and states. These include the following:

1. **Assessments are grounded in a <u>thoughtfully integrated learning system</u>** of standards, curriculum, assessment, instruction, and teacher development. Teachers and other instructional experts are involved in the process of developing formative and summative assessments grounded in the learning standards. These guide professional learning about curriculum, teaching, and assessment. Instructional supports are provided to enable thoughtful teaching. Thus, everything that comes to schools is well-aligned and pulling in the same direction.
2. **Assessments include <u>evidence of actual student performance</u>** on challenging tasks that evaluate standards of 21st Century learning. The assessments evaluate a broad array of skills and competencies and inform progress toward and acquisition of readiness for higher

education and multiple work domains. They emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.

3. **Teachers are integrally involved in the design, development and scoring of assessment items and tasks.** Teachers will participate in the alignment and unpacking of the Common Core Standards and the identification of the standards in the local curriculum. The Consortium will involve teachers in formative and summative assessment development and support moderation of scoring processes to ensure consistency and to enable teachers to deeply understand the standards and to develop stronger curriculum, instruction, and classroom assessment. Assessment literate teachers 1) who have gotten "inside" the Common Core standards, 2) who have taught to the standards, 3) who have learned how to appropriately measure the standards, and 4) who have learned strategies to intervene if students have not measured the standards, will be teachers whose students are learning. Teachers' roles include the construction and review of items/tasks, the definition of scoring guides, selection of student work exemplars, and scoring.
4. **Technology is designed to support assessment and learning systems.** Technology is used to enhance these assessments in a number of ways, by: delivering the assessments; enabling adaptive technologies to better measure student abilities and evaluate growth; supporting on-line simulation tasks that test higher-order abilities, allowing students to search for information or manipulate variables and tracking information about the students' problem-solving processes; and, in some cases, scoring the results or delivering the responses to trained scorers / teachers to access from an electronic platform. Such a platform can support training and calibration of scorers and moderation of scores, as well as the efficient aggregation of results in ways that support reporting and research about the responses.
5. Assessments are structured to continuously **improve teaching and learning**. Assessment *as*, *of*, and *for* learning is designed to develop understanding of what learning standards are, what high-quality work looks like, and what is needed for student learning. It is also designed to foster instruction that supports transferable knowledge and skills. These outcomes are enabled by several features of the assessment system:
   - The use of school-based, curriculum-embedded assessments provides teachers with models of good curriculum and assessment practice, enhances curriculum equity within

and across schools, and allows teachers to see and evaluate student learning in ways that can feed back into instructional and curriculum decisions.

- Close examination of student work and moderated teacher scoring are sources of ongoing professional development that improve teaching.
- Developing both on-demand and curriculum-embedded assessments around learning progressions allows teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

Goals for the Assessment System

The *SMARTER BALANCED* Consortium intends to build a system of assessment upon the Common Core Standards in English language arts and mathematics with the intent that all students across this consortium of states will know their progress toward college and career readiness. These states believe that the connection between the student, the teacher, and the curriculum, instruction and assessment is the foundation for success for the Common Core Standards, and that working together collaboratively to accomplish these tasks is critical.

The consortium is committed to the development of a system that is state led and will provide:

- **Common summative tests in English language arts and Mathematics** that assess student progress and mastery of core concepts and critical transferable skills using a range of formats: selected-response and constructed-response items, and performance tasks, designed together to assess the full range of standards.
- **Formative assessment tools and supports**, that are shaped around curriculum guidance which includes learning progressions, and that link evidence of student competencies to the summative system.
- Focused **professional development** around curriculum and lesson development as well as scoring and examination of student work
- **Reporting systems** that provide first-hand evidence of student performances, as well as aggregated scores by dimensions of learning, student characteristics, classrooms, schools, and districts.

Principles

This system and its development will incorporate:

- A variety of item types to measure the full range of Common Core Standards, including those that address higher-order cognitive skills and abilities;
- A plan to scale up over time to incorporate curriculum-embedded performance; assessments and complex computer based simulations;
- Online adaptive solutions for summative and interim assessments to provide assessments that meet the needs of all students;
- Support for structured transitions from paper/pencil to online adaptive assessments, with a backup paper version available for those states who need it when the assessment initially scales up;
- A systematic solution to informed decision-making by including formative strategies, benchmark/interim assessments, and summative assessments;
- High quality curriculum and instructional supports for teachers;
- Inclusion of teachers in design, development and implementation of the system;
- Adherence to professional standards for assessment;
- Principles of universal design in the design and development process for all students; and
- Optional components that states can use based on their needs.

Design Agreements

The Consortium will develop a common summative assessment that will provide comparable results across all of the participating states. This comparability will be achieved by applying psychometrically sound scaling and equating procedures to items and a modest number of performance tasks of limited scope (e.g. no more than a few days to complete) that will be used in common across consortium states. Consortium states will use commonly determined performance standards that are internationally benchmarked.

In addition, some states will work on pushing the edge of the envelope with respect to more ambitious performance assessments – which may be used in common by one or more sub-consortia of states – and, in the same way, others will undertake more ambitious work with respect to computer adaptive testing and simulations. This design allows the Consortium to create at one time, a new summative assessment used by a large number of states within the five-

year horizon of the federal grant, and to create even more leading-edge assessment components used by sub-consortia of states who decide to offer augmented assessments. Common use of these augmented assessments across subsets of states would result in comparable results for those components across those states, without disrupting the existence of a leaner, common summative assessment across all the states in the Consortium.

Current understandings about the nature of the assessment items, tasks, and strategies are noted below:

Objective machine-scored items

- Movement toward more analytic types of selected-response and constructed-response items that are easily scored, including computer simulations.

Open-Ended Constructed response

Artificial intelligence scored items.

- Work to establish efficient means of developing items and reliable scoring processes for complex responses scored by computer.
- Build and maintain the confidence teachers have in the system by incorporating a systematic read-behind by teachers.

Human scored constructed response

- Develop training and moderated scoring processes for teacher scoring of items that cannot be scored by AI and for additional scoring of AI items.
- A strategic mix of teacher and machine scoring should be created to take advantage of efficiencies and reduce burden, while also ensuring teacher participation and learning.

Curriculum-embedded performance assessments

- The common summative assessment would incorporate performance events of modest scope (1-5 days) to evaluate the standards more fully.
- Some states will form a workgroup to go further with rich performance tasks that can make advances in performance assessments on behalf of the consortium

- These more ambitious performance assessments could be included for individual state accountability systems (and for comparisons across a subset of states, if desired) until a greater proportion of states has capacity for implementation.

Advanced Computer based simulations

- Some states will form a workgroup to make advances in computer based simulations on behalf of the consortium
- These simulations could be included in individual state accountability systems until a greater proportion of states have capacity for implementation.

SMARTER

Summative Multi-State Assessment
Resources for Teachers & Educational Researchers

It's SMARTER to rely on the expertise that exists in each state and at every level of the educational enterprise

When did SMARTER begin?

In mid November 2009, MOSAIC (Multiple Options for Student Assessment and Instruction Consortium) was formed to build the pieces of an assessment system that a teacher can use on a daily basis as part of high-quality instruction. This part of a statewide assessment system is typically called a formative assessment. In December 2009, SMARTER (Summative Multi-State Assessment for Teachers and Educational Researchers) was formed to support and balance MOSAIC by providing an assessment that can be used to evaluate program, school, and district effectiveness as part of a summative evaluation process.

How will SMARTER work?

SMARTER relies on the expertise that exists in each state and at every level of the educational enterprise including Teachers, Principals, State Departments, and colleges and universities. SMARTER will use technology to target the right work to the right people so that the system can benefit from the highest level of expertise and quality. SMARTER will also use technology to share best practices and resources to ensure each state can participate in the system. Each module of SMARTER will be monitored and will be supported by professional development so that we can build capacity when problems are identified. SMARTER will link to MOSAIC to ensure a seamless system of support for teachers and students is accessible to all SMARTER states.

It's SMARTER to build a system that adapts to people rather than make people adapt to the system

What is SMARTER?

SMARTER will be a system that adapts to people rather than make people adapt to the system. SMARTER is designed to be flexible from the design all the way through to the test itself. By including stakeholders who represent the diverse needs of teachers and students, including those students who have the most significant challenges, SMARTER will be immersed in a process of universal design. And, by creating a state of the art adaptive test, we can rest assured that the test will meet the unique needs of each student.

SMARTER will also:

- Assess the full depth and breadth of the Common Core content standards using innovative item design, constructed and limited response, open-ended as well as traditional multiple choice items types
- Use a common and rigorous achievement standard across all states in the consortium that will meet federal requirements under the Elementary and Secondary Education Act / No Child Left Behind
- Use Open Source solutions as a means to support procurement laws, drive innovation and support interoperability and compatibility

Who is SMARTER?

The following 15 states have signed the Memorandum of Understanding to participate as SMARTER lead states. Lead states have committed state personnel to assist in writing the Race to the Top Assessment Grant:

Delaware	Hawaii	Idaho	Illinois
Michigan	Minnesota	Nebraska	Oregon
Tennessee	Utah	Washington	Wisconsin
Wyoming	New York	Colorado	

The following 9 states have submitted their commitment to support SMARTER as a participating state. Participating states will review and comment on the grant proposal

California	District of Columbia	Kansas
Mississippi	Montana	Kentucky
New Mexico	Ohio	South Carolina

A total of 24 states have committed to be a part of the SMARTER system.

The size of the consortium allows SMARTER to break down barriers regarding cost and innovation. SMARTER will be more powerful, faster and more relevant to teachers and students than are our current assessment systems.

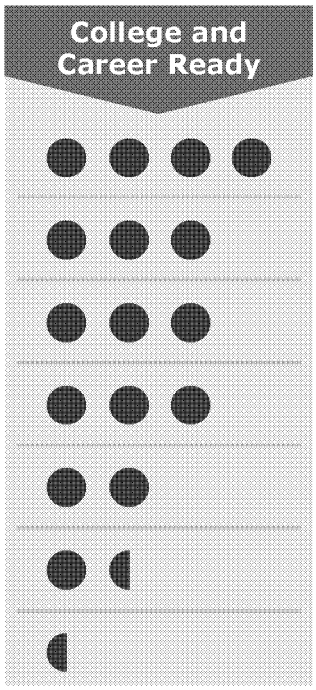
Want to be SMARTER?

For more information about the SMARTER consortium please contact Tony Alpert at the Oregon State Department of Education at (503) 947-5827 or tony.alpert@state.or.us & Carissa Miller at the Idaho State Department of Education at (208) 332-6901 or cmiller@sde.idaho.gov

Opening Doors with Core 24

What is Core 24? Core 24 is the new set of credit requirements for high school graduation being considered by the Washington State Board of Education. Core 24 will require students to develop a high school and beyond plan and choose courses to help them achieve their goals. Core 24 requirements will provide students with a strong academic foundation, and the flexibility to prepare them for whatever path they choose—whether that's the workforce, an apprenticeship in the trades, or a community or four-year college.

Core 24



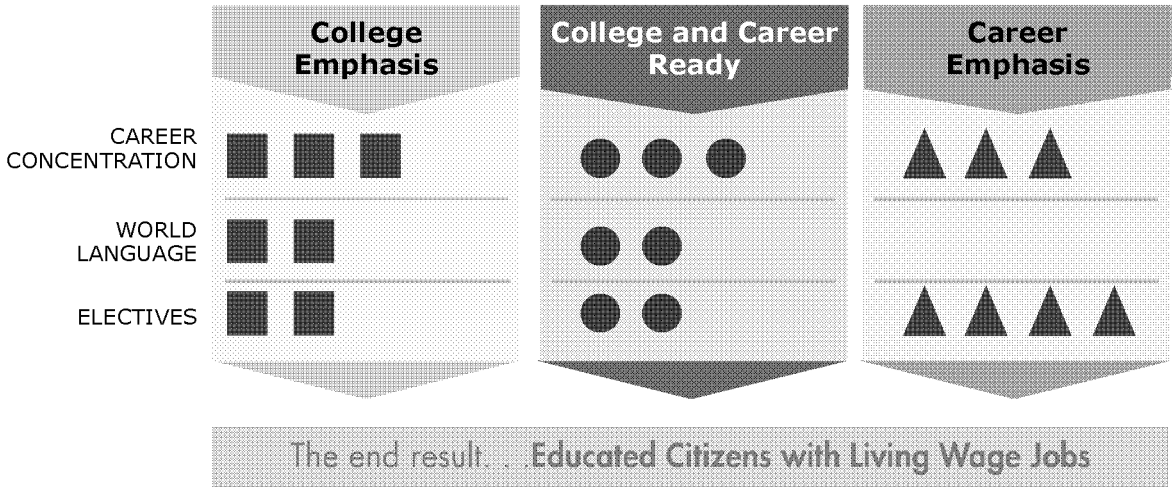
One Diploma -- Three Choices

Students will enroll automatically in Core 24's college + career ready requirements.

All students will take Core 24's strong foundation of core subjects.

Students will have the flexibility to choose an emphasis based on their High School and Beyond Plan.

Students will also complete a culminating project to earn a diploma.



NOTE: The Core 24 Implementation Task Force (ITF) will recommend a definition of career concentration to the Board in the spring of 2010.

Core 24 = Flexibility

CROSS CREDITING: Where appropriate, career and technical education-equivalent courses may be substituted.

THIRD MATH CREDIT: After completing algebra I and geometry, a student may elect a third rigorous, high school level math credit to replace algebra II/integrated math III with a math course that furthers their career path defined in the high school and beyond plan.

THE MIDDLE SCHOOL CONNECTION: Some requirements may be satisfied in middle school.

WAIVERS: Fitness credits can be waived as provided by state law.

THE WASHINGTON STATE BOARD OF EDUCATION
Accountability | World-Class Math and Science Standards | Meaningful Diploma/CORE 24
600 Washington Street | Olympia, Washington 98504
T: 360.725.6025 | www.sbe.wa.gov | www.k12.wa.us

Core 24 - The Principles of Success

EQUIP EVERYONE: Prepare ALL students for life after high school - in gainful employment, an apprenticeship, or postsecondary education.

EXPECT MORE: Align requirements to meet the increased expectations of the 21st century workforce.

PROVIDE FLEXIBILITY: Allow students to customize their education, creating relevance to their interests.

GIVE FOCUS: Encourage students to align course work to achieve their future goals.

PLAN AHEAD: Emphasize the High School and Beyond Plan to offer students personalized guidance to prepare them for work, postsecondary education, or both.

START EARLY: Prepare students to enter high school and create opportunities to meet high school graduation requirements in middle school.

Core 24 FREQUENTLY ASKED QUESTIONS

1. What will Core 24 do for students? Core 24 is designed to provide students with the breadth and depth of knowledge/skills needed for just about any postsecondary endeavor. Core 24 also aligns with the current administration's goals of making America a leader in post secondary attainment. All students will be automatically enrolled in a set of Core 24 college and career ready requirements that are aligned with the Higher Education Coordinating Board minimum four-year public college admissions requirements. However, students will have an opportunity to elect alternative pathways, depending on their high school and beyond plan.

2. Will Core 24 be funded? As stated in the Board's Core 24 2008 adoption document, the implementation of the Core 24 graduation requirements policy framework will be contingent on funding. The Board further identified key funding areas for Core 24's implementation: instructional time, a comprehensive education and career guidance system, and additional support for struggling students. The Core 24 adoption document is available online at http://www.sbe.wa.gov (under "Meeting Materials" tab, then "July 2008 Board meeting materials."

3. How and when will Core 24 be implemented? The SBE has charged an Implementation Task Force to recommend to the SBE policies and issues that will need to be considered to implement Core 24. Twenty education practitioners serve on the ITF. The ITF will finish their work in spring 2010. SBE will then consider the ITF recommendations for Core 24 implementation. The ITF has suggested to the SBE that Core 24 will need six years to phase in, once funding begins. Based on this timeline, if funding were to begin in 2011, phase-in would be complete for the Class of 2017. The SBE will advocate to begin funding as soon as possible, and will seriously consider the ITF recommendations. In the meantime, some districts will move ahead more quickly.

4. Core 24 needs to work with all students. How will this happen? Flexibility is built into Core 24 requirements through state laws and rules that: • Create opportunities to earn credits through Career and Technical Education course-equivalents and apply them to graduation • Create opportunities to earn credits in middle school. • Enable districts, under limited circumstances, to waive specific graduation requirements • Provide dual credit options for students to earn college and high school credit simultaneously • Define procedures for granting high school graduation credits for students with special educational needs • Give students the option of electing a different third credit of math • Allow districts to award credit based on competency. The Implementation Task Force may also recommend additional policy flexibility for the Board's consideration.

5. What happens if students fail something? Districts will need to help students, as they do now, recover credit for failed courses, using a variety of strategies such as scheduling extra classes, extending the school day, providing summer school, providing access to online learning, etc. Support for struggling students is essential to help students succeed.

6. How can districts prepare for Core 24? Some districts are anticipating Core 24 by redirecting current state and local resources to revise graduation requirements to better prepare students for life after high school. This decision is up to the district. Half of Washington's districts already require 24 or more credits to graduate, but all districts will need to make adjustments to adapt to Core 24.

OSPI/ESD Coordinated Services Agreement (CSA) for Statewide Technical Assistance 2010–11

(REVISED March 2010)

Purpose:

This document represents a framework for a statewide regional technical assistance system designed to insure equity of opportunity for all students in the state of Washington. To this end, the Superintendent of Public Instruction and each ESD superintendent agree to commit to OSPI/ESD partnership, collaborate on goals, scope of work, and implement mutual accountability measures.

The purpose of the CSA is to advance a statewide system of technical assistance through regional delivery of services in order to:

- increase capacity to achieve educational equity;
- improve student achievement as described by the four Washington state learning goals; and
- provide leadership in consistent implementation of research-based best practices.

Section 1: Partnership between OSPI and the ESDs

For the purpose of this agreement, the operational definition of **partnership** is based on:

- a relationship of mutual trust and commitment;
- collaborative planning of statewide initiatives as a precursor to regional delivery;
- recognition of the mutual benefit, comparative advantage and fiscal capacity that each partner brings to the relationship;
- establishment and enhancement of two-way, on-going communication; and
- ongoing monitoring and evaluation of the system for continuous improvement and accountability.

Section 2: Regional Delivery

For the purpose of this agreement, the operational definition of **regional delivery** is based on:

- consistent implementation of statewide initiatives aligned with local demographics and achievement;
- deep understanding of district needs with regard to student achievement;
- capacity to respond and customize delivery to meet identified district needs;
- acknowledgment of varied state and regional human and fiscal resources; and
- an effort to promote sustainability of a statewide system.

Section 3: Program Operations Committee

The work is directed by the Superintendent of Public Instruction and the nine ESD superintendents. Together, they will establish a committee comprised of:

OSPI
Assistant Superintendent for Teaching & Learning
Assistant Superintendent for Special Programs & Federal Accountability
Federal Policy & Grant Administrator
Assistant Superintendent for District & School Improvement & Accountability

ESD
Two Assistant Superintendents for Teaching & Learning
Assistant Superintendent for Fiscal

Therefore, members of the Committee will be designated to oversee the development, delivery, and accountability of the Consolidated Services Agreements.

Members will fully participate in the Committee utilizing elements of a collaborative work team.

Section 4: Fiscal Considerations Related to Programs Included in the CSA

The CSA will be executed via grant agreement between OSPI and each ESD based on the following:

- program expectations, program data and performance measures of the data, developed by OSPI and ESD staff identified in the grant agreement;
- ESD program staff agreement to operate a program according to the terms of the grant and to provide program data upon which performance measures will be based;
- All grant programs will be monitored in a consistent and on-going basis;
- All funds will be on a reimbursement basis, except for pre-award costs allowed in the grant agreement;
- The agreement will address indirect rates, expenditure deadline, timely access of funding and allowable carryover, if any.

Additional contract amounts may vary depending upon:

- needs in each ESD region;
- performance measures achieved.

Section 5: Programs under this document for the 2009-10 included:

- Title I School Improvement (432)
- Educational Technology (ETSC) Title IID (433)
- Statewide Professional Development Delivery Model for Reading (435)
- Special Education (IDEiA, EC) (431)

For the 2010-11 year, these programs may be expanded to include projects that focus on implementation of statewide initiatives such as formative assessment systems, school improvement support, and standards implementation.

CSA Timeline

Date	Activity
July 1, 2010	OSPI programs complete draft of application and begin working with iGrants.
August 2, 2010	CSA applications are complete, and iGrants is launched for all programs.
September 2, 2010	All CSA applications are due to OSPI.
September 15, 2010	OSPI has all applications approved and ESDs are notified. ESDs can request reimbursement beginning in September.
March 1, 2011	OSPI will have met internally and any proposed funding adjustments to ESD programs will be determined. Notification to ESDs of any potential fiscal reductions to funding for FY10-11.
April 15, 2011	Final agreement on fiscal reductions between OSPI and the ESDs. Meet w/ESDs to discuss any other fiscal or other policy changes (i.e. carryover, indirects, etc.).
June 1, 2011	Reevaluation of program design, data collected, and performance measures has been completed. Programs meet w/ESDs to discuss any changes. Finalize all changes (fiscal or programmatic) for FY10-11.

OSPI/ESD Coordinated Services Agreement (CSA)
for Statewide Technical Assistance
2010–11
(REVISED March 2010)

I hereby agree to this document and the shared responsibilities and accountability for the Statewide Regional Technical Assistance System.

(Signature of OSPI Superintendent or Designee) Date

(Signature of ESD 101 Superintendent) Date

(Signature of ESD 105 Superintendent) Date

(Signature of ESD 112 Superintendent) Date

(Signature of ESD 113 Superintendent) Date

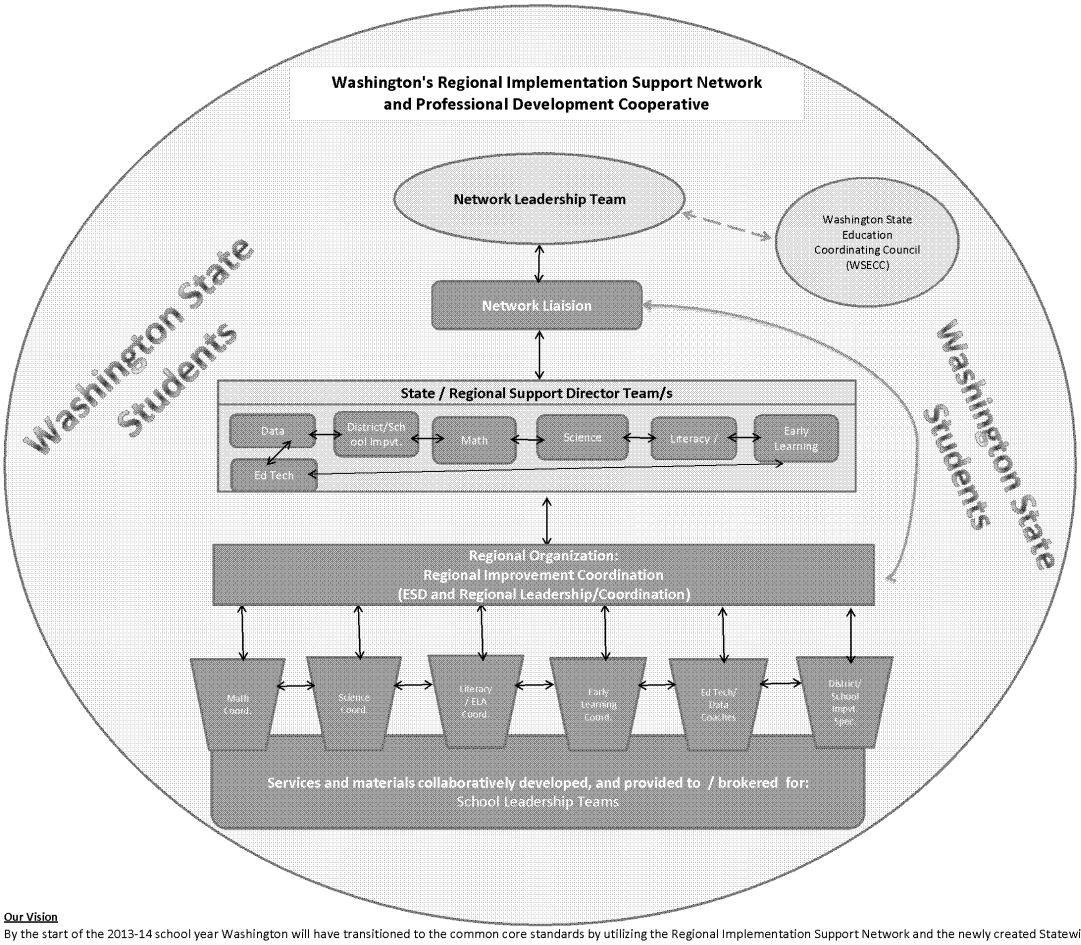
(Signature of ESD 114 Superintendent) Date

(Signature of ESD 123 Superintendent) Date

(Signature of ESD 171 Superintendent) Date

(Signature of ESD 189 Superintendent) Date

(Signature of Puget Sound ESD Superintendent) Date



Our Vision

By the start of the 2013-14 school year Washington will have transitioned to the common core standards by utilizing the Regional Implementation Support Network and the newly created Statewide Professional Development Cooperative that will leverage capacity among state, regional, and local professional development providers to implement and sustain evidence-based instructional practices and innovations. The initial focus of the Network and the Cooperative will be to build a system to phase-in and implement the common core standards and comprehensive assessment systems so that:

- All teachers who will be teaching the new ELA and mathematics standards have been trained in and demonstrate in-depth knowledge of the new standards and how to elicit evidence that students have learned the standards as shown through student achievement.
- Educators at all levels of the system will have access to on-going, multi-level professional development; data systems; web-based resources; repositories of best practices, tools, and processes; and professional learning communities to ensure *each* student, in *each* classroom, *each* day is provided with high-quality, differentiated instruction using curriculum materials aligned with internationally benchmarked standards.
- All teachers in participating districts use information from the state's aligned instructional improvement data system to guide instruction.

Partners and Roles

1. Network Leadership Team – OSPI and ESD leadership (with WSECC as a state advisory group) collaborate to identify and guide the focus of statewide implementation activities. The Leadership team will coordinate the development and expansion of the Cooperative. Their focus will be include decision-making around: 1) allocating resources, etc.; 2) identifying needed statewide supports, coordinating and brokering among statewide partners, and delivering technical assistance and other services to districts and schools; 3) storing web-based resources; and 4) formalizing roles and contributions of partners within the Cooperative.

Key Members: OSPI leadership for teaching and learning, assessment, federal programs, and district and school improvement; ESD Assistant Superintendent representatives

2. State/Regional Director Team/s – The role of this group will be to develop a consistent approach for developing materials for and implementing shared statewide initiatives. The Network Liaison will be the lead "convener" of these groups. As the Cooperative is formed, this group may include subgroups related to the various efforts/needs determined by the Cooperative.

Key Members: OSPI subject-specific directors and/or coordinators; ESD-identified subject area leads; LEA and higher education representative/s

3. Regional Improvement Teams – Each of the nine ESDs will host a regional improvement team that will be led by a System Improvement Coordinator (could be existing ESD position) who will coordinate regional implementation of each of the strands of statewide work. The high capacity LEAs and/or IHEs that reside within the ESD service area may also be involved in coordinating regional efforts.

Key Members: ESD math, science, literacy/ELA, early learning coordinators; educational technology coordinators; data coaches; school improvement specialists; regional/local LEA and higher education representatives

Goals and Functions of the Professional Development Cooperative

Building on the work and leadership of the Network, the Cooperative will facilitate the coordination of funding, services and technical assistance between OSPI divisions; regional educational service districts; institutions of higher education; professional organizations; non-profit, for profit and public agencies; and districts and their schools to ensure the right services and technical assistance are delivered at the right time. Four functions which will be central to the work of the Cooperative include:

1. **Identify the range of services and supports** for districts and their schools to access statewide;
2. **Evaluate aggregate statewide educator evaluation data, identify trends, and develop responsive professional development strategies.**
3. Coordinate and broker services so that district/school teams from across the state have timely access to technical assistance and support through state, regional partners and premier providers;

4. **Create and deliver differentiated and customized services** and technical assistance, that closely aligns with the foundational supports of the Network, to the following:

- Districts interested in receiving support to implement activities within any of the four federal assurance areas and STEM (standards and assessments, longitudinal data systems, great teachers and leaders, and/or struggling schools);
- Districts participating in piloting new teacher and principal evaluation systems; Districts with schools implementing one of four federal intervention models;
- Districts with schools in the bottom 6-20 % of the state's persistently lowest-achieving schools; and
- Districts/schools participating in one or more of the Race to the Top Innovation Cluster Grants that focusing on Career and College Readiness/Reducing Dropout Rates; Teachers and Leaders Development and Effectiveness; Persistently Low Achieving Schools; and STEM; and

5. **Provide a web-based system which acts as:**
   - **Repository** for best practices, products, frameworks, tools and resources developed by providers for the benefit of all and for use by trained providers; and
   - **"Clearinghouse"** where users can research professional development opportunities available through Cooperative providers. This online system will accessible through any event management system.

WASHINGTON STATE EDUCATION COORDINATING COUNCIL (WSECC)

CEO Policy Group

Randy Dorn, Superintendent of Public Instruction

Michael Dunn, Superintendent
ESD 101

Jane Gutting, Superintendent
ESD 105

Twyla Barnes, Superintendent
ESD 112

Bill Keim, Superintendent
ESD 113

Walt Bigby, Superintendent
Olympic ESD

Monte Bridges, Superintendent
Puget Sound ESD

Bruce Hawkins, Superintendent
ESD 123

Jerry Jenkins, Superintendent
Northwest ESD

Members

Alan Burke, Deputy Superintendent
OSPI

Marcia Fromhold
AESD Network

Dana Anderson, Asst. Superintendent
ESD 113

Ken Kanikeberg, Chief of Staff
OSPI

Larry Nyland, Superintendent
Marysville S.D.

Jessica Vavrus, Director T & L
OSPI

Dennis Milliken, STEM Program Supervisor
OSPI

Helene Paroff, Asst. Superintendent, Curriculum and Instruction, ESD 101

Dana Anderson, Asst. Superintendent, Curriculum, Instruction, Assessments and School/District Improvement Planning
ESD 113

Cheryl Lydon, Math/Science Director for Math & Science Coordinators

Steve Witeck, Director PIRC
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Peter Tamayo, Asst. Superintendent
Administrative Services

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Greta Bornemann, Director, Mathematics, Teaching and Learning

Mike Middleton, Business Manager, Assessment and Student Information

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Connie Lambert, Interim Dean/CTL Director, College of Education and Professional Studies, CWU

SusanEllen Bacon, Associate Dean, College of Education, Seattle University

Mack Armstrong, Assistant Executive Director, WASA

Gary Kipp, Executive Director AWSP

Edie Harding, Executive Director, SBE

Mea Moore, Coordinator, Education Programs and Standards, PESB

Mike Ragan, Vice President, WEA

Catherine Kernan, Mukilteo Education Association, President and Accountability Task Force Member

Ginger Warfield, WA-TOTOM

Bill Moore, Coordinator Assessment, Learning and Teaching, SBCTC

Max Silverma, University of Washington

James Dorsey, MESA Statewide Director, U of W College of Engineering

Kathe Taylor, Policy Director State Board of Education

Carolyn Landel, WWU

Randi Schaff, Policy Advisor on Education Programs and Research, Governor's Office

Bette Hyde, Director Department of Early Learning

Jeanne Harmon, Executive Director CSTP

Carolyn King, Executive Director, Partnership for Learning

Jeff Estes, Battelle, Pacific Northwest National Laboratory

Jane Broom, Microsoft

Dennis Schatz, Senior Vice-President, Strategic Programs Pacific Science Center
Sam Whiting, Boeing

COMMON CORE PROJECT TIMELINES

(DRAFT MAY 2010)

COMMON CORE STANDARDS AND ASSESSMENT IMPLEMENTATION TIMELINE – SUMMER 2010 – SCHOOL YEAR 2014/15

Spring – Summer 2010 – Fall/Winter 2011 (Planning "year")	Spring – Summer 2011 (Year 1)	School Year 2011-12 (Year 2)	School Year 2012-13 (Year 3)	School Year 2013-14 (Year 4)	School Year 2014-15
Phase 1 - Adopt, Align, Plan Standards adoption (provisional per 6696) Solicit widespread input on implementation needs and plan					
Phase 2 - Develop Implementation Resources • Build understanding base • Key Content training • Training on Assessment Literacy and Learning Progressions (ID and training) • Etc.					
		Phase 3 - Delivery of PD and TA Training on organization and structure of standards	Training for implementation of Common Core including use of the cross-cutting student learning strategies; alignment of instructional materials; support with assessment systems/processes		
				Phase 4 - Statewide Implementation ***Anticipated*** Implementation of Common Core through • pilot of assessment system in 2014 • statewide implementation in 2015	

2004 Strategic Master Plan for Higher Education

Update on Implementation

(b)(6)

(b)(6)

December 2005

WASHINGTON
HIGHER
EDUCATION
COORDINATING BOARD

8. Helping Students Make the Transition to College

Overview

Every year, large numbers of Washington students graduate from high school unprepared for college study or, many would argue, the workplace. Fifty-six percent of students who graduated from high school in 2002 enrolled in a Washington public two-year or four-year college or university within one year of graduation. Of those students, 38 percent required remedial mathematics or English courses.

Inadequate preparation in high schools takes a disproportionately greater toll on African American, Hispanic, and Native American students. Students from these groups in the high school class of 2002 were significantly less likely than their White or Asian peers to go on to college within a year of graduation and more likely to require remedial instruction when they enrolled. In addition, students from low-income families are significantly less likely to be enrolled in college preparatory programs than their higher-income peers. Higher education shoulders much of the cost of this lack of preparation.

Leadership at the state level is essential to developing a systemic solution to the problem of inadequate academic preparation. The Higher Education Coordinating Board proposes to collaborate with state K-12 and higher education systems to accomplish the following key initiatives:

- Develop a comprehensive definition of college readiness;
- Establish statewide student learning outcomes for grades 11 and 12 that are required for success in postsecondary study;
- Expand effective models that promote K-12/higher education collaboration and prepare students for college success; and
- Communicate with students, families, and schools the requirements of a rigorous high school education that will lead to successful postsecondary study and careers.

These initiatives will help students prepare for higher education with a clear understanding of the knowledge and abilities required for success and the confidence that their high school coursework will be enough to gain them admission and prepare them for the rigors of college work.

Key outcomes of this proposal include (1) an increase in the number of students who are ready for postsecondary study and (2) the establishment of the critical groundwork to improve instruction, teacher training and development, and guidance counseling; reduce remediation at state colleges and universities; and narrow the achievement gap.

Implementation Plan

1. Define college readiness in the key subject areas of mathematics, science, English, social studies, world languages, and the arts.

- **The 2005-07 operating budget** provided $600,000 to the HECB to develop college readiness definitions for English and science.

- **In fall 2005, the HECB** developed an 18-month project timeline, in collaboration with representatives of K-12 education, two-year and four-year colleges and universities, and the private sector.

- **In October 2006, the HECB** will review draft definitions of college readiness for English and science.

- **In December 2006, the HECB** will adopt final definitions of college readiness for English and science, following extensive public review.

- **The HECB** may request funding in the 2007-09 operating budget to develop college readiness definitions for social studies, world languages, and the arts, with final board adoption in December 2008.

- **The State Board for Community and Technical Colleges, Office of the Superintendent of Public Instruction, HECB, and Council of Presidents** will continue to work together to develop college readiness mathematics standards through the Transition Mathematics Project. The HECB will review the mathematics standards in spring 2006.

2. Support the efforts of the Office of the Superintendent of Public Instruction (OSPI) to develop guidelines that identify the knowledge and abilities high school students must gain in grades 11 and 12 to be ready for college.

- **In January 2006, the Office of the Superintendent of Public Instruction**, in collaboration with the Transition Mathematics Project, will release and begin public discussions of draft Grade Level Expectations (GLEs) in mathematics for students in grades 11 and 12.

3. **Document the variety of college preparation programs administered in Washington state.** The HECB will publish its research findings with analysis and options for expanding the reach of these efforts.

   - **In February 2005, the HECB** submitted to the legislature a report, *Collaborative Efforts to Improve Student Transitions*, which summarized dual-credit opportunities, as directed in House Bill 3103.

   - **By November 15, 2006, the Washington Learns steering committee** will submit a final report to the legislature. As directed in Senate Bill 5441, the committee will examine ways to provide smooth transitions from high school to college, including dual credit options and adequate preparation for college-level coursework. The HECB will be working closely with the Washington Learns steering committee and higher education advisory committee as they develop their final recommendations.

   - **Beginning in January 2007, the HECB** will provide biennial progress reports on increasing dual-credit opportunities.

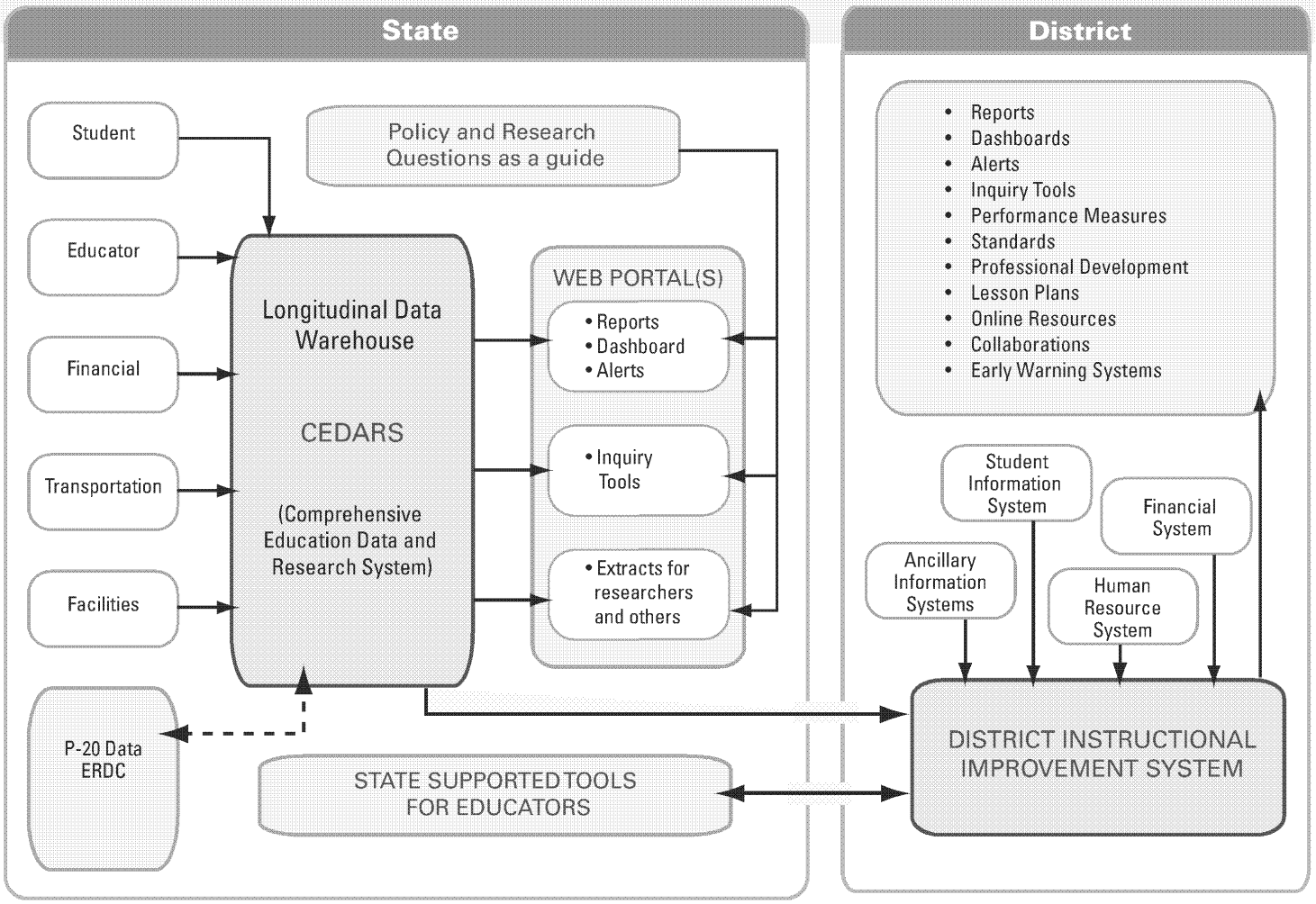
4. **Educate students, parents, and educators about the new college preparation requirements.**

   - **In August 2005, the HECB** began work with the Office of the Superintendent of Public Instruction (OSPI) to make college and career planning materials available to all Washington high school students. The HECB and OSPI will team up again in August 2006 to make materials available to all middle school students.

   - **Following the 2005-06 academic year, the HECB** will collaborate with colleges, universities, and state agencies to consider strategies to improve feedback to high schools about the performance of their recent graduates in postsecondary education. Data to be developed could inform school districts and the public about the percentage of students from each high school who enroll in postsecondary programs, persist in their studies, and require remedial instruction.

   - **By summer 2006, the HECB** will develop and implement a communications strategy to inform students, parents, educators, and the public about the need for and the development of college readiness definitions in English, science and mathematics.

Washington's Statewide Proposed K-12 Longitudinal Education Data System



DATA QUALITY CAMPAIGN
Using Data to Improve Student Achievement

Washington

DQC 2009-10 Annual Survey Update and State Progress Report

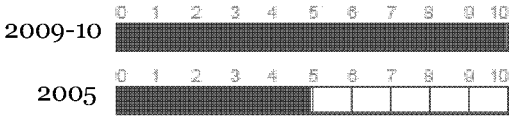
The Data Quality Campaign (DQC) was launched in 2005 to support state development of longitudinal data systems that provide policymakers and educators with information to help adjust policies and practices to improve student achievement. The DQC has identified 10 Essential Elements of a robust longitudinal data system and 10 Actions all states must take to ensure the effective use of data.

10 Essential Elements

To build a robust longitudinal data system, states should have the following 10 Essential Elements:

Summary of Growth

NUMBER OF ELEMENTS MET



Elements met in this state (10 of 10)

- ✔ **1.** Statewide Student Identifier
- ✔ **2.** Student-Level Enrollment Data
- ✔ **3.** Student-Level Test Data
- ✔ **4.** Information on Untested Students
- ✔ **5.** Statewide Teacher Identifier with a Teacher-Student Match
- ✔ **6.** Student-Level Course Completion (Transcript) Data
- ✔ **7.** Student-Level SAT, ACT, and Advanced Placement Exam Data
- ✔ **8.** Student-Level Graduation and Dropout Data
- ✔ **9.** Ability to Match Student-Level P-12 and Higher Education Data
- ✔ **10.** A State Data Audit System

State Contact

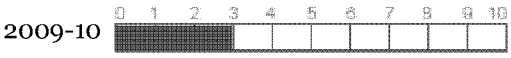
Robin Munson, *Director of Student Information*
Office of Superintendent of Public Instruction
robin.munson@k12.wa.us

10 State Actions

The following are 10 Actions states should take to change how data are used to inform decisions and policies to improve student performance:

Summary of Growth

NUMBER OF ACTIONS MET



Actions met in this state (3 of 10)

Expand the ability of state longitudinal data systems to link across the P-20 education pipeline and across state agencies

- ✔ **1.** Link data systems
- ✔ **2.** Create stable, sustained support
- ✗ **3.** Develop governance structures
- ✗ **4.** Build state data repositories

Ensure data can be accessed, analyzed and used, and communicate data to all stakeholders to promote continuous improvement

- ✗ **5.** Implement systems to provide timely access to information
- ✗ **6.** Create progress reports using individual student data to improve student performance
- ✗ **7.** Create reports using longitudinal statistics to guide systemwide improvement efforts

Build the capacity of all stakeholders to use longitudinal data for effective decisionmaking

- ✔ **8.** Develop a p-20/workforce research agenda
- ✗ **9.** Promote educator professional development and credentialing
- ✗ **10.** Promote strategies to raise awareness of available data

DATAQUALITY CAMPAIGN
Using Data to Improve Student Achievement

10 Essential Elements of a P-12 Longitudinal Data System

Comparison between 2008 and 2009-10

The 10 Essential Elements are the core components of a robust longitudinal data system. For the past four years, the DQC's annual survey has tracked state progress in implementing the 10 Essential Elements to ensure that policymakers and educators have the longitudinal data systems capable of providing timely, valid and relevant data to inform decisions.

Key

* Required component(s) for an overall YES; the others are necessary for quality.
** At least one must be YES for an overall YES.

Year	08-09	09-10
1. A unique statewide student identifier that connects student data across key databases across years A unique statewide student identifier is a single, non-duplicated number that is assigned to and remains with a student throughout his or her P-12 career. Assignment of a unique statewide student identifier to every student in the P-12 system provides a way to follow students as they move from grade to grade and across campuses and/or districts within the state. *A statewide student identifier can help policymakers and educators know, among other things:* • The academic value-added of a school or program. • The achievement levels in early grades that indicate that a student is on track to succeed in subsequent grades. • The test scores in early grades which should be thresholds for intervention.	YES	YES
**Each student's SSN is used as the statewide student number.	✓	✓
**Each student in the state is assigned a unique statewide student number.	✓	✓
*The student identifier system can be used to link student-level records across all of the state's student-level databases.	✓	✓
2. Student-level enrollment, demographic and program participation information Accurate information on student enrollment, demographics, and program participation (e.g., student participation in special education or the free and reduced price lunch program, the most common indicator of student poverty status) is essential to evaluate the effects of schools and programs, and to assess the impact of student mobility and continuous enrollment on learning. *With student-level enrollment, demographic and program participation information, policymakers and educators will know:* • The extent to which free and reduced price lunch enrollment drops off in high school and how that might affect measures of each high school's poverty rate. • How the percentage of minority students in gifted and talented programs compares with that of white students. • The rate at which English language learners are entering the state for the first time in high school and how are they doing on the state's high school exit exams.	YES	YES

Key

* Required component(s) for an overall YES; the others are necessary for quality.
** At least one must be YES for an overall YES.

Year	08-09	09-10
*The state collects student-level enrollment data in the fall.	✓	✓
*The enrollment data is stored permanently by the state so that it can be used in subsequent years to determine continuous enrollment.	✓	✓
3. The ability to match individual students' test records from year to year to measure academic growth A statewide database of individual student performance on state exams (and state-mandated local exams) should be maintained with the ability to disaggregate the results by individual item and objective, in order to provide good diagnostic information to teachers. Though most states do have annual test records for individual students, only some of these states have created the ability to match records for individual students across time and with other databases (e.g., enrollment, course completion, and graduation databases). *With the ability to match individual student test records across years to follow student progress, policymakers and educators will know (by grade and subject):* • The percent of last year's below proficient students who met the state's proficiency standard this year. • Whether or not proficient and advanced students are achieving at least a year's growth every year.	YES	YES
*The state collects and maintains student-level test data.	✓	✓
*The test data is stored permanently by the state so that it can be used in subsequent years to determine prior achievement and academic progress.	✓	✓
4. Information on untested students and the reasons they were not tested States need to go further than tracking students who do not take the test to find out why they are not tested and then match those records to separate enrollment and program participation databases. This makes it possible to identify patterns associated with specific student populations (e.g., special education students or English language learners) and ensure that all students are held to high expectations. *With information on untested students, policymakers and educators will know:* • Which students were not tested by grade and subject and why. • Trends over time in the number and percentage of untested students from each student group (English language learners, special education students, different ethnic groups, etc.). • Whether or not particular schools and districts have excessive absences on test day or questionable patterns of absences and exemptions across years (these measures can be used in a state's data audit system to ensure data quality).	YES	YES
*The state collects and maintains individual records on each untested student in a tested grade.	✓	✓
*There are specific explanations why each untested student was not tested.	✓	✓

Key

* Required component(s) for an overall YES; the others are necessary for quality.
** At least one must be YES for an overall YES.

Year	08-09	09-10
5. A teacher identifier system with the ability to match teachers to students Many states collect data on teacher education and certification, but matching teachers to students by classroom and subject is critical to understanding the connection between teacher training and qualifications and student academic growth. Collecting this data makes it possible to identify which students and which courses are being taught by teachers with different levels and types of preparation or certification, and which forms of teacher training and certification have the greatest impact on students' academic growth in the classroom. *With a teacher identifier and the ability to connect teacher and student data, policymakers and educators will know:* • The teacher preparation programs that produce graduates whose students have the strongest academic growth. • How the experience levels of the teachers in the district's high-poverty schools compare with those of teachers in the schools serving affluent students, and how these experience levels are related to the academic growth of the students in their classrooms. • The relationship between the performance of the district's low-income students on the state algebra exam and teacher preparation in that subject.	NO	YES
*Each teacher has a unique identifier.	✔	✔
**The state can match records across teachers and students by course and/or subject in elementary school.	✘	✔
**The state can match records across teachers and students by course and/or subject in middle school.	✘	✔
**The state can match records across teachers and students by course and/or subject in high school.	✘	✔
6. Student-level transcript information, including information on courses completed and grades earned Many states are encouraging students, particularly low-income and minority students, to take rigorous courses in high school so that they are better prepared for success in postsecondary education and the job market. In most states, however, course taking data is not collected at the state level, making it impossible to monitor the impact of these policies. To fill in the missing information, states should collect student-level transcript information from middle and high school, including courses taken and grade earned. *With student-level transcript information, policymakers and educators will know:* • The number and percent of students who are enrolling in and completing rigorous courses in high school, disaggregated by ethnicity and income status. • The middle schools that are doing the best job of preparing students for rigorous courses in high school. • Whether or not students in more rigorous courses in high school have been more successful in college or in the workplace. • Whether or not there is evidence of grade inflation (e.g., students with the same test scores receive dramatically higher grades in the same course in certain schools or districts.)	NO	YES
*The state collects and maintains student-level course completion data.	✘	✔

Key

* Required component(s) for an overall YES; the others are necessary for quality.
** At least one must be YES for an overall YES.

Year	08-09	09-10
7. Student-level college readiness test scores To ensure that students make a successful transition from high school to postsecondary education, it is important for states to collect and report student performance data on college admissions, placement and readiness tests. Student performance on SAT, SAT II, ACT, Advanced Placement (AP) and International Baccalaureate (IB) exams are important indicators of students' college readiness; states should collect and report this data on an annual basis. *With student-level college readiness test scores, policymakers and educators will know:* • How participation rates and scores on SAT, ACT, AP and IB exams change over time for low-income and minority students. • The percent of students who meet the proficiency standard on the state 8th grade test who also take AP or IB courses in high school and pass the corresponding AP or IB exams. • The percent of low-income students who met the proficiency standard on the state high school test who take the SAT and ACT exams and score at college readiness benchmark levels on those exams.	NO	YES
*The state collects and permanently stores student-level AP exam results.	✗	✗
**The state collects and permanently stores student-level SAT exam results.	✗	✓
**The state collects and permanently stores student-level ACT exam results.	✗	✓
8. Student-level graduation and dropout data A majority of states currently collect annual records on individual graduates and dropouts, but to calculate the graduation rates defined in the new National Governors Association compact, states need to be able to track individual students over time. The calculation of accurate graduation rates also requires the ability to accurately account for what happens to students who leave public education. For example, states must be able to distinguish correctly between departing students who drop out or get a GED from students who transfer to another school. *With good graduation and dropout data in place and the ability to match records to other databases, policymakers and educators will know:* • When and why students leave the state's public education system. • The percent of first-time 9th graders in a given year who graduate from high school within four, five, or six years. • The schools and school systems that are doing the best job reducing the dropout rate. • The characteristics of high school dropouts and whether or not there are early warning signs that schools can look for in elementary and middle school.	YES	YES
*The state collects student-level graduation data.	✓	✓
*The state collects student-level dropout data.	✓	✓

Key

* Required component(s) for an overall YES; the others are necessary for quality.
** At least one must be YES for an overall YES.

Year	08-09	09-10
9. The ability to match student records between the P-12 and higher education systems As states and school systems work to align expectations in high school with the demands of postsecondary education, they need better data on student success when they leave the P-12 system and enter college. Most states today do not have data systems that enable this two-way communication. *With the ability to match student records between P-12 and higher education systems, policymakers and educators would know:* • The percentage of each district's high school graduates who enrolled in college within 15 months after graduation. • The percentage of last year's graduates from each high school or school district who needed remediation in college and how these percentages varied by student income and ethnicity. • The percentage of students who met the proficiency standard on the state high school test and still needed remediation in the same subject in college. • How the students' ability to stay in and complete college is related to their high school courses, grades and test scores.	YES	YES
*Student-level K-12 records can be matched with the records of the same students in all of the state's public colleges and universities.	✔	✔
10. A state data audit system assessing data quality, validity and reliability Invalid or unreliable reporting by some schools and districts is a problem in a number of states, and this problem is likely to continue in the absence of checks on the accuracy and quality of the data submitted by schools and districts. Without a well-designed and well-implemented state data audit system, the public cannot have confidence in the quality of the information coming out of the state's public education system. *With a robust data audit system in place, policymakers and educators will know:* • Whether or not the disaggregated student information used to rate schools for Adequate Yearly Progress (AYP) is valid. • The districts that do the best job of reporting valid and reliable dropout data. • Whether or not districts are reporting their numbers of untested students and reasons for not testing the students. • The amount and type of data quality problems identified by districts and how those problems are being addressed.	YES	YES
*A state data audit system exists to review the accuracy of data submitted.	✔	✔
*Statistical checks are performed on data submitted by school districts.	✔	✔

[1] This information reflects the state of the data system maintained by the state education agency, not at a local school or school district.

10 State Actions to Ensure Effective Data Use

Detailed Results

This year, for the first time, the DQC provides a view of the 10 State Actions -- the fundamental steps states must put in place to change the culture around how data are used to make inform their decisions to improve system and student performance. This list of 10 State Actions is not exhaustive—it is designed to push states beyond their current practices and policies to change the culture around data use and to maximize states' infrastructure investments.

Key

* Required component(s) for an overall YES; the others are necessary for quality.
** At least one must be YES for an overall YES.

	09-10	Year of Planned Implementation
Expand the ability of state longitudinal data systems to link across the P-20 education pipeline and across state agencies		
1. Link state K-12 data systems with early learning, postsecondary education, workforce, social services and other critical agencies	YES	
* Student-level K-12 records can be matched with the records of the same students in the state's publicly subsidized early childhood programs.	✔	
* Student-level K-12 records can be matched with the records of the same students in all of the state's public colleges and universities.	✔	
* Student-level K-12 records can be matched with the records of the same students in the state's workforce data system(s).	✔	
* Student-level postsecondary records can be matched with the records of the same students in the state's workforce data system(s).	✔	
2. Create stable, sustained support for robust state longitudinal data systems	YES	
* A state's P-20 longitudinal data system is mandated in state policy	✔	
* State's statewide longitudinal data system has received state funding	✔	
** State P-20 longitudinal data systems receives state funding for ongoing maintenance.	✔	
** State P-20 longitudinal data systems receives state funding for system expansion.	✔	
3. Develop governance structures to guide data collection, sharing and use	NO	
* State has a cross-agency oversight committee that provides guidance regarding data collection, sharing, and use.	✔	
* K-12 state education agency has an internal data governance structure	✔	
* K-12 state education agency internal governance structure oversees the state's K-12 education data collection processes.	✗	
* K-12 state education agency internal governance structure oversees data requests from outside stakeholders for research	✗	
4. Build state data repositories (e.g., data warehouses) that integrate student, staff, financial and facility data	NO	

Key

* Required component(s) for an overall YES; the others are necessary for quality.
** At least one must be YES for an overall YES.

	09-10	Year of Planned Implementation
* The SEA has built an implemented a state data repository	✗	
Ensure data can be accessed, analyzed and used, and communicate data to all stakeholders to promote continuous improvement		
5. Implement systems to provide all stakeholders with timely access to the information they need while protecting student privacy	N/A	
6. Create progress reports with individual student data that provide information educators, parents and students can use to improve student performance	NO	
* State produces at least two reports using student-level data.	✗	
* Teachers are provided access to at least two reports	✗	
** Counselors are provided access to at least two reports	✗	
** Principals are provided access to at least two reports	✗	
** District staff are provided access to at least two reports	✗	
** Select SEA staff are provided access to at least two reports	✗	
** Postsecondary are provided access to at least two reports	✗	
** Parents / students are provided access to at least two reports	✗	
7. Create reports that include longitudinal statistics on school systems and groups of students to guide school-, district-, and state-level improvement efforts	NO	
* State produces at least two reports using aggregate-level data.	✗	
* At least two reports using aggregate data are posted on the SEA's Web site	✗	
Build the capacity of all stakeholders to use longitudinal data for effective decisionmaking		
8. Develop a purposeful research agenda and collaborate with universities, researchers and intermediary groups to explore the data for useful information	YES	
* State has developed a P-20 workforce agenda in conjunction with other organizations	✓	
* State has a process by which outside researchers can propose studies for approval and/or obtain state data for external research	✓	
9. Implement policies and promote practices, including professional development and credentialing, to ensure educators know how to access, analyze and use data appropriately	NO	
* State provides training to educators (teachers, principals, and/or superintendents) on how to access and use data	✓	
* State's credentialing or licensure processes require teachers to demonstrate adequate ability to interpret and use student-level and aggregate-level data	✗	
* State's credentialing or licensure processes require principals to demonstrate adequate ability to interpret and use student-level and aggregate-level data	✗	
* State works with teacher preparation or leadership programs to offer instruction on how to use student-level or aggregate-level data to educators (teachers, principals, or superintendents)	✗	
* State provides support to postsecondary institutions to offer instruction to teachers on how to use student-level data	✗	

Key

* Required component(s) for an overall YES; the others are necessary for quality.
** At least one must be YES for an overall YES.

	09-10	Year of Planned Implementation
* State provides support to postsecondary institutions to offer instruction to principals on how to use student-level data	✗	
* State automatically shares data with teacher preparation program	✗	
* State shares aggregate-level information about how teachers' perofram as measured through their students' performance data and course data *	✗	
10. Promote strategies to raise awareness of available data and ensure that all key stakeholders, including state policymakers, know how to access, analyze and use the information	NO	
* Stakeholders are informed of the type of data that are being collected / reports generated	✔	
* Stakeholders are provided with training on how to use data / reports	✗	
* State provides at least two means of training to stakeholders	✗	
* Parents / Students are offered data training*	✗	
* School board members, state executives, or SEA personnel are offered data training	✗	
* Education writers/ journalists, community leaders, or the public are offered data training	✗	

[1] This information reflects the state of the data system maintained by the state education agency, not at a local school or school district.

Policy Implications

Key Policy Questions Your State Can Answer

The DQC is more than a checklist of elements in a data system. Policymakers and educators need longitudinal data systems capable of providing timely, valid and relevant data. States that have all 10 Essential Elements have the capacity to answer key policy questions.

Does your system have the necessary elements to address these key policy questions?

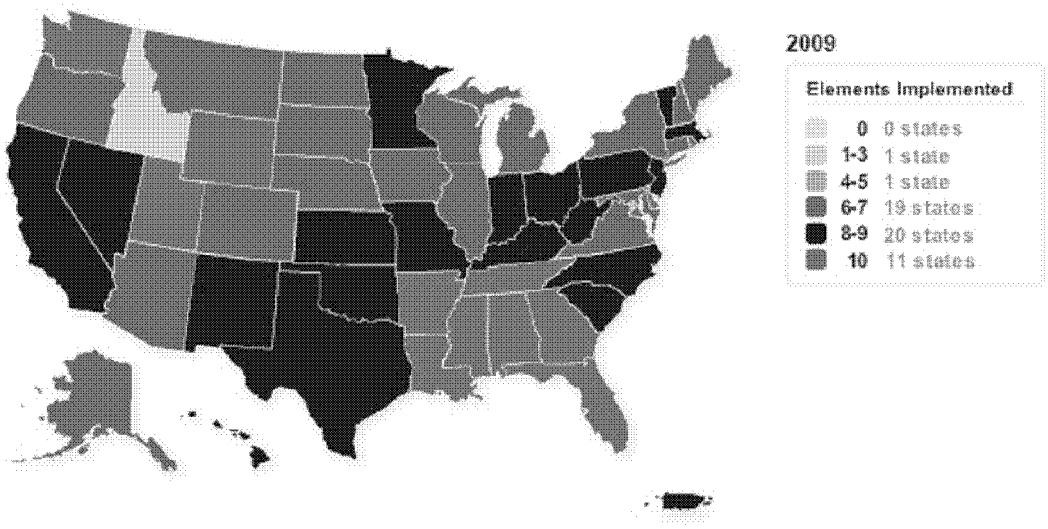
Key Policy Questions	Present in this state?	
	08-09	09-10
Predicting Success in Later Grade Levels - Need Elements 1, 2, 3, 4	YES	YES
• What is the impact of preschool on later academic achievement (e.g., third grade test results)? • Do the effects of our early interventions 'fade out' later? • Are students academically prepared for high school? • Which elementary and middle schools in the state are consistently highest-performing in preparing different student populations for high school? • Which elementary and middle schools produce the strongest academic growth among initially poorly-prepared students, and among initially well-prepared students?		
Academic Growth - Need Elements 1, 3, 4	YES	YES
• How many students are achieving at least one year's academic growth every year? • How many of the students who started out below grade level are achieving more than a year's growth?		
Achievement Levels in Early Grades as Indicators of Later Success - Need Elements 1, 3, 4, 6, 7, 8, 9	NO	YES
• What achievement levels in grades 3-7 indicate that a student is 'on track' for later success?		
Impact of Grade-level Retention - Need Elements 1, 2, 3, 4, 6, 7, 8, 9	NO	YES
• What effect does early grade retention have on later academic success of students who were retained in the early grades?		
Course Rigor - Need Elements 1, 3, 6, 7	NO	YES
• What 8th grade achievement levels indicate that a student is well prepared to succeed in challenging courses in high school? • Have students taken the coursework to prepare them for college and work – both in years of study and rigor of content? • What evidence exists that students who take and pass the courses have learned the course content?		
Sustaining Enrollment in Early Grades - Need Elements 1, 2	YES	YES
• What students are being lost in transition between middle and high school? • What proportion of the students who enter elementary school maintain continuous enrollment and complete 8th grade in a timely manner?		

Key Policy Questions	Present in this state? 08-09	09-10
Consistently High-Performing Schools - Need Elements 1, 6	NO	YES
• Which elementary and middle schools in the state are consistently highest-performing in preparing different student populations for high school?		
College Preparation - Need Elements 1, 3, 6, 7, 8, 9	NO	YES
• Are the students academically prepared to graduate from high school and enter college?		
High School Indicators of College Preparedness - Need Elements 1, 3, 7, 9	NO	YES
• What high school achievement levels indicate that a student is college and work ready? • Are students academically prepared to enter college and complete their program or degree in a timely manner? • What is the relationship between students' performance on state assessments (high school exit exam, end-of-course exams) and subsequent postsecondary performance and graduation?		
College Remediation - Need Elements 1, 8, 9	YES	YES
• What percentage of high school graduates who go on to college take remedial courses?		
High School Completion Rates - Need Elements 1, 2, 8	YES	YES
• What proportions of the students who enter 9th grade maintain continuous enrollment and complete their high school requirements in a timely manner?		
High Performing Schools: College Preparation of Subgroups - Need Elements 1, 2, 3, 7, 9	NO	YES
• Which high schools in the state are consistently highest-performing in preparing different student populations for college and work?		
Academic Growth by Prior Performance Subgroup - Need Elements 1, 2, 3, 7	NO	YES
• Which high schools produce the strongest academic success for initially poorly-prepared students, and for initially well-prepared students?		
College Success of K-12 Students - Need Elements 1, 9	YES	YES
• In what content areas do students require remediation? • What are the retention and degree completion rates of students who are placed in remedial coursework?		
Dual Enrollment - Need Elements 1, 6, 7, 9	NO	YES
• How do dual-enrollment and advanced placement programs in high school affect students' success in college?		
Graduation Rates by Subgroup and Prior Performance - Need Elements 1, 2, 3, 8	YES	YES
• Which institutions are doing the best job of graduating students on time, based on those students' prior preparation and level of economic disadvantage?		
Teacher Effectiveness and Preparation Programs - Need Elements 1, 3, 4, 5	NO	YES
• Which teacher preparation programs produce the graduates whose students have the strongest academic growth?		
NGA Graduation Rate - Need Elements 1, 2, 8, 10	YES	YES

State of the Nation

States have made tremendous progress in developing longitudinal data systems that can track student progress and answer critical policy questions. However, more work is needed, particularly on certain elements. Data on course-taking and grades (element 6), college readiness test scores (element 7), and other feedback from post-secondary institutions (element 9) can help determine whether high school courses and graduation standards are aligned with college and workplace expectations. However, states have made the least progress on implementing these three elements since 2005.

National Progress: The 10 Essential Elements

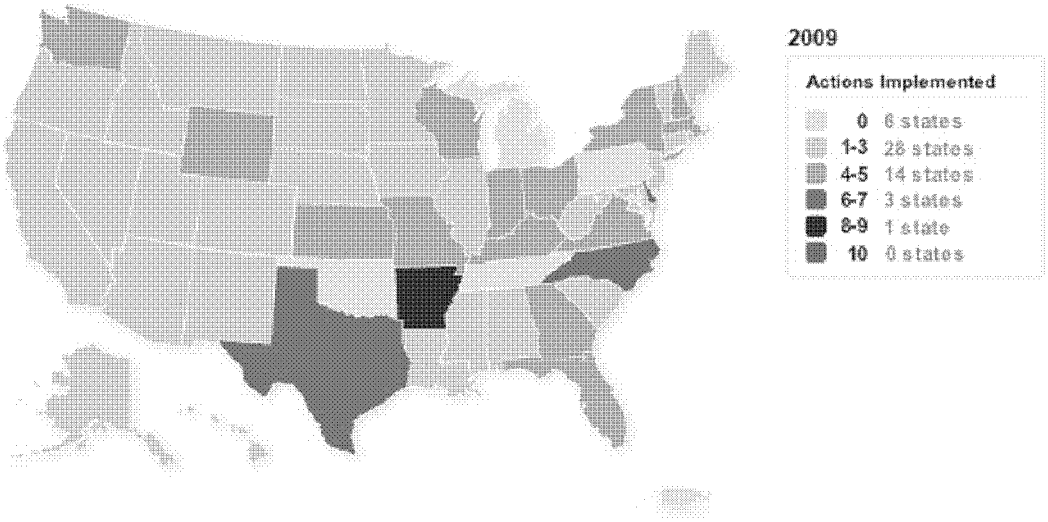


Elements	# of States with Element
1. Statewide Student Identifier	50
2. Student-Level Enrollment Data	51
3. Student-Level Test Data	50
4. Information on Untested Students	47
5. Statewide Teacher Identifier with a Teacher-Student Match	24
6. Student-Level Course Completion (Transcript) Data	23
7. Student-Level SAT, ACT, and Advanced Placement Exam Data	36
8. Student-Level Graduation and Dropout Data	51
9. Ability to Match Student-Level P-12 and Higher Education Data	33
10. A State Data Audit System	51

State of the Nation

States must have policies and practices in place so that stakeholders can access, understand and be able to use the information for continuous improvement. Specifically, states should focus on: expanding the ability of state data systems to link across the P-20/ workforce pipeline; ensuring that data can be accessed, analyzed and used by multiple stakeholders; and building the capacity of all stakeholders to use longitudinal data.

National Progress: The 10 State Actions



Actions	# of States with Action
Expand the ability of state longitudinal data systems to link across the P-20 education pipeline and across state agencies	
1. Link data systems	8
2. Create stable, sustained support	7
3. Develop governance structures	24
4. Build state data repositories	33
Ensure data can be accessed, analyzed and used, and communicate data to all stakeholders to promote continuous improvement	
5. Implement systems to provide timely access to information	0
6. Create progress reports using individual student data to improve student performance	10
7. Create reports using longitudinal statistics to guide systemwide improvement efforts	17
Build the capacity of all stakeholders to use longitudinal data for effective decisionmaking	
8. Develop a p-20/workforce research agenda	16
9. Promote educator professional development and credentialing	0
10. Promote strategies to raise awareness of available data	4

CERTIFICATION OF ENROLLMENT

ENGROSSED SUBSTITUTE HOUSE BILL 2261

Chapter 548, Laws of 2009

(partial veto)

61st Legislature
2009 Regular Session

EDUCATION, GENERALLY

EFFECTIVE DATE: 07/26/09 - Except sections 101 through 110 and 701 through 710, which become effective 09/01/11; sections 304 through 311, which become effective 09/01/13; and section 112, which becomes effective 05/19/09.

Passed by the House April 20, 2009
Yeas 67 Nays 31

FRANK CHOPP

Speaker of the House of Representatives

Passed by the Senate April 16, 2009
Yeas 26 Nays 23

BRAD OWEN

President of the Senate

Approved May 19, 2009, 10:28 a.m., with the exception of Sections 115 and 709 which are vetoed.

CHRISTINE GREGOIRE

Governor of the State of Washington

CERTIFICATE

I, Barbara Baker, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **ENGROSSED SUBSTITUTE HOUSE BILL 2261** as passed by the House of Representatives and the Senate on the dates hereon set forth.

BARBARA BAKER

Chief Clerk

FILED

May 20, 2009

Secretary of State
State of Washington

PART II
EDUCATION DATA IMPROVEMENT SYSTEM

Sec. 201 RCW 43.41.400 and 2007 c 401 s 3 are each amended to read as follows:

(1) An education data center shall be established in the office of financial management. The education data center shall jointly, with the legislative ((~~education [evaluation]~~)) evaluation and accountability program committee, conduct collaborative analyses of early learning, K-12, and higher education programs and education issues across the P-20 system, which includes the department of early learning, the superintendent of public instruction, the professional educator standards board, the state board of education, the state board for community and technical colleges, the workforce training and education coordinating board, the higher education coordinating board, public and private nonprofit four-year institutions of higher education, and the employment security department. The education data center shall conduct collaborative analyses under this section with the legislative evaluation and accountability program committee and provide data electronically to the legislative evaluation and accountability program committee, to the extent permitted by state and federal confidentiality requirements. The education data center shall be considered an authorized representative of the state educational agencies in this section under applicable federal and state statutes for purposes of accessing and compiling student record data for research purposes.

(2) The education data center shall:

(a) In consultation with the legislative evaluation and accountability program committee and the agencies and organizations participating in the education data center, identify the critical research and policy questions that are intended to be addressed by the education data center and the data needed to address the questions;

(b) Coordinate with other state education agencies to compile and analyze education data, including data on student demographics that is disaggregated by distinct ethnic categories within racial subgroups, and complete P-20 research projects;

((~~(b)~~)) (c) Collaborate with the legislative evaluation and accountability program committee and the education and fiscal committees of the legislature in identifying the data to be compiled and analyzed to ensure that legislative interests are served;

((~~(c)~~)) (d) Annually provide to the K-12 data governance group a list of data elements and data quality improvements that are necessary to answer the research and policy questions

identified by the education data center and have been identified by the legislative committees in (c) of this subsection. Within three months of receiving the list, the K-12 data governance group shall develop and transmit to the education data center a feasibility analysis of obtaining or improving the data, including the steps required, estimated time frame, and the financial and other resources that would be required. Based on the analysis, the education data center shall submit, if necessary, a recommendation to the legislature regarding any statutory changes or resources that would be needed to collect or improve the data;

(e) Monitor and evaluate the education data collection systems of the organizations and agencies represented in the education data center ensuring that data systems are flexible, able to adapt to evolving needs for information, and to the extent feasible and necessary, include data that are needed to conduct the analyses and provide answers to the research and policy questions identified in (a) of this subsection;

(f) Track enrollment and outcomes through the public centralized higher education enrollment system;

((~~(d)~~)) (g) Assist other state educational agencies' collaborative efforts to develop a long-range enrollment plan for higher education including estimates to meet demographic and workforce needs; ((~~and~~

~~(e)~~)) (h) Provide research that focuses on student transitions within and among the early learning, K-12, and higher education sectors in the P-20 system; and

(i) Make recommendations to the legislature as necessary to help ensure the goals and objectives of this section and sections 202 and 203 of this act are met.

(3) The department of early learning, superintendent of public instruction, professional educator standards board, state board of education, state board for community and technical colleges, workforce training and education coordinating board, higher education coordinating board, public four-year institutions of higher education, and employment security department shall work with the education data center to develop data-sharing and research agreements, consistent with applicable security and confidentiality requirements, to facilitate the work of the center. Private, nonprofit institutions of higher education that provide programs of education beyond the high school level leading at least to the baccalaureate degree and are accredited by the Northwest association of schools and colleges or their peer accreditation bodies may also develop data-sharing and research agreements with the education data center, consistent with

applicable security and confidentiality requirements. The education data center shall make data from collaborative analyses available to the education agencies and institutions that contribute data to the education data center to the extent allowed by federal and state security and confidentiality requirements applicable to the data of each contributing agency or institution.

NEW SECTION. **Sec. 202** A new section is added to chapter 28A.655 RCW to read as follows:

(1) It is the legislature's intent to establish a comprehensive K-12 education data improvement system for financial, student, and educator data. The objective of the system is to monitor student progress, have information on the quality of the educator workforce, monitor and analyze the costs of programs, provide for financial integrity and accountability, and have the capability to link across these various data components by student, by class, by teacher, by school, by district, and statewide. Education data systems must be flexible and able to adapt to evolving needs for information, but there must be an objective and orderly data governance process for determining when changes are needed and how to implement them. It is the further intent of the legislature to provide independent review and evaluation of a comprehensive K-12 education data improvement system by assigning the review and monitoring responsibilities to the education data center and the legislative evaluation and accountability program committee.

(2) It is the intent that the data system specifically service reporting requirements for teachers, parents, superintendents, school boards, the legislature, the office of the superintendent of public instruction, and the public.

(3) It is the legislature's intent that the K-12 education data improvement system used by school districts and the state include but not be limited to the following information and functionality:

(a) Comprehensive educator information, including grade level and courses taught, building or location, program, job assignment, years of experience, the institution of higher education from which the educator obtained his or her degree, compensation, class size, mobility of class population, socioeconomic data of class, number of languages and which languages are spoken by students, general resources available for curriculum and other classroom needs, and number and type of instructional support staff in the building;

(b) The capacity to link educator assignment information with educator certification

information such as certification number, type of certification, route to certification, certification program, and certification assessment or evaluation scores;

(c) Common coding of secondary courses and major areas of study at the elementary level or standard coding of course content;

(d) Robust student information, including but not limited to student characteristics, course and program enrollment, performance on statewide and district summative and formative assessments to the extent district assessments are used, and performance on college readiness tests;

(e) A subset of student information elements to serve as a dropout early warning system;

(f) The capacity to link educator information with student information;

(g) A common, standardized structure for reporting the costs of programs at the school and district level with a focus on the cost of services delivered to students;

(h) Separate accounting of state, federal, and local revenues and costs;

(i) Information linking state funding formulas to school district budgeting and accounting, including procedures:

(i) To support the accuracy and auditing of financial data; and

(ii) Using the prototypical school model for school district financial accounting reporting;

(j) The capacity to link program cost information with student performance information to gauge the cost-effectiveness of programs;

(k) Information that is centrally accessible and updated regularly; and

(l) An anonymous, nonidentifiable replicated copy of data that is updated at least quarterly, and made available to the public by the state.

(4) It is the legislature's goal that all school districts have the capability to collect state-identified common data and export it in a standard format to support a statewide K-12 education data improvement system under this section.

(5) It is the legislature's intent that the K-12 education data improvement system be developed to provide the capability to make reports as required under section 203 of this act available.

(6) It is the legislature's intent that school districts collect and report new data elements to satisfy the requirements of RCW 43.41.400, this section, and section 203 of this act, only to the extent funds are available for this purpose.

NEW SECTION. **Sec. 203** A new section is added to chapter 28A.300 RCW to read as follows:

(1) A K-12 data governance group shall be established within the office of the superintendent of public instruction to assist in the design and implementation of a K-12 education data improvement system for financial, student, and educator data. It is the intent that the data system reporting specifically serve requirements for teachers, parents, superintendents, school boards, the office of the superintendent of public instruction, the legislature, and the public.

(2) The K-12 data governance group shall include representatives of the education data center, the office of the superintendent of public instruction, the legislative evaluation and accountability program committee, the professional educator standards board, the state board of education, and school district staff, including information technology staff. Additional entities with expertise in education data may be included in the K-12 data governance group.

(3) The K-12 data governance group shall:

(a) Identify the critical research and policy questions that need to be addressed by the K-12 education data improvement system;

(b) Identify reports and other information that should be made available on the internet in addition to the reports identified in subsection (5) of this section;

(c) Create a comprehensive needs requirement document detailing the specific information and technical capacity needed by school districts and the state to meet the legislature's expectations for a comprehensive K-12 education data improvement system as described under section 202 of this act;

(d) Conduct a gap analysis of current and planned information compared to the needs requirement document, including an analysis of the strengths and limitations of an education data system and programs currently used by school districts and the state, and specifically the gap analysis must look at the extent to which the existing data can be transformed into canonical form and where existing software can be used to meet the needs requirement document;

(e) Focus on financial and cost data necessary to support the new K-12 financial models and funding formulas, including any necessary changes to school district budgeting and accounting, and on assuring the capacity to link data across financial, student, and educator systems; and

(f) Define the operating rules and governance structure for K-12 data collections, ensuring that data systems are flexible and able to adapt to evolving needs for information, within an

objective and orderly data governance process for determining when changes are needed and how to implement them. Strong consideration must be made to the current practice and cost of migration to new requirements. The operating rules should delineate the coordination, delegation, and escalation authority for data collection issues, business rules, and performance goals for each K-12 data collection system, including:

(i) Defining and maintaining standards for privacy and confidentiality;

(ii) Setting data collection priorities;

(iii) Defining and updating a standard data dictionary;

(iv) Ensuring data compliance with the data dictionary;

(v) Ensuring data accuracy; and

(vi) Establishing minimum standards for school, student, financial, and teacher data systems. Data elements may be specified "to the extent feasible" or "to the extent available" to collect more and better data sets from districts with more flexible software. Nothing in RCW 43.41.400, this section, or section 202 of this act should be construed to require that a data dictionary or reporting should be hobbled to the lowest common set. The work of the K-12 data governance group must specify which data are desirable. Districts that can meet these requirements shall report the desirable data. Funding from the legislature must establish which subset data are absolutely required.

(4)(a) The K-12 data governance group shall provide updates on its work as requested by the education data center and the legislative evaluation and accountability program committee.

(b) The work of the K-12 data governance group shall be periodically reviewed and monitored by the educational data center and the legislative evaluation and accountability program committee.

(5) To the extent data is available, the office of the superintendent of public instruction shall make the following minimum reports available on the internet. The reports must either be run on demand against current data, or, if a static report, must have been run against the most recent data:

(a) The percentage of data compliance and data accuracy by school district;

(b) The magnitude of spending per student, by student estimated by the following algorithm and reported as the detailed summation of the following components:

(i) An approximate, prorated fraction of each teacher or human resource element that directly

serves the student. Each human resource element must be listed or accessible through online tunneling in the report;

(ii) An approximate, prorated fraction of classroom or building costs used by the student;

(iii) An approximate, prorated fraction of transportation costs used by the student; and

(iv) An approximate, prorated fraction of all other resources within the district. District-wide components should be disaggregated to the extent that it is sensible and economical;

(c) The cost of K-12 basic education, per student, by student, by school district, estimated by the algorithm in (b) of this subsection, and reported in the same manner as required in (b) of this subsection;

(d) The cost of K-12 special education services per student, by student receiving those services, by school district, estimated by the algorithm in (b) of this subsection, and reported in the same manner as required in (b) of this subsection;

(e) Improvement on the statewide assessments computed as both a percentage change and absolute change on a scale score metric by district, by school, and by teacher that can also be filtered by a student's length of full-time enrollment within the school district;

(f) Number of K-12 students per classroom teacher on a per teacher basis;

(g) Number of K-12 classroom teachers per student on a per student basis;

(h) Percentage of a classroom teacher per student on a per student basis; and

(i) The cost of K-12 education per student by school district sorted by federal, state, and local dollars.

(6) The superintendent of public instruction shall submit a preliminary report to the legislature by November 15, 2009, including the analyses by the K-12 data governance group under subsection (3) of this section and preliminary options for addressing identified gaps. A final report, including a proposed phase-in plan and preliminary cost estimates for implementation of a comprehensive data improvement system for financial, student, and educator data shall be submitted to the legislature by September 1, 2010.

(7) All reports and data referenced in this section, RCW 43.41.400, and section 202 of this act shall be made available in a manner consistent with the technical requirements of the legislative evaluation and accountability program committee and the education data center so that selected data can be provided to the legislature, governor, school districts, and the public.

(8) Reports shall contain data to the extent it is available. All reports must include

documentation of which data are not available or are estimated. Reports must not be suppressed because of poor data accuracy or completeness. Reports may be accompanied with documentation to inform the reader of why some data are missing or inaccurate or estimated.

NEW SECTION. **Sec. 204** A new section is added to chapter 43.41 RCW to read as follows:

The education data center and the superintendent of public instruction shall take all actions necessary to secure federal funds to implement sections 201 through 203 of this act.

Data Governance System For K-12 Data

Implementation Guidelines

Randy I. Dorn
State Superintendent of
Public Instruction

December 2009

Data Governance System For K-12 Data

Implementation Guidelines

Prepared by
K-12 Data Governance Group

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December 2009

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This paper was produced by a subgroup of the Data Governance Committee: Allen Miedema, Greg Lobdell, and Robin Munson

Document Version Tracking

Version	Authors	Date	Description
1.0	Robin Munson, Allen Meidema & Gregg Lobdell	December 16, 2009	Adopted unanimously with 2 amendments included in this version by the k-12 Data Governance Committee.

Foreword: Why create a Data Governance System?

The essential notion behind establishing a data governance system is that decisions are only as good as the data on which they are based. As OPSI transforms data into information to facilitate wise decision-making, users and managers of K-12 data need a clear understanding of data definitions, data and process ownership and authority, accountability, security, and reporting needs and requirements, as well as the processes and timelines around each.

Currently many of these conditions do not exist within K-12 data management in the state of Washington. The 2009 Washington State Legislature created the data governance workgroup to identify critical research and policy questions, identify needed reports, conduct a gap analysis that analyzes the current status of the data system compared to the Legislature's intent, and define the operating rules and governance structure for K-12 data collections. Among the reasons for establishing a Data Governance System are:

- In the past OSPI's data systems focused on meeting compliance requirements. Being able to use data for policy development and research was not an explicit purpose.
- Individual programs within OSPI (e.g., Apportionment, Assessment, Bilingual and Migrant Education, Child Nutrition, Special Education) largely constructed their own data rules, data sets, processes and procedures that served their specific needs. These groups worked in "silos", with little coordination across groups to maximize data congruency and minimize the data-reporting burden on districts.
- Some of the results of these silos have been inconsistent data rules; lack of clear data ownership; conflicting, unclear or non-existent business processes around data collection, management and reporting; questionable data quality; frustrated data consumers; lack of accountability for data; spotty communication between agencies as well as between OSPI and districts; and turf issues within the groups that manage similar data sets.
- Available resources at the state, district, and local levels have not been sufficient to develop and maintain robust data collection/reporting systems or to hire the staff necessary to collect, report, and analyze additional data.

As Washington develops its K-12 longitudinal data system and begins to use that system for decision-making, it's imperative that these issues improve to make data more transparent and of highest quality possible. A well-designed data governance system is essential to that effort.

An effective data governance strategy clearly defines the roles, responsibilities, authority and associated activities of individuals and groups that come in contact with K-12 data. These roles and responsibilities include:

- Accountability roles to identify who is responsible for ensuring the accuracy of the data – who "owns" the data as it moves through the system.
- Ownership of each data element – that ownership needs to be understood, respected and communicated to the larger user community.
- Unambiguous policies and processes authorizing the collection, management and

dissemination of the data. This includes identifying who has the authority to collect, manage and report each type of data.

- Decision-making processes as well as timelines for making modifications to data definitions, collections, delivery, etc. Changes to these must be feasible, predictable, and well communicated to the user community.

Data Governance objectives:

- Establish a "culture of data quality" that integrates data use into the everyday aspects of the organization, ensures that proper data use and management are an integral part of the organization's mission and success and, additionally, invests the necessary time and resources into making these efforts successful.
- Establish clear high-level, executive sponsorship of data governance. Accountability for successful data management should be integrated throughout all levels of the agency.
- Establish protocols that respect a distinction between the *ability* to collect and/or provide data and the *authority* to collect and/or provide data.
- Establish clear ownership and stewardship of each data element being collected (obviously one person will own multiple data elements.)
- Establish Data Owners by identifying those people within the organization who are accountable for the creation, definition, security and integrity of data assets. Note that these owners reside within business groups, not Information Technology (IT). IT establishes support systems to aid in the management and use of data; they don't own the data or determine the way data will be used.
- Establish Data Stewards within each program or business group to have day-to-day responsibility for program data collection and use. It is essential that these stewards be respected, influential and subject-matter experts within the organization.
- Incorporate Data Steward activities into the regular, day-to-day aspects of these individuals' jobs. Data Steward isn't a job-title or a new position; it is one of the responsibilities of a person's existing position.
- Establish data access protocols that legitimize the need for access to data sets but protect confidentiality and security data. Data access protocols must articulate needed authorization of data use.

1. INTRODUCTION

1.1 Design Objectives and Intended Audience

ESHB 2261 established a vision for a comprehensive K-12 data education data improvement system that will include financial, student, and educator data. According to the legislation, the objectives of the data system are to:

- ✓ monitor student progress;
- ✓ have information on the quality of the educator workforce;
- ✓ monitor and analyze the costs of programs;
- ✓ provide for financial integrity and accountability; and
- ✓ have the capability to link across these various data components by student, by class, by teacher, by school, by district, and statewide.

The intended audiences for reports from the data system include teachers, parents, superintendents, school boards, legislature, OSPI, and the public. These design objectives and the intended audiences frame the "context" for the system.

1.2 Document Overview and Organization

Data collected, stored, processed and disseminated by the OSPI are agency resources that must be managed from an enterprise perspective. Data governance establishes the data management policies and priorities for all agency data. The data governance system described in this manual tackles the issues of K-12 data governance through four major actions:

- ***Prioritizing Data Collection and Reporting: A Key Role of the Data Governance Committee***

Prioritizing what data to collect is a key role of the Data Governance Committee. Section 2 of this manual will describe the Data Governance Committee's role in helping to prioritize the research and policy questions that OSPI's data collection and reporting need to address, and in filtering the myriad of ideas that people have for data OSPI should collect.

- ***Ensuring Data Quality: A Key Purpose of a Data Governance System***

The purpose of Washington's Data Governance System is to improve the quality and efficiency of the data collected, analyzed and reported by OSPI. Education reform is an ongoing process in the state and across the country. Education reform requires accurate, reliable, useful, high-quality education data. Section 3 of the manual will describe issues related to data quality, and the Data Governance System's strategies for addressing them.

- ***Managing Change Systematically: The Process to Achieve Data Quality***

The process to achieve quality data and quality reporting of Washington's education data is a coordinated partnership of the Data Governance Committee and the Data Management Committee. Section 4 of the manual will frame the mechanisms by which changes to OSPI's data collection and reporting requirements will be determined and communicated. The data management components include technical infrastructures, defining data elements, schedules and timelines, identifying and resolving issues and privacy and data security.

- ***Including Data Stakeholders: A Critical Component of Success***

There are many stakeholders interested in the education data collected and reported by OSPI. Section 5 of this manual describes various stakeholders and how the data governance process will ensure their voices are heard.

1.3 Context of K-12 and P-20 data collection

This manual and OSPI's Data Governance Committee focus on the K-12 data collected, and longitudinally maintained and reported by OSPI. This focus is within the context of Washington's P-20 (pre-school to post-secondary and workforce) longitudinal data system, the Education Research and Data Center's (ERDC). The legislature established the state's P-20 data system in RCW 43.41.400, directing the Office of Financial Management (OFM) to develop the ERDC. The legislature directed all state education agencies to share data with the ERDC. With OSPI, the Department of Early Learning, the public four-year higher education institutions, the Higher Education Coordinating Board, Workforce Training and Education Coordinating Board, State Board for Community and Technical Colleges, Employment Security Department, Professional Educator Standards Board, and State Board of Education, ERDC will assemble data to link individual students' information from pre-school through higher education and the workforce. One focus of the ERDC's research analysis will be on the transitions between the various levels of education, for example 'What facilitates a smooth transition from pre-school to kindergarten?' or 'What course taking patterns best prepare students for success in post-secondary or the workforce?'

By virtue of the Legislature designating the ERDC as a part of OSPI, OSPI is able to share all K-12 identifiable individual records with ERDC in compliance with the Family Education Right to Privacy Act (FERPA). As part of OSPI, ERDC is subject to FERPA constraints and cannot re-disclose confidential information. Like OSPI already does for K-12 data, ERDC will develop de-identified research data sets for sharing their data with other state agencies and "outside" researchers. ERDC data sets will include data from pre-school through college and the workforce.

The ERDC is a collaborative effort between the various education agencies, OFM, and the Legislative Evaluation and Accountability Program (LEAP). All partners in this effort will collaborate to identify the important P-20 research questions that cross or integrate these sectors, though each partner also conducts its own research and policy analyses.

While OSPI's data system focus is on K-12 data, it has significant interest in the issues related to early childhood and to post-high school outcomes. The Data Governance Committee will almost certainly be including the "P" and the "20" in their prioritized research and policy questions.

2. Prioritizing Data Collection and Reporting: A Key Role of the Data Governance Committee

Four key roles of the Data Governance Committee are to prioritize education policy and research questions, determine new reporting needs and ideas, eliminate redundant reporting requirements, and evaluate the advantages and disadvantages of adding new data elements to what is collected from schools and/or districts. These three activities are key to the success of a cohesive, coordinated data system that is functional, feasible and informative. Without these priorities, the state's data collection activities will continue to be fragmented, uncoordinated, duplicative and overwhelming to both districts and the state.

2.1 Prioritizing education policy questions and research questions

With the vast array of data contained in the K-12, and P-20, longitudinal data systems, the list of possible education policy questions and research questions that a successful system could address is nearly endless. One of the major roles of the Data Governance Committee will be to continually prioritize the questions that should be addressed with currently available data, as well as to identify other questions that may require additional data.

This work will be started with the assistance of a contractor, but the data governance system must be able to sustain continual review and revision of the identification and prioritization of the questions. At least biennially (every other year), in the summer/fall, the Data Governance Committee should review and, if necessary, update the prioritized list of education policy questions and research questions.

2.2 Determining new reporting needs

Even the very best K-12 longitudinal data system will be of little use if it does not help address the prioritized education policy and research questions, as well as classroom, school and district needs for information held by the state. To address these questions user-friendly reports, data dashboards, and other tools are needed. The Data Governance Committee will play a critical role in identifying user needs and considering new formats and ways of presenting information. The Data Governance Committee will seek input from stakeholders, including classroom teachers and support staff, school and district administrators, parents, legislators, and researchers. The Data Governance Committee will also seek examples of best practice for reporting data from other states and other "industries". The Data Governance Committee will make recommendations to OSPI for new reports and reporting tools.

2.3 Eliminating redundant reporting requirements

Data are requested of districts in a variety of reports and reporting formats. Sometimes the data requested in two collections varies only slightly in format or timing or content. A key role for the Data Governance Committee is to identify and eliminate redundant reporting requirements. An annual review of what is requested of districts and an analysis of whether any data collection is redundant with another data collection will be

completed each December so early communication announcing the elimination of a requirement can be made. Every effort will be made to never ask districts to report the same thing to OSPI in two different ways. If OSPI, for instance, collects individual student records for a particular program throughout the year, OSPI should be able to derive the annual summary data for that program without needing the district to also submit a summary report.

2.4 Considering new data elements

One of the primary responsibilities of the Data Governance Committee is to assist OSPI in determining the data to be collected and reported. For each additional data element to be collected at the state level there are implications and costs to the entire system, from the classroom to OSPI. With districts challenged by the scarcity of resources available for data collection and reporting, and with accepted prerogative of local control, and therefore significant variability across 295 districts, implementing a new data collection is not a simple task. Providing adequate time to complete tasks such as sufficiently specifying the new data collection, make resulting modifications to information systems and/or business practices, and clearly communicating the rationale for the new requirement(s) to all stakeholders are all critical to the success of implementing a new data collection or modifying an existing collection. Furthermore, it is imperative that the broad range of stakeholders (described in Section 5) are involved in the analysis of the pros and cons of the proposed data collection modification.

Several key issues should be examined by the Data Governance Committee when considering additional data collections. These include:

a. At what level (federal, state, district, school, or classroom) is it appropriate to have a new data element?
b. How can the data element influence practice, policy, or research?
c. Is collecting this data element the most efficient way to influence practice policy, or research?
d. Can the data element be clearly and commonly defined?
e. Is the data already collected/maintained by most districts or is similar data that might meet the need commonly collected?
f. Will the data have a high degree of quality if collected?
g. What is the cost (time, money, resources) associated with this new collection from the classroom to the Office of Superintendent of Public Instruction?
h. Does the expected Return on Investment (ROI) of this new collection justify putting it in place?

a. At what level is it appropriate to maintain a new data element?

Not all data produced, collected, or maintained in a classroom should be reported to OSPI. Just as the United States Education Department (USED) only needs a subset of the data OSPI collects from districts, so too should OSPI only need a subset of what districts collect from schools and schools from classrooms. Below is a colorful mockup illustrating how some key data elements generated in a classroom get reported at each

level, ultimately influencing practice, federal education policy, and research, while other elements don't need to be reported to the next higher level.

Federal	Enrollment Counts, Money spent on major programs, Percent meeting standard on tests by demographic subgroups
State	Enrollment dates, Demographics, Courses taken, Apportionment Allocations and Expenditures, Program participation, Semester grades, Statewide test scores, Teacher Qualifications
District	Enrollment dates, Demographics, Courses taken, Program participation schedule, Semester grades, District's formative assessment, Statewide test scores, Teacher qualifications, Apportionment Allocations and Expenditures, Bus Pickup Schedule, Field trip authorization
School	Daily Attendance, Enrollment dates, Demographics, Courses taken, Program participation schedule, Classroom-based assessments, Semester grades, District's formative assessment, Statewide test scores, Locker combinations, Bus Pickup Schedule, Field trip authorization,
Classroom	Daily Attendance, Enrollment dates, Demographics, Courses taken, Program participation schedule and services, Daily assignments, Classroom-based assessments, Semester grades, District's formative assessment, Statewide test scores, Locker combinations, Bus Pickup Schedule, Mom's availability for volunteering, Field trip authorization, Favorite after-school activity

b. How can the data element influence practice, policy, or research?

The need to collect a data element is dependent on the influence that data element can have on practice, policy, or research. This determination interplays with the question above regarding the appropriate level for maintaining the data element, but also is subject to the extent to which the actual data outcomes will lead to a change of or continuation of practice or policy. For instance, collecting course schedule information for high school students can describe course-taking patterns, and when compared to graduation status and post-high school outcomes can influence both policy decisions on graduation requirements and counseling practices in schools.

c. Is collecting this data element the most efficient way to influence practice, policy, or research?

Some data elements need to be regularly collected at an individual student or teacher level to address the prioritized education policy and research questions, and/or to assist with classroom, school or district practice, but collecting others may not have efficacy. Sometimes a one-time survey or poll or data collection sampling is all that is needed to influence practice, policy, or research.

d. Can the data element be clearly and commonly defined?

The first key to ensuring data quality is to have a precise and clear definition of each data element. A clear definition is critical from beginning to end: those collecting and submitting the data must have a common and exact understanding of what is being requested; those analyzing the data need to share the same definition so they know how the data can be analyzed and reported, particularly as

they are combined with other data; those utilizing the data (various audiences) must also share the same definitions so they can appropriately interpret the data.

e. **Is the data already collected/maintained by most districts or is similar data that can meet the need commonly collected?**

The wide variability in size and resources in Washington's 295 school districts must be considered when determining if school districts can provide the data desired. Not only do districts need and use a variety of information systems, but more important, they also have a variety of district-specific information needs. Therefore a data element that may be commonly collected and stored by every district with more than 10,000 students may not be collected by most smaller districts.

f. **Will the data have a high degree of quality if collected?**

There is little point in going through the time and expense of collecting a new data element if that data cannot be used reliably for the purpose intended. Some of the questions to be considered here are: is the data available for the student, family or other source to provide when asked; is the source of the data likely to provide the information willingly, accurately and timely enough so the work with the data can be performed; do resources exist for the collection of the data at the level of quality required; and once collected, can the quality of the data be maintained at an acceptable level with the resources available?

Depending on the purpose for collecting the data, the associated quality necessary to use the information will vary from element to element. These thresholds must be considered and assessed for reasonableness before the energy and expense associated with the collection is undertaken.

g. **What is the cost (time, money, resources) associated with collection of the new data from the classroom to Olympia?**

Any new or modified data collection is going to have some associated cost. This might be in terms of actual dollars spent (e.g., new registration forms need to be created to accommodate a new data element). Or it could be that the cost is just in terms of staff time (e.g., the new elements associated with the new data collection have to be keyed into the District's information system). It is more likely is that costs of collection are a combination of different types of costs. Every new or modified data collection comes at some cost to those involved. Understanding those costs all the way from the initial data collections at schools to the offices at OSPI where the associated analysis on the data will be conducted is critical to determining the value of the collection.

h. **Does the expected cost/benefit of this new collection justify putting it in place?**

As has been mentioned in the items above, while it is critical to determine the cost of a new or modified data collection, it is also important to determine what the related benefit is. Once this has been determined, cost/benefit analysis can be conducted to determine if there is enough value in the collection to justify any associated cost. This is not solely based on a determination of whether a collection is important. One outcome here could be that, while the information

collected would be valuable, the cost to the entire system, starting at the point of inception, is more than any benefit that would be gained. Similarly, it could be determined that the cost is not something the State is willing to incur at this point itself or ask others to incur and the collection would be put off until more resources are available. Or it could be that that analysis shows that the necessary resources that would need to be expended for the collection are within reason, given the value of the information that collection would yield.
What is important here is that a thoughtful and complete analysis is done of the collection to determine if there is enough justification for moving the collection forward, given the total costs (time and money) that have been determined.

Protocol for considering new or revised data collections

When new data or revised data collections are proposed to be collected by OSPI, the following steps will be taken to evaluate the value and feasibility of doing so.

1. Proposer submits a request to the Data Governance Coordinator
2. Data Governance Coordinator shares idea with OSPI Data Manager(s) most closely associated with the data collection.
3. OSPI Data Managers determine if the desired data are already collected.
4. Data Manager(s) discusses idea with the proposer and invites a discussion/proposal to the Data Governance Committee. The issues described above should be addressed in the presentation.
5. In the meantime, the Data Manager(s) contact stakeholders, including districts, for input on feasibility of the new or revised data collection.
6. If the proposal seems feasible to the Data Manager, representative districts are consulted (2 large, 2 med large, 2 med small, 2 small and 2 tiny).
7. Feedback from districts is presented to Data Governance Committee at "second hearing". Among the areas this feedback should address are issues related to cost (staff and vendor-related), timing, impact on local business practices and local value of new or revised collection.
8. Cost/benefit analysis is completed.
9. Data Governance Committee makes a recommendation to Superintendent of Public Instruction.

3. Ensuring Data Quality: A Key Purpose of a Data Governance System

In its September 2004 study on "Improvements Needed in Education's Process for Tracking States' Implementation of Key Provisions," the Government Accountability Office (GAO) found that "more than half of the state and school district officials we interviewed reported being hampered by poor and unreliable student data." (p. 3)

GAO's report, GAO 04-734, is available on the GAO website (www.gao.gov) at http://www.gao.gov/new.items/d04734.pdf.

Among the key data quality problems associated with education data reporting are:

- *Non-standardized data definitions.* Various data providers use different definitions for the same elements. When non-comparable data are aggregated, inappropriate and inaccurate results are produced.

- *Unavailability of data.* Data required do not exist or are not readily accessible. In some cases, data providers may take an approach of "just fill something in" to satisfy distant data collectors, thus creating errors.

- *Data entry errors.* Inaccurate data are entered into a data collection instrument. Errors in reporting information can occur at any point in the process – from the student's assessment answer sheet to the state's report to the Federal government.

- *System non-interoperability.* Data collected in one system are not electronically transmittable to other systems. Re-entering the same data in multiple systems consumes resources and increases the potential for data entry errors.

- *Inconsistent item response.* Not all data providers report the same data elements. Idiosyncratic reporting of different types of information from different sources creates gaps and errors in macro-level data aggregation.

- *Inconsistency over time.* The same data element is calculated, defined, and/or reported differently from year to year. Longitudinal inconsistency creates the potential for inaccurate analysis of trends over time.

- *Lack of timeliness.* Data are reported too late. Late reporting can jeopardize the completeness of macro-level reporting and the thoroughness of review. Tight deadlines, for example, can lead to late reporting, poor data quality, and delayed implementation of program improvement efforts. Rushed reporting can often lead to poor data quality, while reporting that is delayed months or even years can often limit data utility.

- *Poor Communication.* Critical information concerning data collections are inadequately communicated throughout the community of stakeholders. This leads to misunderstandings concerning what is to be collected, how it should be

reported, when the collection is needed, what the purpose of the collection is, etc. Taking all of these into consideration, it is easy to see how lack of a good and well-executed communication plan can lead to most, if not all, of the problems mentioned above.

- *Lack of Effective Professional Development.* Recognizing that data users, particularly at the local level, may have very limited experience with data management, it is imperative that effective training be provided to users. Just as students aren't expected to learn mathematics by simply presenting them with a set of rules and axioms, data users should not be expected to produce quality data as a result of being presented a data manual and collection schedule. Similarly, if data users have not been trained how to analyze and use the data it is not reasonable to expect that they will facilitate the desired change in student outcomes.

Nothing is more critical to the success of OSPI's longitudinal data systems than ensuring data quality which, as such, is a key role for the Data Governance Committee. The U.S. Office of Management and Budget (OMB) developed a set of Federal Information Quality Guidelines which established a basic definition of data quality that includes three overarching elements: utility, objectivity, and integrity. OMB also directed each Federal agency to develop its own Department-specific standards. The U.S. Department of Education published its Information Quality Guidelines in February 2003.

The U.S. Department of Education's Information Quality Guidelines indicate data quality requires:

- Using clearly defined, broadly understood data definitions;
- Using clearly documented, well thought-out methodologies for data collection;
- Using reliable data sources;
- Processing data in a manner to ensure that data are "cleaned" and edited;
- Properly documenting and storing data collections and results;
- Producing data that can be reproduced or replicated;
- Conducting data collections and releasing data reports in a timely manner; and
- Establishing procedures to correct any identified errors.

Key Federal Information Quality Documents

OMB: Guidelines for Ensuring and Maximizing the Quality, Objectivity, Utility, and Integrity of Information Disseminated by Federal Agencies, February 22, 2002
http://www.whitehouse.gov/omb/fedreg/reproducible2.pdf

U.S. Dept. of Ed.: "U.S. Department of Education Information Quality Guidelines," February 2003
http://www.ed.gov/policy/gen/guid/infoqualguide.html

U.S. Dept. of Ed. OIG: Management Information Report, "Best Practices for Management Controls Over Scoring of the State Assessments Required Under the *No Child Left Behind Act* of 2001," February 3, 2004

GAO: "Improvements Needed in Education's Process for Tracking States' Implementation of Key Provisions," September 2004
http://www.gao.gov/new.items/d04734.pdf

The remainder of this manual describes the organizational structure and key principles OSPI will follow to meet the requirements stated above. It is the responsibility of the Data Governance Committee to provide guidance and support while monitoring these activities.

4. Managing Change Systematically: The Process to Achieve Data Quality

The process to achieve quality data and quality reporting of Washington's education data is a coordinated partnership of the Data Governance Committee and the Data Management Committee. Improving data quality is a goal of the Data Governance Committee, while achieving data quality is the responsibility of the Data Management Committee. Together the goal is to establish what the National Forum on Education Statistics calls "a culture of high quality data." That culture should pervade all levels of the data organization – from schools to districts to OSPI.

4.1 Roles and Responsibilities

Data Governance Committee (See Sections 1 & 2)
- Data Management Committee (see below)
  - Data Owners
    - Data Stewards
  - Information Technology

The main responsibility for managing OSPI's data collection and reporting is the Data Management Committee. This group is comprised of the Data Owners and Data Stewards from all programs within the agency, e.g., Teacher Certification, Title I, Bilingual Education, Child Nutrition, Special Education, Facilities, Assessment, etc., the CIO and representatives from Districts and other state agencies, as appropriate. The scope of the committee's work is:

Data Management Committee Scope

› Establish standard processes, policies, training and associated communication plans for coordinated data collection, management, dissemination, and use;
› Serve as a source of knowledge and advocacy for data management and initiatives;
› Approve all new OSPI data collections from districts;
› Maintain and enforce a current data collection calendar;
› Approve all new data applications;
› Identify, track, and resolve critical data issues;
› Communicate critical data issues that cannot be solved internally to individuals that can influence change.

The activities of the Data Management Committee will be guided by the Data Governance Coordinator. This position, new to OSPI in 2009, intentionally is not an IT position but rather has broader policy based experience and authority. The data governance coordinator is responsible for facilitating the overall data governance system and particularly for coordinating the data-related work of the various OSPI program areas, through the Data Management Committee.

Goals of the Data Management Committee

1. Improve data quality;
2. Increase accountability for data accuracy;
3. Eliminate redundancy in data collection;
4. Improve understanding of data within OSPI and among districts;
5. Facilitate transformation of data into information for wise decision-making;
6. Increase use of data to make program and policy decisions;
7. Improve data reporting capability and timeliness of reporting.

Objectives of the Data Management Committee

a. Identify the owner of every data element;
b. Define all data elements;
c. Document all data processes;
d. Standardize data processes from year to year;
e. Reduce manual manipulation of data;
f. Articulate roles of authority for collecting, accessing and reporting data;
g. Identify the official source of data for all data reporting;
h. Eliminate redundant data collections;
i. Allow districts to review their data before it is externally reported;
j. Communicate all data decisions/changes to districts;
k. Increase the use of student-level data external reporting;
l. Establish data access protocols and procedures.

OSPI Data Management Committee Membership

Data Management Committee Facilitator\Coordinator: Data Governance Coordinator: Bill Huennekens		
Program Area	***Data Owners***	***Data Stewards***
Education Research and Data Center	ERDC Senior Analyst	
School Districts	Director of Technology	Numbers and members TBD
Overall Student Data	Dir, Student Information	Dir, Student Information
Student Demographics		Student Information Coordinator
Assessment		Student Information Coordinator
Learning and Teaching		Dir, Teaching and Learning
Teaching and Learning		Dir, Learning and Teaching Support

Special Education		Special Education Data Management Coordinator
Bilingual Education		Dir, Migrant and Bilingual Education
Immigrant, Migrant		Migrant Program Supervisor
Gifted Education		Gifted Education Program Supervisor
Career and Technical Education		CTE Program Supervisor
Early Childhood		Dir, Early Learning
Child Nutrition, Economic Status		Dir, Child Nutrition
Discipline/Weapons/Attendance		School Safety Center Supervisor
Safe and Drug Free Schools		School Safety Center Supervisor
Graduation and Dropout Status		Research Analyst, Student Information
School Improvement, AYP, Report Card	Asst Supt, Federal Programs	Dir, Title I/LAP and CSPR
Overall Teacher Information	Assoc Dir, Certification	Assoc Dir, Certification
Teacher Certification/Testing		Certification Specialist
Highly Qualified Teachers		Dir, Title II – Part A
Overall Financial Information	Dir, School Apportionment & Financial Services	Dir, School Apportionment & Financial Services
Transportation	Alan	Dir, Pupil Transportation
Facilities	Dir, School Facilities and Organization	Dir, School Facilities and Organization
Consolidated State Performance Report		Consolidated Program Review Supervisor
School/District Entities		IT Customer Support
Information Technology	Chief Information Officer	Dir, IT Project Management Dir, IT Application Development

Each of the Data Stewards listed above will play a key role on the Data Management Committee. This coordinated approach will be new to most of the Data Stewards, as their data-related work in the past has been primarily contained within their own program or in collaboration with IT, but not as collaboration across program areas. Some Data Stewards and Data Owners have established advisory committees that assist them with their data definitions and processes. Advisory committee input and decisions will be shared with the Data Management Committee.

Data Steward Responsibilities

a. Promote and model appropriate uses of data to inform program and policy decision making;
b. Regularly evaluate data quality and enforce data quality standards;
c. Identify and resolve data quality issues (integrity, timeliness, accuracy, completeness);
d. Determine and use the definitive source for each data element;
e. Verify that data elements are recorded and kept current in the data dictionary
f. Identify opportunities to share and re-use data;
g. Identify and recommend solutions for data discrepancies and issues, escalating data issues to the Data Management Committee where appropriate;
h. Ensure data projects maintain focus and meet deadlines;
i. Monitor federal and state legislation that will affect OSPI data and inform appropriate staff of the impact for the agency;
j. Identify new data that need to be collected, including the purpose, source, definitions, and business rules;
k. Communicate with districts regarding changes to data collection, calculation, and reporting;
l. Maintain awareness of and compliance with FERPA;
m. Provide data (in compliance with data confidentiality policy) to internal and external requesters and for official agency reports;
n. EDEN/EDFacts responsibilities:
   o Inform EDEN Coordinator of annual submission plan for all applicable files;
   o Develop plan to begin submitting files that cannot be submitted currently;
   o Create files in compliance with file specification;
   o Submit files to EDEN Coordinator by deadline in submission plan;
   o Document data source, elements, and any calculations or transformations performed to create EDEN file.
o. Attend Data Management Committee meetings.

It will be the role of the student, teacher, financial, transportation and accountability data owners to facilitate the collaboration across Data Stewards. The Data Owners will ensure data collection and reporting are properly authorized. The Data Owners will also serve on the Data Management Committee and represent this Committee on the Data Governance Committee. The Data Owners should be IT's first point of contact related to the various program areas, though the Data Owners will then collaborate with the data stewards to resolve or inform the IT issues.

4.2 Technical Infrastructure

Adequate technical infrastructures are required within districts and within OSPI to ensure smooth collection, transmission, storage and reporting of education data. The following general principles for technical infrastructure are adopted by the K-12 Data Governance Committee.

General Principles for Technical Infrastructure

- *Automation:* All data collection and reporting systems should be automated, and should include automated system backups. Having an adequate technical infrastructure in place is one key element in producing quality data. At a minimum, data collection, processing, and reporting should be automated and transmittable in an electronic format. Even in small districts and schools, pen-and-paper systems for managing data will be overwhelmed by the emphasis that accountability systems place on accurate, comprehensive, and timely data reporting.

- *Interoperability:* Districts should use hardware and software that are interoperable, or compatible, with systems within their district and with the OSPI systems. Minimal "translation" or re-entry of data should be required for state reporting as data are transmitted from districts to the state.

- *Connectivity:* All schools and districts should be electronically connected through a network or a common web portal through which all data collection and reporting occurs.

- *Capacity:* Infrastructure established to link interoperable data systems – whether web portals or networks – should have sufficient capacity to accommodate, at a minimum, collection and reporting of all required data elements by all users at specific times. Infrastructure should also have sufficient capacity to include redundant (backup) data storage.

- *Utility:* The data systems should be structured around the needs of its users. Processes for gaining access, entering data, generating reports, and transmitting information should be transparent and cause the least possible burden to users.

- *Reliability:* Before they are deemed ready for operation, all data systems should be fully tested. System performance should be monitored on a continuing basis and an IT contingency plan should be in place to ensure the continuity of the system in the case of unforeseen disruptions (such as natural disasters).

Technical Focus: Building Infrastructure

What technical specifications should we build into our infrastructure to produce quality data?

- ✓ File descriptions for data elements, record format, and file design
- ✓ Actual collection instruments and data sources to be used
- ✓ Time period for collection and reporting deadlines
- ✓ Data conversion and processing
- ✓ Storage requirements
- ✓ Preferred formats for output reports
- ✓ Data security and confidentiality checks
- ✓ Controls on the accuracy and completeness of each input, process and output (audit trails, control totals, status flags, and system interrupt/restart procedures)
- ✓ Method for evaluating how well the system is performing, including percentage of forms verified and accuracy rates for coding and key entry

(Adapted from National Center for Education Statistics Cooperative Education Data Collection and Reporting Standards Project Task Force, *Standards for Education Data Collection and Reporting*, 4-4, 4-5, 4-22.)

4.3 Data Definitions

A fundamental piece of any data quality infrastructure is a standardized set of precise data definitions that all providers use. The following general principles for data definitions are adopted by the K-12 Data Governance Committee.

Data Dictionaries. A "data dictionary," which unambiguously identifies all data elements and describes their content, coding options, and format, is essential to establishing consistent collection and reporting. Adhering to a standard data dictionary improves data quality by fostering interoperability of different reporting systems and promoting the use of comparable data across the entire state. Staff who understand the definitions of the data they are collecting, entering, and reporting will be less likely to commit errors. Data dictionaries can be useful even where systems remain un-integrated and un-connected to a wider network. They should be the foundation for staff training and a resource for staff to use during the data quality review process.

Business Rules. A collection and reporting system that is linked directly to a data dictionary can greatly improve data quality as it funnels – or, in some cases, forces – data into a pre-defined configuration. This integration is achieved through the creation of systematic "business rules" that define acceptable values, character formats, and options for handling missing or unavailable data. In the absence of an integrated statewide network, another option is a web portal-based collection system, in which the central portal enforces data dictionary business rules as data are entered.

Data Definitions. In some cases, the U.S. Department of Education (through the National Center for Education Statistics), the U.S. Office of Management and Budget, or the *No Child Left Behind* Act maintains a definition of a required data element. Where Federal

definitions do not exist, a standard definition should be used for all districts and schools in the state. For example, the U.S. Department of Education allows flexibility among states on the definition and parameters of a "full academic year." Once states define data elements such as these, it is important that the definition be adopted uniformly across all data systems in all districts. This information should be maintained in an accountability workbook that is readily available to staff in schools and districts. Hardware and software should be configured around standard definitions, and the accountability guide should provide a clear description of how data collection, entry, and reporting processes work.

Data Granularity. To the maximum extent possible, all data elements should be collected and stored in their most "granular" form. In other words, each component of a calculated data element should be collected separately and stored separately in the database. For instance, when collecting graduation rate data, it is better to store a total number of students graduating and a total number of students eligible to graduate than to store only a computed percentage. To ensure that data reported by all districts and schools are comparable, percentages, ratios and other computed data should not be computed until final calculations are made at the state level.

General Principles for Data Definitions

- *Unique Identifiers:* To the maximum extent possible, unique statewide identifiers will be attached to every student and teacher record.

- *Indivisibility:* Every data element will be defined and collected in as "granular" a format as possible. For example, the data dictionary will separate total days of enrollment and total days in attendance and indicate how they can be used to compute an attendance rate.

- *Comprehensiveness:* Data dictionaries will include all relevant information for each data element, including its definition, unique code, dates of collection, technical validation rules (e.g., "three-digit number" or "ten non-numerical characters, all caps"), and practical business rules (e.g., students in the State Transitional Bilingual program should not have English as their primary language).

- *Accessibility:* The data dictionary will be easily available to all staff at the state, district, and school levels. The dictionary will be posted on-line, available for download into databases and applications, and distributed in hard copy format.

- *Permanence:* Codes or definitions from the data dictionary will be permanently maintained. Codes or definitions that change or go out of date will be de-activated so that staff will not use them inadvertently, but will be maintained so that historical comparisons and longitudinal analysis can occur.

- *Validity:* Business rules will not be the final arbiter of valid data. Data should be checked by a staff member who will know if an anomaly captured by a business

rule is, in fact, an error. For instance, business rules may identify counts that are out of range based on previous years' data, but are, in fact, accurate because a significant change has occurred in the reporting unit.

Technical Focus: Defining Data Elements

What types of information should be included in the data dictionary?

A typical data dictionary entry from the National Center for Education Statistics (NCES):

- Name: Adequate Yearly Progress Status
- Number: 0028
- Definition: An indication as to whether the education institution meets AYP standards.
- Element Type: ID
- Field Length: 4
- Domains: IEU [Intermediate Educational Unit], LEA, School, SEA
- Related Entities: Accountability Report
- Related Options: 0911 – Does not meet AYP standards, 0910 – Meets AYP standards

The NCES Handbooks Online website contains data dictionary entries for a comprehensive list of U.S. Department of Education data elements. The Handbook can be accessed at http://nces.ed.gov/programs/handbook/index.asp.

4.4 Identifying and resolving data issues
Data issues come to OPSI's attention from a variety of sources including calls and emails from districts and or the public, error messages on federal data submissions, inquiries from researchers or other data analysts. Technical data issues are handled by IT Customer Support, who will inform the Data Owners of all issues and involve them in the resolution and communication to the field. Content issues are handled by the respective Data Owners and Data Stewards. Both technical and content issues are to be shared with the Data Management Committee for discussion and resolution. If the Data Management Committee is unable to find a resolution, or needs more input on the topic, the issue will be shared with the Data Governance Committee. If it needs further escalation the issue will then be brought to the OSPI Superintendent's Cabinet.

4.5 Schedules and Deadlines
Producing quality data takes time. Good data systems require clearly established, firmly enforced collection, validation, and reporting schedules to ensure good data quality. Hurried or *ad hoc* collection and reporting, done on the spur of the moment in response to an unexpected request, greatly increases the potential for virtually all of the data quality problems described above. The following general principles for schedules and deadlines are adopted by the K-12 Data Governance Committee.

A Continuous, Inclusive Process. The state data quality schedule should include a continuous management process that updates all elements of the data system on a regular basis. In addition to collection, validation, and reporting processes, schedules should include regular updates to the data dictionary, regular technical system performance tests, regular staff training, and regular data quality policy reviews. All schedules should take into account both policy *and* technical considerations. Neither IT staff nor policy staff should dictate deadlines alone. Both should be involved in ensuring that timelines are workable and meet Federal and state requirements.

Statewide Deadlines. The guidelines that follow provide information on implementing a statewide data reporting schedule that will meet Federal timelines and still maintain safeguards for data quality. It is critical that these efforts be directed from the state level, because the OSPI is ultimately responsible for ensuring that Federal reporting timelines are met. A key overarching principle is to prepare ahead. While it is true that the turnaround time for assessment results may be tight because of testing schedules, most other data required for NCLB Report Cards should be available earlier in the year. Teacher quality data, subgroup demographics, past years' accountability information, graduation rates, and attendance rates, for example, should not need to wait until the last moment for collection and validation. The NCLB timelines are transparent in the statute, and states – in consultation with data providers at the school and LEA levels – should build their data reporting schedules with those timelines in mind."

General Principles for Schedules and Deadlines

- *Standardization.* Standard statewide reporting deadlines should be established. District- and school-level deadlines should be set at the local level to meet the state schedule.

- *Feasibility.* Schedules and deadlines should take into account the technical capabilities of all data providers. While technical issues should not dictate timelines for reporting, local systems must be physically capable of meeting collection and validation schedules set at the state level. An additional aspect of feasibility to be accounted for is the seasonal workloads and schedules at the school and district level. A new, unannounced data collection scheduled for May or June is not likely to be successful or well-received by those working to finalize student schedules for next year and close down business for the current year.

- *Follow-up Capability.* State-, LEA-, and school-level schedules should build in substantial time for following up with data providers on data anomalies, missing items, and other data quality issues. Reporting to the next level should not occur until all anomalies have been resolved.

- *Transparency.* All schedules and deadlines should be set in consultation with key personnel responsible for providing data and validating data quality, including schools and districts. Final timelines should be disseminated well in advance of deadlines and periodic reminders should be relayed to key data staff.

- *Firmness.* State deadlines should be firm and *include consequences* for non-compliance. Specific procedures should be established for permitting and processing late data reporting. Similarly, deadlines, policies and processes for establishing new or modified data collections must be strictly observed.

4.6 Data Quality Review and Validation

The data quality process does not end with a successful data collection. Having an ongoing set of management controls over data gathering is important and a set of business rules and validation checks for reporting can help ensure that the final report does not reproduce and transmit errors that occurred during the original collection.

Wherever possible, ongoing data quality checks should be automated, performed on a regular schedule, and linked automatically to the data dictionary. In most established data systems, for example, regular quality control sampling seeks 100 percent verification of a sample of records from either the entire system or from a specific

Data Quality Validation Flags

Non-correspondence. Some members of the population for which data are collected are not in the corresponding database, or some members represented in the database have no (or incomplete) corresponding data.

Invalid value. The value entered is not possible, given the data element's definition. For example, "-1" as an assessment score or "?R" as a teacher's length of service.

Invalid code. The code entered does not exist in the data dictionary.

Out-of-range. The value entered, while theoretically possible, is outside the expected range of responses (for example, a dropout rate of 100% or a teacher salary of $1 million). Out-of-range errors should rely on analysis of historical trends and should generate system flags rather than outright error messages.

system level. Such procedures can be effective in finding correctable errors.

The following general principles for data review and validation are adopted by the K-12 Data Governance Committee.

General Principles for Data Review and Validation

- *Regularity.* Monitoring during data collection should occur on a regular basis according to a pre-determined schedule. Wherever possible, control processes should be automated to ensure adherence to the schedule.

- *Consistency.* Validation checks should be performed automatically each time data are entered into the system. The data dictionary should define business rules that will consistently identify entries as out of range, missing, incorrectly formatted, or having invalid codes.

- *Interoperability.* Validation rules should be consistent across various databases and systems sharing information. Each time data are transmitted from one system to another (e.g., from the school to the LEA or from the LEA to the state), data should be re-checked.

- *Reliability.* Ongoing monitoring should include periodic review of a sample of data for accuracy and completeness. Wherever possible, reliability reviews should use independent verification processes rather than the regular quality check system (e.g., manual comparisons with other databases).

- *Accuracy.* Data checks should include confirmation that calculations are sound. Rules for rounding should be clear and consistently observed and, until final aggregation at the state level, data should be reported as raw numbers rather than pre-calculated percentages.

- *Feedback Capability.* Ongoing monitoring should include the capability to record and respond to data providers' and requestors' concerns about the collection and reporting system.

- *Flexibility.* Data collection systems should be able to be updated or changed as data quality issues emerge. Dynamic data dictionaries should allow validation rules to be changed as provider and requestor needs evolve, and as data definitions change.

- *Transparency.* Information on all ongoing data quality monitoring procedures should be collected as a staff resource and archived as a continuing reference. Handbooks on management controls should include descriptions of valid data elements from the data dictionary and processes for correcting errors.

- *Documentation.* Data collection systems should include a user-friendly capability to document data quality problems in real time. Users should be able to document

intentional deviations from the regular collection processes and business rules immediately, including known instances of non-responses. All data entry should include coding that identifies the person responsible for the data.

4.7 Data Privacy and Security Issues

No more important responsibility belongs to data owners than to protect the privacy of individual students. The following comments on and general principles for data security and privacy are adopted by the K-12 Data Governance Committee.

The identification of individual students is restricted under FERPA. FERPA guidelines provide for reporting only aggregated or de-identified information to ensure that even disaggregated data used to report achievement results for subgroups cannot be traced back to an identifiable individual. Therefore, it is important to establish a data collection, entry, and reporting system that protect individual students' privacy to the maximum extent possible.

Furthermore, maintaining a secure data system requires a combination of technical and human safeguards. On the technical side, it is critical that all hardware, software, and network infrastructure be firewall-secure from unauthorized external access and password-protected to control internal access. Periodic system tests should be run to ensure that technical security protocols remain effective. On the human side, it is important that the data quality team develop specific policies on who will have access to what data and how that access will be controlled. Ideally, Data Stewards will be owners of all data in their domain, and will be responsible for monitoring and maintaining the security of those data. Staff training for all school-, district-, and State-level personnel, including ethical and legal responsibilities for maintaining security is essential.

<u>General Principles for Data Security and Privacy</u>

- *Minimalism.* Records and notes created during the data collection process – whether electronic or paper – should contain only the minimum necessary personally identifiable information.

- *Exclusivity.* Access to data should be strictly limited to personnel with specific responsibility over each data element or a "legitimate educational interest" in viewing it (as defined by state or local policy). Electronic databases should be password and log-in protected and personally identifiable information should be accessible only when necessary for a specific reporting purpose.

- *Awareness.* Staff training should include building an understanding of Federal, state, and local privacy laws and their application to ongoing data collections. Privacy experts should conduct sessions specifically addressing data security issues, and should be readily accessible during data collection periods to answer questions from the field.

- *Documentation.* Develop a written list of policies and practices related to data security and privacy and ensure that it is disseminated to all personnel involved in data collection, entry, and reporting.

- *Comprehensiveness.* Statewide system-generated identifiers should be created for all individual student records. Using a statewide system will allow tracking students as they move between schools and districts. Social security numbers should not be used as student identifiers.

5. Including Data Stakeholders: A Critical Component of Success

There are many stakeholders interested in the education data collected and reported by OSPI. Stakeholders range from the elementary school office coordinator who enters data into the local student information system about each new student who enrolls, to the program manager in the federal Office of Special Education who needs to determine if all states are appropriately implementing federal programs to students with vision impairments. Stakeholders are described below, starting with the federal government.

Federal-level Stakeholders

The accountability provisions included in the *No Child Left Behind Act* of 2001 (NCLB) dominate the data collection priority for federal accountability, to ensure that determinations of whether schools and LEAs make "adequate yearly progress" (AYP) are fair and valid.

States, and therefore school districts must report information on their academic assessments in reading, math and science, other AYP outcomes such as attendance and graduation rates, and teachers' qualifications. Data elements are disaggregated by Federally-defined subgroups. A summary overview table of annual Federal NCLB Report Card reporting requirements for Title I, Part A recipients is below.

Federal Data Requirements for Report Cards for Title I, Part A Recipients Under *No Child Left Behind*	Level of Reporting			Disaggregation Subgroups								
	State-Level	LEA-Level	School-Level	All Students	Major Racial & Ethnic Groups	Students With Disabilities	Limited English Proficient	Economically Disadvantaged	Migrant[1]	Gender[1]	High Poverty Schools[2]	Low Poverty Schools[2]
Reading and Mathematics Assessment Data[3]												
Percentage of students tested	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		
Percentage of students achieving at each proficiency level	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		
Most recent 2-year trend data in student achievement for each subject and grade assessed	✔	✔	✔	✔								
LEA achievement compared to State achievement		✔		✔	✔	✔	✔	✔	✔	✔		
School achievement compared to LEA and State achievement			✔	✔	✔	✔	✔	✔	✔	✔		
Accountability Data												
Comparison between actual achievement and State's annual measurable objectives	✔	✔	✔	✔	✔	✔	✔	✔				
Student achievement on other academic indicators used for AYP (e.g., high school graduation rate)	✔	✔	✔	✔	✔	✔	✔	✔				
Number and names of LEAs and schools identified for improvement, corrective action, and restructuring	✔	✔	✔									
Percentage of schools identified for school improvement, corrective action, or restructuring		✔										

Teacher Quality Data												
Professional qualifications of all public elementary and secondary school teachers (e.g., bachelors and advanced degrees, licensure)	✔	✔	✔									
Percentage of all public elementary and secondary school teachers with emergency or provisional credentials	✔	✔	✔									
Percentage of core academic subject classes not taught by highly qualified teachers	✔	✔	✔								✔	✔

[1]Subgroups of migrant and gender are required subgroups for reporting purposes, but are not among the required subgroups for AYP determinations.
[2]High poverty refers to top quartile and low poverty refers to bottom quartile.
[3]Beginning in 2007-08, science assessment data will be included in this requirement.

Source: *Report Cards: Title I, Part A Non-Regulatory Guidance*, U.S. Department of Education, September 12, 2003, http://www.ed.gov/programs/titleiparta/reportcardsguidance.doc

In addition to NCLB reporting requirements, other federal reporting requirements include Perkins reporting for Career and Technical Education, Title III Education for Bilingual and Migrant students, and Office of Special Education reporting.

State-level Stakeholders

State-level stakeholders include the state legislature, which has mandates a variety of annual or periodic reporting requirements regarding program implementation, participation, costs, and outcomes, as well as individual legislators, and their staff, who often have unique inquiries as they plan for legislative sessions. Also in this category is staff from legislative fiscal and policy committees, and from LEAP, the Legislative Evaluation and Accountability Program.

The Education Research and Data Center (ERDC) is also a primary stakeholder. As the custodians of the state's P-20 longitudinal data system, staff from ERDC will need extensive access to OSPI data and will be critical to the discussions of feasibility, definitions, and data quality.

Other state agencies are also stakeholders for OSPI's longitudinal data. There are numerous state interests or activities that can be informed, enhanced, or facilitated by K-12 information. These include the Department of Health (e.g., children's health care, epidemiology), Children's Administration (e.g., foster care, homelessness), Economic Services Administration (e.g., TANF – the state's welfare program), the Higher Education Coordinating Board, State Board of Education, State Board for Community and Technical Colleges, Council of Presidents (4-year institutions), Workforce Training Board, Department of Corrections, and others.

OSPI program offices and administration are also key state-level stakeholders. As the Superintendent and his/her Cabinet form policy recommendations or design programs for implementation, they need to have confidence in the data available to influence their decisions.

Finally, academic and government researchers are also state-level stakeholders. Academic and government research can inform practice and policy at all levels.

District- and School-Level Stakeholders

There are probably no more important stakeholders than district and school personnel. School personnel, such as office secretaries, registrars, counselors and teachers typically are the front-line data collectors and data entry specialists. They are the key to whether the data are accurate and timely. They know the difficulty of collecting information, the constraints of entering data in a timely fashion, and each nuance of the data they have entered.

In addition to school personnel who enter the data, there are also school-level users of the information. Principals and other administrators, as well as counselors and teachers, can provide advice on what data, and in what format, they need to make good decisions.

District-level stakeholders include all district administrators and the school board, as information users, and the information technology folks for the technical aspects of data collection storage and transmission.

Family-level stakeholders

Parents, students, and the general public are also important stakeholders of K-12 longitudinal data. From wanting to have good information for selecting a local school to wondering how their children's test scores and grades compare with those of students in other parts of the state, parents are keenly interested in K-12 data.

In the general public category, additional stakeholders include researchers and the media. And the general public includes another key audience – voters!

Access to K-12 Data

Most of the stakeholders described above are interested in the data, either in summary reports and tools or in unit-record data sets. OSPI is committed to making data available to anyone who wants it, while ensuring the confidentiality of student level data.

The Data Management Committee will need to establish data access protocols for unit-record data sets. Until that work is completed, those wanting student level data may request it of OSPI's Student Information Department, in the Division of Assessment and Student Information. Data sets that contain de-identified student-level records are available for enrollment and demographic data, assessment data, and graduation and dropout status data. Recipients are asked to sign a data sharing agreement, acknowledging that even de-identified data can be linked to individual students in cases of few records, and therefore they must adhere to the state's requirement of not reporting data for small data counts.

<<<<<<<<<<<<<<<<<<<< Data Quality Resources >>>>>>>>>>>>>>>>>>>>

Federal

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Contact the Resource Center at (888) 595-3276, TTY (360) 664-3631.

K-12 DATA GOVERNANCE GROUP MEMBERS

The K-12 Data Governance group includes representatives of OSPI, the Education Research and Data Center, the Legislative Evaluation and Accountability Program Committee, the Professional Educator Standards Board, the State Board of Education, and school district staff, including Information Technology staff. In addition, the group includes representatives of organizations that use K-12 data.

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Washington State K–12 Education Research and Policy Questions Analysis

March 2010

Executive Summary

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Public Focus. Proven Results™

Washington State K–12 Education Research and Policy Questions Analysis

Executive Summary

Submitted to:

State of Washington
Office of Superintendent of Public Instruction

On behalf of the:

K–12 Data Governance Group
Olympia, Washington

March 2010

Prepared by PCG Education

Primary Authors:
Mary Ann Lachat, Ed.D.
Erin MacIntire

EXECUTIVE SUMMARY

In 2009, the Washington State Legislature established a vision for a comprehensive K–12 education improvement data system. The overall intent of this system is to provide Washington stakeholders with information that addresses critical questions about student progress and the quality and costs of education in the state of Washington. The system will also incorporate data that allow the state to address the research and policy questions identified in the national literature for state data systems and through the study conducted in this project.

To assist with the design and operation of the data system, the Legislature created a Data Governance Group within the Office of Superintendent of Public Instruction (OSPI) with responsibility for implementing key tasks with consultant support. Steps included: 1) the identification of a priority list of research and policy questions the state data system should provide educators with the capacity to address; 2) a gap analysis comparing the current status of the state's data system with the information needs associated with the research and policy questions, the legislative expectations in ESHB 2261, and the data system requirements in the federal ARRA; and 3) a technical capabilities gap analysis at the classroom level to help ensure that data from the state's statewide longitudinal data system are accessible to key stakeholders including principals, teachers, and other district leaders. OSPI contracted with PCG Education to assist in implementing these critical tasks.

Methodology

PCG's methodology for identifying critical research and policy questions included the following four components:

1. A review of OSPI documentation describing the vision for the state data system, and its primary objectives to: monitor student progress; have information on the quality of the educator workforce; monitor and analyze program costs; provide for financial integrity and accountability; and have the capability to link across these various data components by student, by class, by teacher, by school, by district, and comprehensively at the state level.
2. A review of the national literature on longitudinal state data systems that included the publications and policy briefs produced by the Data Quality Campaign (DQC) over the past few years, as well as other pertinent resources on data use at multiple levels of the education system. Notable in the national literature is the DQC Framework of Ten Essential Elements of a State Data System. According to the DQC 2009–10 Annual Survey Update and State Progress Report, Washington is one of only 12 states to have implemented all 10 essential elements of a robust data system (Data Quality Campaign, 2009). The national literature also highlighted the types of questions that high quality state data systems should enable multiple stakeholders to address.
3. Interviews with 45 stakeholder group representatives identified by OSPI. The interview process provided an overall indication of Washington stakeholders' beliefs about the most important types of data the state system should provide. Frequently cited areas focused on measuring student progress, longitudinal student growth, accurately determining dropout rates, teacher quality and preparation, teacher impact on students, funding allocations, and determining program outcomes.

4. A survey of district, school, and state representatives. The survey process represented the final stage of identifying the high priority research and policy questions for the Washington state data system. Across the state, district, and school surveys, there were a total of 64 questions that reflected the national literature and the priorities identified in the interviews with 45 Washington stakeholders. Most of the questions were relevant to two or more of the stakeholder groups, and were organized around nine pertinent categories.

High Priority Questions for the Washington State Data System

Across the 181 stakeholders who responded to the survey, there was high consensus about priority for 48 of the 64 research and policy questions. Within this set of 48 questions, 18 were in the top ten rated questions of one or more of the stakeholder groups surveyed. This list of 48 high priority research and policy questions is presented on the following pages with the 18 top rated questions identified in bold type. These top rated questions illustrate the strong interest among Washington stakeholders in being able to identify:

- Elementary and middle school indicators that are predictors of success or failure in subsequent grades
- The characteristics of teachers, schools, and districts that show the greatest success in improving student achievement
- The grade to grade progress of student subgroups
- The characteristics of students who do and do not achieve
- The reading, mathematics, and dropout prevention programs that show the greatest success
- The characteristics of districts and schools that show the greatest success in improving the performance of students in special education and English language learner (ELL) programs

The 48 high priority research and policy questions represent a strong alignment across: 1) the vision of the Washington State Legislature for a comprehensive K–12 education improvement data system; 2) the vision for high quality state data systems described in the national literature; and 3) the data priorities of Washington stakeholders. These 48 questions reflect major questions and themes identified in the national literature and by the Data Quality Campaign that are at the core of educational effectiveness and improvement.

Next Steps

While the 48 research and policy questions hold great potential for improving decision making at all levels of the education system in Washington, it must be recognized that they are only a first step. The data system gap analysis portion of the project will determine the state data system's current capability to provide the information associated with these questions. It must also be recognized that many of the questions require data linkages that represent more complex uses of data and more comprehensive overall pictures of the factors that affect school effectiveness and student performance. In the future, attention must focus on appropriate uses of data so that decision making takes into account all of the supporting data that are necessary to address the research and policy questions, and the types of fine-grained analyses that are necessary to make valid conclusions.

High Priority Research and Policy Questions
Category/Question
District, State, and School Enrollment Trends
1.1 Compared to state trends, what are the variations in district/school enrollment trends at different grade levels by gender, ethnicity, eligibility for free/reduced lunch, students in special education, students in ELL programs, and combinations?
1.2 What are the program and cost implications of demographic changes for specific subgroups, i.e., entry into special programs, need for intervention/remedial support, and additional personnel?
1.5/1.7 What are the characteristics and academic profile of students who are new to the state and to specific districts?
1.6 What are the demographic characteristics of students in individual classrooms and how do classrooms vary?
1.8 What percentage of our students transfer in or out at specific times of the school year by subgroup and where do they go?
Program and Course Enrollment Trends
2.2 How have individual district/school subgroup participation rates in advanced middle school courses changed and how do they compare to similar districts/schools?
2.3 How have individual district/school subgroup participation rates in AP, IB, SAT, and ACT exams changed and how do they compare to similar districts/schools?
2.4/2.7 How have individual district/school subgroup participation rates in low level/remedial middle/high school courses and in elementary reading and mathematics intervention programs changed and how do they compare to similar districts/schools?
Student Achievement
3.1 What is the grade to grade progress of student subgroups on the state assessments in reading and mathematics, i.e., what percent of students initially below proficient reach proficiency and what percent either maintain or lose proficiency over time?
3.2 What grade to grade progress did individual students make on the state assessment?
3.3 What is the grade to grade progress profile of students in specific classrooms?
3.4 What is the demographic, absence, mobility, program, class grade, and course-taking profile of students who do and do not achieve?
3.7 How does the performance profile of high mobility students compare to other students, i.e., attendance, proficiency, graduation?
3.9 How do district/school changes in the percent of students who pass AP courses and ACT, SAT, and IB exams compare to state trends?
3.10 What is the high school preparation profile of students who successfully complete post secondary education?
3.11 What are the characteristics of districts/schools that meet or do not meet accountability requirements, i.e., funding, programs and course offerings, average class size, staff allocations, and teacher qualifications?
3.12 What are the characteristics of districts/schools that show the greatest success in helping low-achieving students reach proficiency?

Note: These questions received mean ratings of 3.00 by the majority of survey participants responding to the question. The questions in the top ten mean ratings of one or more of the stakeholder groups are identified in bold type.

High Priority Research and Policy Questions
Category/Question
Student Achievement
3.13 What are the characteristics of districts/schools that show the greatest success in improving the performance of students in special education and ELL programs?
Attendance, Discipline, Dropout, and Graduation Rates
4.1 What are the characteristics of high attendance and low attendance students by school, grade level, and subgroup?
4.2 How have district/school subgroup attendance patterns changed at different grade levels?
4.4 What is the distribution of dropouts over the school year by subgroup and which groups have the highest dropout rates?
4.5 What are the characteristics of students in a school who have been involved in discipline incidents, suspended, expelled, or dropped out of school?
4.6 How do increases or decreases in district/school dropout rates by subgroup compare to state dropout rates and dropout rates in similar districts/schools?
4.7 How do district/school NCLB graduation rates for subgroups compare to state graduation rates and graduation rates in similar districts/schools?
Success/Risk Indicators, and K–12 Transitions
5.1 What is the relationship between absence and performance on state assessments for different subgroups?
5.2 What is the relationship between grades and performance on state assessments?
5.3 What are the attendance patterns and proficiency levels of students who drop out by subgroup?
5.4 What were the early indicators of success or failure for students in an elementary school, i.e., what is the K–3 profile of students who either succeeded or failed?
5.5 What are the strongest elementary school indicators of success or failure in the transition from elementary school to middle school, i.e., what is the elementary school profile of students who succeed or fail in middle school?
5.6 What are the strongest middle school indicators of success or failure in the transition from middle school to high school, i.e., what is the middle school profile of students who either succeeded or failed?
5.7 How are students from specific high schools performing at the post secondary level, and what are the strongest predictors of post secondary success, i.e., what is the high school profile of students who succeed at the post secondary level?
5.8 What is the previous academic and attendance record of students in this school who are new to the district?
Program Outcomes
6.1 What reading and mathematics programs/interventions have shown the most success in increasing student proficiency at the elementary, middle, and high school levels in similar districts/schools?
6.2 What dropout prevention programs have shown the most success in decreasing dropout rates in similar districts/schools?
6.3 What programs, services, and instructional models have shown the most success in improving the performance of students in special education and ELL programs in similar districts/schools?

Note: These questions received mean ratings of 3.00 by the majority of survey participants responding to the question. The questions in the top ten mean ratings of one or more of the stakeholder groups are identified in bold type.

High Priority Research and Policy Questions
Category/Question
Teacher Workforce and Student Achievement
7.2 What are the differences in qualifications and experiences of teachers across classrooms, i.e., is the quality of the teachers equitable across classrooms and different achievement levels?
7.5 What are the characteristics of teachers who show the greatest success in improving student achievement?
7.6 What are the most common characteristics of the teacher workforce in schools that show the greatest success with students?
7.7 What are the characteristics of elementary classrooms, e.g., class size, student demographics, paraprofessional support, that show the greatest success in improving student proficiency?
7.8 What were the pre-service programs of teachers who have high student success rates over time?
7.10 What is the relationship between the frequency and types of professional development provided in reading and mathematics, and improvements in state assessment results?
Cost Effectiveness/Benefits – Return on Investment (ROI)/Cost Analyses
8.1 What is the cost effectiveness of specific district/school programs, i.e., what are the per pupil costs (personnel and program material costs) of programs that have improved the performance of specific subgroups?
8.2 What are the cost benefits of federally funded supplemental programs in meeting measurable student achievement targets, i.e., what were the per pupil expenditures of these programs and what percent of students met achievement targets?
8.3 What are the cost benefits of professional development expenditures targeted to specific subject areas and programs, i.e., what percent of in-service teachers' students show improvements over time in the areas targeted by professional development?
8.4 What are the cost benefits of professional development expenditures focused on teacher retention, i.e., comparison of costs of recruiting vs. the costs of professional development?
Cost Analyses
9.3 What is the instructional cost breakout by federal, state, and local revenues at the district, school, program, and classroom levels?
9.5 What are the cost "savings" attributable to specific management actions such as process improvements in the IT process to improve desk response capabilities?
9.7 At the aggregate level, what is the resource consumption (personnel and non-personnel) for the major expense categories defined by the district, i.e., regular education, special education, vocational education, administration, transportation, maintenance, etc.?

Note: These questions received mean ratings of 3.00 by the majority of survey participants responding to the question. The questions in the top ten mean ratings of one or more of the stakeholder groups are identified in bold type.

PROJECT ABSTRACT

WASHINGTON STATE LONGITUDINAL DATA SYSTEM PROJECT

Washington State Office of Superintendent of Public Instruction

The Washington State Office of Superintendent of Public Instruction (OSPI) proposes a four-year project to enhance a statewide K-12 data system to efficiently link and manage individual student data consistent with the requirements of the No Child Left Behind Act. The proposed project titled, the **Washington State Longitudinal Data System Project** will be built on the existing Comprehensive Education Data and Research System (CEDARS). When fully developed, the system will provide longitudinal assessments of student and teacher growth; provide useful data that aligns curriculum with desired student outcomes and provide transparency of information with a demonstration of governmental accountability to students, parents, taxpayers, policy makers and other stakeholders.

The proposed project will provide OSPI with a gap analysis of what data we currently collect and what data is needed; will develop stronger data quality with an agency data governance analysis, and use this analysis to develop governance model. The project will allow the successful completion of the core set of requirements for efficiently transferring education data from schools and districts to the state while protecting student privacy. Interoperability will be supported between other key external education partner organizations, including the department of early learning and the higher education data system.

Over time, different state and federal programs and policies have required a variety of education data elements for reporting and evaluation. With this, each program area developed customized definitions, collection criteria and update schedules for subgroups receiving services. As program reporting requirements were added for accountability and school improvement purposes, similar core elements were collected and stored between multiple data systems, resulting in redundant data, data silos and ever expanding data storage needs.

Most importantly, the data needs of the education stakeholders will be more effectively and efficiently served. The proposed project will provide the integration of business line applications and metadata management for the seventeen various component systems. Third-party analytical, business management processing, governance tools and eXtensible Markup Language (XML) web services will be used to construct an enterprise-wide Service Oriented Architecture (SOA)

that will take CEDARS to the next step of interoperability.

The specific outcomes expected from the Washington Longitudinal Data Systems Project are: (1) a fully developed, dimensional **data warehouse**; (2) a central **framework for documentation and implementation** of business rules to increase consistency, transparency and facilitate data transfer, (3) online querying and reporting capabilities via **data dashboards and query tools** and (4) a **training and certification program** for users and business partners who will increase data quality and system use and sustainability.

The request for this four year project is $5,677,560.00

PROJECT ABSTRACT

PROPOSAL FOR EVERGREEN STATE P-20 LONGITUDINAL DATA SYSTEM

Washington State Office of Superintendent of Public Instruction

Washington's statewide K-12 longitudinal data system has the ability to track individual student enrollment, assessments, and course-taking information, as well as information about teachers. The projects in this proposal will extend those K-12 capabilities by incorporating longitudinal early learning, post-secondary, and workforce information into a unified, comprehensive, and efficient P-20 system. The Evergreen State P-20 system (ESP-20) will be a collaborative effort by the Office of Superintendent of Public Instruction, the Education Research and Data Center, and other partner agencies.

Proposed projects will strengthen capabilities and accelerate progress in five outcome areas:

1. Data governance. Agreements outlining when, how, and what data can be shared are a crucial component to making data available, particularly when such a large volume of data and numerous contributing agencies are involved. The goal is to generate a clear process that will accelerate the ability to share linked individual-level data while also protecting individuals' privacy.
2. Research and reporting. These products will be in the form of research briefs that can help inform policy decisions, local level reports that track student outcomes and achievements, and research data sets. The emphasis will be on producing information and understanding from the wealth of assembled data. The goal is to improve the timeliness of the information produced and usability of the data.
3. Data warehouse environment. The construction of a structured P-20 data environment will include a data inventory spanning systems, the development of a P-20 data dictionary, and the implementation of a data warehouse with a variety of data marts designed to support research and reporting. The goal is to efficiently generate research datasets and summary information and to help ensure data quality.
4. Interoperability. The goal is to facilitate the efficient and standardized exchange of data between ESP-20 and contributing data systems.
5. Strengthening systems that contribute data to ESP-20. Efforts in this area will include enhancements to the community and technical college data system, the higher education

program database, early learning student information, and private vocational school information. The goal is to improve the quality of data coming in to ESP-20.

Washington State is poised to build upon existing partnerships and data availability to develop a structured and extensive longitudinal P-20 system. Upon completion of this project, Washington will meet all of the required capabilities and elements of a P-20 longitudinal data system. The project builds on best practices to ensure effective data use by linking systems, making data available, and building capacity.

ESP-20 will enable efficient queries, produce research and information that can inform policy decisions, and provide information spanning the educational sectors. Receipt of grant funds will greatly accelerate Washington's progress and will lead to education information that will inform educators, stakeholders, and policy-makers.

Status of Washington's Statewide K-12 Longitudinal Education Data System

Completed Activities

- CSRS Data Collections begin
  2002/2003 School Year
- Washington State begins collecting statewide student identification numbers
  2004/2005 School Year
- Education Research and Data Center created
  2007
- Washington State Awarded K-12 Statewide Longitudinal Data System grant
  September 2008
- CEDARS data collections begin
  August 2009
- ESHB 2261 passed and signed by Governor
  May 2009
- Data Governance Group begins work
  July 2009
- Data Governance Group issues preliminary report and adopts Implementation Guidelines
  December 2009
- Policy and Research Questions complete
  March 2010
- RFQQ issued for computerized local instructional improvement system
  May 2010

Current\Planned and Funded Activities

- Final gap analysis report due completed
  June 2010
- Local instruction improvement system selected for pilot and demonstration sites
  June 2010
- Final report on proposed comprehensive education data improvement system due
  September 1, 2010
- Dropout Early and Intervention System Report Due September 15, 2010
- Student Records Transfer program complete
  September 2010
- Process for extracting data from CERDARS simplified for researchers/ the process is clarified and documented for researchers.
  November/December 2010
- Technical Infrastructure for central data repository established
  Fourth Quarter 2010, First Quarter 2011
- Pilots conducted for local instructional improvement system
  September 2010-June 2012
- Growth Model implemented
  May 2013
- Full set of tools and reporting completed
  May 2013
- K-12 Statewide Longitudinal Data System grant project complete
  May 2013

Future Activities Supported by Race to the Top Grant funding

- Education Data Professional Development coordinator hired to lead and manage the project
  December 2010
- Job description for regional ESD Data Coaches Published, hired and begin work
  January – July 2011
- Statewide training and collaboration meetings for Data Coaches
  July – October 2011
- Regional ESD Data Coaches initiate school/ district trainings
  November 2011
- Planning for scale-up of local instructional improvement system
  January/February 2012
- Evaluation of local instructional improvement systems
  June 2012
- State Supported Local Instructional Improvement System available
  July 2012
- 65,000 annual users of web portal(s) and 325,000 annual visits to the web portal(s) by the 2012/2014 School Year

CERTIFICATION OF ENROLLMENT

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6696

Chapter 235, Laws of 2010

61st Legislature
2010 Regular Session

EDUCATION REFORM

EFFECTIVE DATE: 06/10/10

Passed by the Senate March 11, 2010
YEAS 46 NAYS 1

BRAD OWEN

President of the Senate

Passed by the House March 11, 2010
YEAS 72 NAYS 25

FRANK CHOPP

Speaker of the House of Representatives

CERTIFICATE

I, Thomas Hoemann, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE SENATE BILL 6696** as passed by the Senate and the House of Representatives on the dates hereon set forth.

THOMAS HOEMANN

Secretary

Approved March 29, 2010, 2:19 p.m.

CHRISTINE GREGOIRE

Governor of the State of Washington

FILED

March 30, 2010

Secretary of State
State of Washington

PART V
EXPANDING PROFESSIONAL PREPARATION OPTIONS AND WORKFORCE INFORMATION

NEW SECTION. **Sec. 502** A new section is added to chapter 28A.410 RCW to read as follows:

(1) By September 30, 2010, the professional educator standards board shall review and revise teacher and administrator preparation program approval standards and proposal review procedures at the residency certificate level to ensure they are rigorous and appropriate standards for an expanded range of potential providers, including community college and nonhigher education providers. All approved providers must adhere to the same standards and comply with the same requirements.

(2) Beginning September 30, 2010, the professional educator standards board must accept proposals for community college and nonhigher education providers of educator preparation programs. Proposals must be processed and considered by the board as expeditiously as possible.

(3) By September 1, 2011, all professional educator standards board- approved residency teacher preparation programs at institutions of higher education as defined in RCW 28B.10.016 not currently a partner in an alternative route program approved by the professional educator standards board must submit to the board a proposal to offer one or more of the alternative route programs that meet the requirements of RCW 28A.660.020 and 28A.660.040.

Sec. 503 RCW 28A.660.020 and 2006 c 263 s 816 are each amended to read as follows:

(1) ((~~Each~~)) The professional educator standards board shall transition the alternative route partnership grant program from a separate competitive grant program to a preparation program model to be expanded among approved preparation program providers. Alternative routes are partnerships between professional educator standards board-approved preparation programs, Washington school districts, and other partners as appropriate.

(2) Each prospective teacher preparation program provider, in cooperation with a Washington school district or consortia of school districts applying ((~~for the~~)) to operate alternative route certification program shall ((~~submit a~~)) include in its proposal to the Washington professional educator standards board ((~~specifying~~)):

(a) The route or routes the partnership program intends to offer and a detailed description of

how the routes will be structured and operated by the partnership;

(b) The estimated number of candidates that will be enrolled per route;

(c) An identification, indication of commitment, and description of the role of approved teacher preparation programs ((~~that are~~)) and partnering ((~~with the~~)) district or consortia of districts;

(d) An assurance ((~~of~~)) that the district ((~~provision of~~)) or approved preparation program provider will provide adequate training for mentor teachers ((~~either through participation in a state mentor training academy or district-provided training that meets state-established mentor-training standards~~)) specific to the mentoring of alternative route candidates;

(e) An assurance that significant time will be provided for mentor teachers to spend with the alternative route teacher candidates throughout the internship. Partnerships must provide each candidate with intensive classroom mentoring until such time as the candidate demonstrates the competency necessary to manage the classroom with less intensive supervision and guidance from a mentor;

(f) A description of the rigorous screening process for applicants to alternative route programs, including entry requirements specific to each route, as provided in RCW 28A.660.040; ((~~and~~))

(g) A summary of procedures that provide flexible completion opportunities for candidates to achieve a residency certificate; and

(h) The design and use of a teacher development plan for each candidate. The plan shall specify the alternative route coursework and training required of each candidate and shall be developed by comparing the candidate's prior experience and coursework with the state's new performance-based standards for residency certification and adjusting any requirements accordingly. The plan may include the following components:

(i) A minimum of one-half of a school year, and an additional significant amount of time if necessary, of intensive mentorship during field experience, starting with full-time mentoring and progressing to increasingly less intensive monitoring and assistance as the intern demonstrates the skills necessary to take over the classroom with less intensive support. ((~~For route one and two candidates,~~)) Before the supervision is diminished, the mentor of the teacher candidate at the school and the supervisor of the teacher candidate from the ((~~higher education~~)) teacher preparation program must both agree that the teacher candidate is ready to manage the classroom

with less intensive supervision((~~. For route three and four candidates, the mentor of the teacher candidate shall make the decision~~));

(ii) Identification of performance indicators based on the knowledge and skills standards required for residency certification by the Washington professional educator standards board;

(iii) Identification of benchmarks that will indicate when the standard is met for all performance indicators;

(iv) A description of strategies for assessing candidate performance on the benchmarks;

(v) Identification of one or more tools to be used to assess a candidate's performance once the candidate has been in the classroom for about one-half of a school year; ((~~and~~))

(vi) A description of the criteria that would result in residency certification after about one-half of a school year but before the end of the program; and

(vii) A description of how the district intends for the alternative route program to support its workforce development plan and how the presence of alternative route interns will advance its school improvement plans.

((~~(2)~~)) (3) To the extent funds are appropriated for this purpose, ((~~districts~~)) alternative route programs may apply for program funds to pay stipends to trained mentor teachers of interns during the mentored internship. The per intern amount of mentor stipend provided by state funds shall not exceed five hundred dollars.

Sec. 504 RCW 28A.660.040 and 2009 c 192 s 1 and 2009 c 166 s 1 are each reenacted and amended to read as follows:

((~~Partnership grants funded~~)) Alternative route programs under this chapter shall operate one to four specific route programs. Successful completion of the program shall make a candidate eligible for residency teacher certification. ((~~For route one and two candidates,~~)) The mentor of the teacher candidate at the school and the supervisor of the teacher candidate from the ((~~higher education~~)) teacher preparation program must both agree that the teacher candidate has successfully completed the program. ((~~For route three and four candidates, the mentor of the teacher candidate shall make the determination that the candidate has successfully completed the program.~~))

(1) ((~~Partnership grant programs seeking funds to operate~~)) Alternative route programs operating route one programs shall enroll currently employed classified instructional employees

with transferable associate degrees seeking residency teacher certification with endorsements in special education, bilingual education, or English as a second language. It is anticipated that candidates enrolled in this route will complete both their baccalaureate degree and requirements for residency certification in two years or less, including a mentored internship to be completed in the final year. In addition, partnership programs shall uphold entry requirements for candidates that include:

(a) District or building validation of qualifications, including one year of successful student interaction and leadership as a classified instructional employee;

(b) Successful passage of the statewide basic skills exam((~~, when available~~)); and

(c) Meeting the age, good moral character, and personal fitness requirements adopted by rule for teachers.

(2) ((~~Partnership grant programs seeking funds to operate~~)) Alternative route programs operating route two programs shall enroll currently employed classified staff with baccalaureate degrees seeking residency teacher certification in subject matter shortage areas and areas with shortages due to geographic location. Candidates enrolled in this route must complete a mentored internship complemented by flexibly scheduled training and coursework offered at a local site, such as a school or educational service district, or online or via video-conference over the K-20 network, in collaboration with the partnership program's higher education partner. In addition, partnership grant programs shall uphold entry requirements for candidates that include:

(a) District or building validation of qualifications, including one year of successful student interaction and leadership as classified staff;

(b) A baccalaureate degree from a regionally accredited institution of higher education. The individual's college or university grade point average may be considered as a selection factor;

(c) Successful completion of the ((~~content test, once the state content test is available~~)) subject matter assessment required by RCW 28A.410.220(3);

(d) Meeting the age, good moral character, and personal fitness requirements adopted by rule for teachers; and

(e) Successful passage of the statewide basic skills exam((~~, when available~~)).

(3) ((~~Partnership grant~~)) Alternative route programs seeking funds to operate route three programs shall enroll individuals with baccalaureate degrees, who are not employed in the district at the time of application. When selecting candidates for certification through route three,

districts and approved preparation program providers shall give priority to individuals who are seeking residency teacher certification in subject matter shortage areas or shortages due to geographic locations. ((~~For route three only, the districts may include additional candidates in nonshortage subject areas if the candidates are seeking endorsements with a secondary grade level designation as defined by rule by the professional educator standards board. The districts shall disclose to candidates in nonshortage subject areas available information on the demand in those subject areas.~~)) Cohorts of candidates for this route shall attend an intensive summer teaching academy, followed by a full year employed by a district in a mentored internship, followed, if necessary, by a second summer teaching academy. In addition, partnership programs shall uphold entry requirements for candidates that include:

(a) A baccalaureate degree from a regionally accredited institution of higher education. The individual's grade point average may be considered as a selection factor;

(b) Successful completion of the ((~~content test, once the state content test is available~~)) subject matter assessment required by RCW 28A.410.220(3);

(c) External validation of qualifications, including demonstrated successful experience with students or children, such as reference letters and letters of support from previous employers;

(d) Meeting the age, good moral character, and personal fitness requirements adopted by rule for teachers; and

(e) Successful passage of statewide basic skills exam((~~s, when available~~)).

(4) ((~~Partnership grant programs seeking funds to operate~~)) Alternative route programs operating route four programs shall enroll individuals with baccalaureate degrees, who are employed in the district at the time of application, or who hold conditional teaching certificates or emergency substitute certificates. Cohorts of candidates for this route shall attend an intensive summer teaching academy, followed by a full year employed by a district in a mentored internship. If employed on a conditional certificate, the intern may serve as the teacher of record, supported by a well-trained mentor. In addition, partnership programs shall uphold entry requirements for candidates that include:

(a) A baccalaureate degree from a regionally accredited institution of higher education. The individual's grade point average may be considered as a selection factor;

(b) Successful completion of the ((~~content test, once the state content test is available~~)) subject matter assessment required by RCW 28A.410.220(3);

(c) External validation of qualifications, including demonstrated successful experience with students or children, such as reference letters and letters of support from previous employers;

(d) Meeting the age, good moral character, and personal fitness requirements adopted by rule for teachers; and

(e) Successful passage of statewide basic skills exam((~~s, when available~~)).

(5) Applicants for alternative route programs who are eligible veterans or national guard members and who meet the entry requirements for the alternative route program for which application is made shall be given preference in admission.

Sec. 505 RCW 28A.660.050 and 2009 c 539 s 3 and 2009 c 192 s 2 are each reenacted and amended to read as follows:

Subject to the availability of amounts appropriated for these purposes, the conditional scholarship programs in this chapter are created under the following guidelines:

(1) The programs shall be administered by the higher education coordinating board. In administering the programs, the higher education coordinating board has the following powers and duties:

(a) To adopt necessary rules and develop guidelines to administer the programs;

(b) To collect and manage repayments from participants who do not meet their service obligations; and

(c) To accept grants and donations from public and private sources for the programs.

(2) Requirements for participation in the conditional scholarship programs are as provided in this subsection (2).

(a) The alternative route conditional scholarship program is limited to interns of ((~~the partnership grant~~)) professional educator standards board-approved alternative routes to teaching programs under RCW 28A.660.040. For fiscal year 2011, priority must be given to fiscal year 2010 participants in the alternative route partnership program. In order to receive conditional scholarship awards, recipients shall:

(i) Be accepted and maintain enrollment in alternative certification routes through ((~~the partnership grant~~)) a professional educator standards board-approved program;

(ii) Continue to make satisfactory progress toward completion of the alternative route certification program and receipt of a residency teaching certificate; and

(iii) Receive no more than the annual amount of the scholarship, not to exceed eight thousand dollars, for the cost of tuition, fees, and educational expenses, including books, supplies, and transportation for the alternative route certification program in which the recipient is enrolled. The board may adjust the annual award by the average rate of resident undergraduate tuition and fee increases at the state universities as defined in RCW 28B.10.016.

(b) The pipeline for paraeducators conditional scholarship program is limited to qualified paraeducators as provided by RCW 28A.660.042. In order to receive conditional scholarship awards, recipients shall:

(i) Be accepted and maintain enrollment at a community and technical college for no more than two years and attain an associate of arts degree;

(ii) Continue to make satisfactory progress toward completion of an associate of arts degree. This progress requirement is a condition for eligibility into a route one program of the alternative routes to teacher certification program for a mathematics, special education, or English as a second language endorsement; and

(iii) Receive no more than the annual amount of the scholarship, not to exceed four thousand dollars, for the cost of tuition, fees, and educational expenses, including books, supplies, and transportation for the alternative route certification program in which the recipient is enrolled. The board may adjust the annual award by the average rate of tuition and fee increases at the state community and technical colleges.

(c) The retooling to teach mathematics and science conditional scholarship program is limited to current K-12 teachers ((~~and individuals having an elementary education certificate but who are not employed in positions requiring an elementary education certificate as provided by RCW 28A.660.045~~)). In order to receive conditional scholarship awards:

(i) Individuals currently employed as teachers shall pursue a middle level mathematics or science, or secondary mathematics or science endorsement; or

(ii) Individuals who are certificated with an elementary education endorsement((~~, but not employed in positions requiring an elementary education certificate,~~)) shall pursue an endorsement in middle level mathematics or science, or both; and

(iii) Individuals shall use one of the pathways to endorsement processes to receive a mathematics or science endorsement, or both, which shall include passing a mathematics or science endorsement test, or both tests, plus observation and completing applicable coursework

to attain the proper endorsement; and

(iv) Individuals shall receive no more than the annual amount of the scholarship, not to exceed three thousand dollars, for the cost of tuition, test fees, and educational expenses, including books, supplies, and transportation for the endorsement pathway being pursued.

(3) The Washington professional educator standards board shall select individuals to receive conditional scholarships. In selecting recipients, preference shall be given to eligible veterans or national guard members.

(4) For the purpose of this chapter, a conditional scholarship is a loan that is forgiven in whole or in part in exchange for service as a certificated teacher employed in a Washington state K-12 public school. The state shall forgive one year of loan obligation for every two years a recipient teaches in a public school. Recipients who fail to continue a course of study leading to residency teacher certification or cease to teach in a public school in the state of Washington in their endorsement area are required to repay the remaining loan principal with interest.

(5) Recipients who fail to fulfill the required teaching obligation are required to repay the remaining loan principal with interest and any other applicable fees. The higher education coordinating board shall adopt rules to define the terms for repayment, including applicable interest rates, fees, and deferments.

(6) The higher education coordinating board may deposit all appropriations, collections, and any other funds received for the program in this chapter in the future teachers conditional scholarship account authorized in RCW 28B.102.080.

STATE OF WASHINGTON
PROFESSIONAL EDUCATOR
STANDARDS BOARD

WEST
Washington Educator Skills Tests

Washington Educator Skills Tests (WEST)

www.west.nesinc.com

PROGRAM OVERVIEW

In 2000 the Washington State Legislature passed HB 2760, which created the Washington Professional Educator Standards Board (PESB). In addition to its authority and responsibilities related to high standards for Washington educators, the PESB has authority for assessing the basic skills and content knowledge of prospective teachers applying to educator preparation programs and applicants for residency certification in Washington State.

The Washington Educator Skills Tests (WEST) were established as a uniform means of assessing the basic skills competency and content knowledge of all teacher candidates, as proposed by the governor, legislature, state board of education, and superintendent of public instruction. The WEST program administered by the Evaluation Systems group of Pearson includes assessments of both teacher candidates' basic skills competency and their content knowledge.

- The Washington Educator Skills Test—Basic® (WEST–B®) is designed to measure basic skills in reading, mathematics, and writing that are required for teachers to be successful in their educator preparation programs. Passing the WEST–B is also required of individuals prepared and/or certified out of state seeking a Washington teaching certificate. The explicit purpose of the WEST–B is to help identify candidates with the required level of basic skills to perform successfully in an educator preparation program or as a teacher in a public school classroom.
- The new Washington Educator Skills Tests—Endorsements™ (WEST–E™) measure the content knowledge required of candidates seeking an endorsement to a Washington teaching certificate and are fully aligned with the state's teacher endorsement competencies and Essential Academic Learning Requirements. The explicit purpose of the WEST–E is to help identify candidates with the required level of content knowledge for Washington's endorsements. Endorsements are required for teaching certificates to demonstrate that teachers have the appropriate subject knowledge for their teaching assignments.

For additional information, visit the PESB Web site at www.pesb.wa.gov.

Test Development

The WEST are criterion referenced and objective based. A criterion-referenced test is designed to measure a candidate's knowledge and skills in relation to an established standard (a criterion), rather than in relation to the performance of other candidates.

Objectives are broad, meaningful statements that, as a whole, define the content of the test. Each test is composed of questions that measure a candidate's mastery of these test objectives. Committees of Washington State educators reviewed all test objectives developed

for the WEST–B and for each WEST–E. A content validation survey, involving randomly selected Washington school personnel as well as Washington college and university faculty members, was conducted for each set of test objectives. Each survey participant reviewed the test objectives to rate their importance. Test questions were developed to match each objective and reflect the knowledge and/or skills described in textbooks, the Washington Essential Academic Learning Requirements, curriculum guides, and teacher endorsement competencies. Washington educators and content specialists then reviewed the test questions to ensure that content is current and accurate.

Description of the Tests

The WEST program includes the following types of tests:

Test Type	**Test Description**
Washington Educator Skills Test—Basic (WEST–B)	The WEST–B contains three separate subtests: Reading, Mathematics, and Writing. The Reading and Mathematics subtests each consist of approximately 60 multiple-choice questions. The Writing subtest consists of approximately 50 multiple-choice questions and 2 writing prompts.
Washington Educator Skills Tests—Endorsements (WEST–E)	Each WEST–E test consists of approximately 110 multiple-choice questions except as noted below. For the Elementary Education and Middle Level Humanities fields, the test is composed of two subtests, and each subtest consists of approximately 55 multiple-choice questions. The Designated World Languages: Latin test consists of approximately 70 multiple-choice questions, a translation assignment, and an oral reading assignment. The Designated World Languages test consists of 55 multiple-choice questions.

STATE OF WASHINGTON
PROFESSIONAL EDUCATOR
STANDARDS BOARD

Elements of RttT Definition of Alternative Routes	Participants in Washington's Alternative Routes to Certification	Post-Baccalaureate, Certification-Only and Masters in Teaching Programs Approved in Washington State
Are selective in accepting candidates	Yes – require successful passage of WEST-E subject knowledge test for admission	Yes – require successful passage of WEST-E subject knowledge test for admission.
Provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching;	Yes. Field-based, mentored internships.	Some, but not all, have moved to primarily field-based. All provide substantial time in school-based experiences
Significantly limit the amount of coursework required or have options to test out of courses	Yes. Washington does not mandate credit-bearing coursework. All Washington preparation programs for teachers and principals, alternative or traditional, are competency based. In addition, Alternative Routes to Teacher Certification must allow "early exit" based on demonstrated competency.	While programs leading to a master's degree have associated coursework requirements, the component of program leading to certification is by regulation competency-based.
Upon completion, award the same level of certification that traditional preparation programs award upon completion.	Yes. Completers of Washington's Alternative Routes to Teaching receive full residency certification; same as that awarded completers of traditional programs	Yes
Enrolled 09-10	212	1,175 MIT 320 post-baccalaureate certification-only*

*Figures for MIT and post-baccalaureate program enrollees are unverified self-reported from institutions. Data is not verified until candidates complete program.

STATE OF WASHINGTON
PROFESSIONAL EDUCATOR
STANDARDS BOARD

Alternative Routes to Teaching Program

Status of Program:
As of October 2010, 888 paraeducators, classified instructional staff, mid-career professionals and conditional certificate holders have transitioned to a new career teaching in statewide and geographic shortage areas through the PESB's Alternative Routes to Teaching Program. 97% of Alternative Route candidates have entered Washington State's teaching force upon completion of their programs. Additionally 212 candidates are currently enrolled in programs for 2009-10 and are expected to enter the teaching force with shortage area endorsements after completing their programs in June 2010.

There are nine Alternative Route programs that serve paraeducators, classified instructional staff, mid-career professionals and conditional certificate holders in the following areas of the state:

- Mt. Vernon
- Skagit Valley
- Everett
- Seattle
- Tacoma
- Olympia
- Yakima Valley
- Tri Cities

Alternative Route Programs are:

- A **performance-based mentored internship** of one year or less with the length of the program determined by the time required for candidates to demonstrate competency related to residency certificate standards;
- **Field-based**, with formalized learning opportunities offered on or near school/district sites, on-line or via K-20;
- Guided by a **Teacher Development Plan** that identifies program requirements based on assessment of the intern's prior experience and education;
- **High quality and quantity mentoring**, including training specifically designed for intern mentors;
- "**More performance-based**" than traditional programs, according to the Washington State Institute for Public Policy (WSIPP) evaluation; and
- **Cost effective programs are "package priced"** rather than credit-driven and range from $7,000 - $16,000 for post-baccalaureate programs. WSIPP reports that tuition is less for alternative routes programs than for traditional programs at the same institution.

Alternative Route Candidates are:

- Older, with an average age of 41.
- The majority of Alternative Route candidates are prepared to teach in subject area of geographic shortage areas.
- 76% of mentor teachers report Alternative Route Program teachers to be better prepared than those from more traditional programs and an additional 19% found

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them at least as well prepared. Similarly, 96% of principals surveyed found Alternative Routes teachers at least as well or better prepared.

What Alternative Routes Program Completers Say:

"I am very happy that I was able to pursue this program. I am a single mom with three kids and I was a paraeducator in special education. This was a smooth transition for me. I could not have accomplished my dream without this program."

"I appreciate the opportunity to pursue my certificate in a non-traditional format. Having lived, worked and volunteered for years - it was great to be able to share and incorporate "real world" scenarios into my learning environment. This was a great fit for me."

"The Alt. Rts. program allowed me to work in a career I love. Without the flexibility of the program, it would have been very difficult for to become a teacher."

"The program is a wonderful way to transition into a teaching career. The students that the program attracts are diverse, capable, highly educated and may not have gone into teaching without a program like this."

For more information on Alternative Routes to Certification please visit our website at www.pesb.wa.gov and click on Alternative Routes or contact Mea Moore at mea.moore@k12.wa.us

Alt Route Verified Completers 2008-2009

Programs	Total
ESD 105 Regional Consortium	12
City University (3 sites)	30
Heritage University	4
Pacific Lutheran University	22
Saint Martin's University	22
Seattle Pacific University	40
Total	130*

Alt Route Enrolled Interns 2009-2010

Programs	
Central Washington University	18
City University (4 sites)	61
ESD 123	11
Heritage University	11
Pacific Lutheran University (2 sites)	33
Saint Martin's University	25
Seattle Pacific University	53
Total	212

* In response to required evidence for D(1)(ii) - all 130 completers became certified

CERTIFICATION OF ENROLLMENT

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6696

Chapter 235, Laws of 2010

61st Legislature
2010 Regular Session

EDUCATION REFORM

EFFECTIVE DATE: 06/10/10

Passed by the Senate March 11, 2010
YEAS 46 NAYS 1

BRAD OWEN

President of the Senate

Passed by the House March 11, 2010
YEAS 72 NAYS 25

FRANK CHOPP

Speaker of the House of Representatives

CERTIFICATE

I, Thomas Hoemann, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE SENATE BILL 6696** as passed by the Senate and the House of Representatives on the dates hereon set forth.

THOMAS HOEMANN

Secretary

Approved March 29, 2010, 2:19 p.m.

FILED

March 30, 2010

CHRISTINE GREGOIRE

Governor of the State of Washington

Secretary of State
State of Washington

PART V
EXPANDING PROFESSIONAL PREPARATION OPTIONS AND WORKFORCE INFORMATION

NEW SECTION. **Sec. 506** A new section is added to chapter 28A.410 RCW to read as follows:

Beginning with the 2010 school year and annually thereafter, each educational service district, in cooperation with the professional educator standards board, must convene representatives from school districts within that region and professional educator standards board-approved educator preparation programs to review district and regional educator workforce data, make biennial projections of certificate staffing needs, and identify how recruitment and enrollment plans in educator preparation programs reflect projected need.

CERTIFICATION OF ENROLLMENT

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6696

Chapter 235, Laws of 2010

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FILED

March 30, 2010

Secretary of State
State of Washington

PART V
EXPANDING PROFESSIONAL PREPARATION OPTIONS AND WORKFORCE INFORMATION

NEW SECTION. **Sec. 508** A new section is added to chapter 28B.76 RCW to read as follows:

(1) The board must establish boundaries for service regions for institutions of higher education as defined in RCW 28B.10.016 implementing professional educator standards board-approved educator preparation programs. Regions shall be established to encourage and support, not exclude, the reach of public institutions of higher education across the state.

(2) Based on the data in the assessment in RCW 28B.76.230 and 28B.76.335, the board shall determine whether reasonable teacher preparation program access for prospective teachers is available in each region. If access is determined to be inadequate in a region, the institution of higher education responsible for the region shall submit a plan for meeting the access need to the board.

(3) Partnerships with other teacher preparation program providers and the use of appropriate technology shall be considered. The board shall review the plan and, as appropriate, assist the institution in developing support and resources for implementing the plan.

CERTIFICATION OF ENROLLMENT

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6696

Chapter 235, Laws of 2010

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CHRISTINE GREGOIRE

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Secretary of State
State of Washington

PART V
EXPANDING PROFESSIONAL PREPARATION OPTIONS AND WORKFORCE INFORMATION

NEW SECTION. **Sec. 509** In conjunction with the regional needs assessments in sections 506 through 508 of this act, the council of presidents shall convene an interinstitutional work group to implement the plans developed under section 601, chapter 564, Laws of 2009 to increase the number of mathematics and science teacher endorsements and certificates. The work group must collaborate in evaluating regional needs and identifying strategies to meet those needs. The council of presidents shall report to the education and higher education committees of the legislature on demonstrated progress toward achieving outcomes identified in the plans no later than December 31, 2011.

STATE OF WASHINGTON
PROFESSIONAL EDUCATOR
STANDARDS BOARD

Washington's state-level programs aimed at addressing current and anticipated shortages

Building Routes to Connect Future Teachers to Classrooms

Recruiting Washington Teachers→ ParaPipeline →Route 1→ Alternative Routes

Washington state programs provide a continuum of delivery options designed to address current and projected teaching shortages:

Recruiting Washington Teachers program - High School students at four sites statewide are supported with academic and career advising for teaching in shortage areas. Participants in the RWT programs are highly diverse and are primarily from underrepresented populations. The four sites and their demographics are listed below:

North Seattle Community College -North Seattle
Total number of students 16
44% African American
32% Asian
5% Caucasian
19% Hispanic

Renton School District- Renton
Total number of students 29
41% African American
24% Asian
7% Caucasian
21% Hispanic
7% Pacific Islander

ESD 105 Yakima
Total number of students 25
52% Hispanic
44% Native American
4% Asian American

Burlington-Edison Latinos in Action Program -Skagit Valley
Total number of students 22
100% Hispanic

The Paraprofessional Pipeline program supports paraprofessionals with three years of instructional experience who hold no college degree to enter the pipeline and earn an Associate

of Arts or Sciences degree and then transfer into the Alternative Route program as a Route 1 candidate.

Route 1- Route 1 candidates are paraprofessionals who hold an AA or AS degree who transfer into an Alternative Route program. The candidates will earn a Bachelors of Arts degree along with Residency teacher certification with a K-8 elementary endorsement and a second endorsement in math, English language learner or special education. This is a two year program with the last year in a yearlong mentored internship.

Alternative Routes program- These programs can offer Routes 2, 3 and 4 for candidates who hold a minimum of a Bachelors Degree and are seeking secondary endorsements. The programs typically hold an intensive six week summer program followed by a yearlong mentored internship. Open exit options apply and candidates can exit the program at the half year mark upon meeting competencies as required by the mentored internship.

Recruiting Washington Teachers Grant Program

Background

In September 2007 the Professional Educator Standards Board (PESB), in coordination with the Office of Superintendent of Public Instruction, requested proposals for the Recruiting Washington Teachers (RWT) Program authorized under ESSB 5955, an act relating to educator preparation, professional development and compensation enacted by the 2007 State Legislature. During the 2009 Legislative session funding for the program was continued.

Goals

The three goals of the RWT program are to:

- Recruit, train and support underrepresented, multicultural and multilingual students for teaching careers;
- Design and deliver programs aimed at encouraging high school students to consider and explore teaching careers in state-identified shortage areas – particularly mathematics, science, bilingual education, English language learner and special education; and
- Coordinate and integrate support services designed to overcome barriers for underrepresented populations to complete higher education teacher preparation programs and enter the teaching profession.

Response

Funds provided under this grant program support partnerships between teacher preparation programs, high schools and community based organizations to design and deliver programs aimed at encouraging diverse high school students to explore becoming teachers with an emphasis on shortage area endorsements. Based on the funding available four proposals were funded for the 2009-11 biennium.

Program Profile

RWT programs provide an intensive academy program and academic-year support program for students that include:

- Strategies to inspire student vision and understanding of the value of a teaching career.
- Introduction to careers in education and to the educator professional code of conduct.
- College readiness placement tests.
- Learning opportunities and classroom experiences in collaboration with K-12 teachers, two and/or four year faculty members and community organizations.
- Introduction to cultural competency and a variety of culturally responsive and appropriate strategies used to engage students.

Funding Profile

Each grantee was awarded funds to support the programs for Fiscal Years (FY) 2009-2010 and 2010-2011. Funding amounts:
FY 2009-2010- $56,500
FY 2010-2011 $ 56,500

Grantee Profiles

North Seattle Community College (2007-2009)
Partners: Western Washington University, Chief Sealth High School, Seattle Urban Academy, Seattle MESA, Campana Quetzal, YMCA Black Achievers Program, Homewaters Project.

Total number of students 16
44% African American
32% Asian
5% Caucasian
19% Hispanic

Renton School District (2007-2009)
Partners: Central Washington University, Renton High School, Communities in Schools of Renton.

Total number of students 20 50% African American
15% Asian
5% Caucasian
15% Hispanic
10% Native American/African American
5% Native American

Renton School District (2009-10)
Partners: Central Washington University, Renton High School, Renton Teacher Academy Foundation, O.J. Harper Engineering Children's Needs Foundation, and Green River Community College (Project Teach).

Total number of students 29
41% African American
24% Asian
7% Caucasian
21% Hispanic
7% Pacific Islander

ESD 105 (2007-2009)

Partners: Heritage University, Mt. Adams School District, Wapato Public Schools, Yakima Nation Tribal School, South East Yakima Community Center.

Total number of students 26
4% Caucasian
58% Hispanic
38% Native American

ESD 105 (2009-10)

Partners: Heritage University, Mt. Adams School District, Wapato Public Schools, Yakima Nation Tribal School, Toppenish School District, Xwayamami Íshich (X.Í.) or Eagle's Nest.

Total number of students 25
52% Hispanic
44% Native American
4% Asian American

New Project Site- Burlington-Edison Latinos in Action Program (2009-10)
Partners: West View Elementary; Allen Elementary; Skagit Valley College; City University; Mt Vernon School District; Public Education Foundation

Total number of students 22 (2009-10)
100% Hispanic

For more information on the Recruiting Washington Teachers program please contact Mea Moore at mea.moore@k12.wa.us

Paraprofessional Pipeline Program

Background
Prior to the 2007 legislative session Washington State's community and technical college system worked with PESB to envision a new pathway for current para-educators to become Math teachers. SSHB 1906 was passed in the 2007 session and established the Paraprofessional Pipeline Program at Green River and Seattle Central Community Colleges. Continuation funding for the program was allocated as part of the 2009 legislative session.

Description of the Program

Math, English Language Learner (ELL) and Special Education are among the highest need subject areas in Washington State. This program provides districts and schools the opportunity to "grow their own" Math, ELL and Special Education teachers**.** The Paraprofessional Pipeline Program supports para-educators who hold no college degrees, have three years experience as an instructional paraprofessional and are seeking to become teachers in Math, ELL or Special Education. Participants are funded for four years through the state's Conditional Loan Scholarship program.

The program provides an opportunity for current para- educators with three years of para experience, who do not hold a college degree of any kind, to earn:

- **A Transferable Associate of Arts Degree;**
- **A Bachelor of Arts degree and;**
- **A teaching certificate with an endorsement in Secondary Math, Special Education or English Language Learner.**

District Partnership Profile
Most para-educators who are interested in this opportunity must work at their jobs while going to school, especially during the first two years at the Community College. This requires their school of employment to allow for flexibility in their work assignments to accommodate the schedule of required courses offered at the Community College. Strong district/Community College partnerships are needed as para-educators must be able to finish their program in four years. PESB is working with the Community Colleges to develop stronger partnerships with the districts to grow the program.

Educator Retooling Program

In the 2007 Legislative session House Bill 1906 authorized the Professional Educator Standards Board (PESB) to provide funding to support Washington State certified teachers to add the following shortage area endorsements:

Bilingual Education
English Language Learner
Mathematics
Middle Level Math/Science- (Discontinued)
Middle Level Math
Middle Level Science
Secondary Science
Special Education

Funding:

A maximum of $3,000 per year may be awarded to teachers adding shortage area endorsements. Funds may be used to pay for tuition for coursework, WEST-E exams and supervision for the pedagogy assessment or other observation instruments if required by the candidate's university or college program. Funding is available through June 30, 2011.

Requirements:

Teachers must hold a Washington State Certificate. Once the shortage area endorsement is earned the teacher will be required to teach for two years in a Washington State K-12 public school in the shortage area assignment for each year a scholarship is awarded.

Status of Program:

AS of September 1, 2009, 410 teachers from 175 school districts in Washington have begun the process of adding shortage area endorsements to their certificates with support of the Educator Retooling Program.

Educator Retooling Program Endorsements (pending) by shortage area 2007-2009:
Bilingual Education/English Language Learner-121
Mathematics Middle Level and Secondary combined-138
Science -13
Special Education- 187

What teachers say about the Educator Retooling Program:

"I learned about the program when I mentioned to an advisor that I couldn't afford to pay for adding an endorsement. Without it I would not be able to complete my endorsement."

"I am very grateful that this program exists. It is instrumental in helping me reach my goal- Thank you."

"This is a great program especially for those who might be considering an endorsement program but for who cost is a factor."

"This program has facilitated my return to school to obtain an endorsement and employment in my chosen field. Thank you!"

"I feel that this is a wonderful program that helps teachers strengthen their education and realize their dreams."

"I have found the program very easy to work with. Thank you for your assistance."

"Thanks for this wonderful opportunity. I would not be able to add this endorsement without this program."

For more information on the Educator Retooling Program please visit the Professional Educator Standards Board website at www.pesb.wa.gov

RCW 28A.405.100
MINIMUM CRITERIA FOR THE EVALUATION OF CERTIFICATED EMPLOYEES, INCLUDING ADMINISTRATORS -- PROCEDURE -- SCOPE -- PENALTY.

CHANGE IN 2010 (SEE ENGROSSED SECOND SUBSTITUTE SENATE BILL (E2SSB) 6696)

(1) The superintendent of public instruction shall establish and may amend from time to time minimum criteria for the evaluation of the professional performance capabilities and development of certificated classroom teachers and certificated support personnel. For classroom teachers the criteria shall be developed in the following categories: Instructional skill; classroom management, professional preparation and scholarship; effort toward improvement when needed; the handling of student discipline and attendant problems; and interest in teaching pupils and knowledge of subject matter.

Every board of directors shall, in accordance with procedure provided in RCW 41.59.010 through 41.59.170, 41.59.910 and41.59.920 , establish evaluative criteria and procedures for all certificated classroom teachers and certificated support personnel. The evaluative criteria must contain as a minimum the criteria established by the superintendent of public instruction pursuant to this section and must be prepared within six months following adoption of the superintendent of public instruction's minimum criteria. The district must certify to the superintendent of public instruction that evaluative criteria have been so prepared by the district.

Except as provided in subsection (5) of this section, it shall be the responsibility of a principal or his or her designee to evaluate all certificated personnel in his or her school. During each school year all classroom teachers and certificated support personnel, hereinafter referred to as "employees" in this section, shall be observed for the purposes of evaluation at least twice in the performance of their assigned duties. Total observation time for each employee for each school year shall be not less than sixty minutes. Following each observation, or series of observations, the principal or other evaluator shall promptly document the results of the observation in writing, and shall provide the employee with a copy thereof within three days after such report is prepared. New employees shall be observed at least once for a total observation time of thirty minutes during the first ninety calendar days of their employment period.

At any time after October 15th, an employee whose work is judged unsatisfactory based on district evaluation criteria shall be notified in writing of the specific areas of deficiencies along with a reasonable program for improvement. During the period of probation, the employee may not be transferred from the supervision of the original evaluator. Improvement of performance or probable cause for nonrenewal must occur and be documented by the original evaluator before any consideration of a request for transfer or reassignment as contemplated by either the individual or the school district. A probationary period of sixty school days shall be established. The establishment of a probationary period does not adversely affect the contract status of an employee within the meaning of RCW 28A.405.300. The purpose of the probationary period is to give the employee opportunity to demonstrate improvements in his or her areas of deficiency. The establishment of the probationary period and the giving of the notice to the employee of deficiency shall be by the school district superintendent and need not be submitted to the board of directors for approval. During the probationary period the evaluator shall meet with the

employee at least twice monthly to supervise and make a written evaluation of the progress, if any, made by the employee. The evaluator may authorize one additional certificated employee to evaluate the probationer and to aid the employee in improving his or her areas of deficiency; such additional certificated employee shall be immune from any civil liability that might otherwise be incurred or imposed with regard to the good faith performance of such evaluation. The probationer may be removed from probation if he or she has demonstrated improvement to the satisfaction of the principal in those areas specifically detailed in his or her initial notice of deficiency and subsequently detailed in his or her improvement program. Lack of necessary improvement during the established probationary period, as specifically documented in writing with notification to the probationer and shall constitute grounds for a finding of probable cause under RCW 28A.405.300 or 28A.405.210.

Immediately following the completion of a probationary period that does not produce performance changes detailed in the initial notice of deficiencies and improvement program, the employee may be removed from his or her assignment and placed into an alternative assignment for the remainder of the school year. This reassignment may not displace another employee nor may it adversely affect the probationary employee's compensation or benefits for the remainder of the employee's contract year. If such reassignment is not possible, the district may, at its option, place the employee on paid leave for the balance of the contract term.

(2) Every board of directors shall establish evaluative criteria and procedures for all superintendents, principals, and other administrators. It shall be the responsibility of the district superintendent or his or her designee to evaluate all administrators. Such evaluation shall be based on the administrative position job description. Such criteria, when applicable, shall include at least the following categories: Knowledge of, experience in, and training in recognizing good professional performance, capabilities and development; school administration and management; school finance; professional preparation and scholarship; effort toward improvement when needed; interest in pupils, employees, patrons and subjects taught in school; leadership; and ability and performance of evaluation of school personnel.

(3) Each certificated employee shall have the opportunity for confidential conferences with his or her immediate supervisor on no less than two occasions in each school year. Such confidential conference shall have as its sole purpose the aiding of the administrator in his or her assessment of the employee's professional performance.

(4) The failure of any evaluator to evaluate or supervise or cause the evaluation or supervision of certificated employees or administrators in accordance with this section, as now or hereafter amended, when it is his or her specific assigned or delegated responsibility to do so, shall be sufficient cause for the nonrenewal of any such evaluator's contract under RCW 28A.405.210, or the discharge of such evaluator under RCW 28A.405.300.

(5) After an employee has four years of satisfactory evaluations under subsection (1) of this section, a school district may use a short form of evaluation, a locally bargained evaluation emphasizing professional growth, an evaluation under subsection (1) of this section, or any combination thereof. The short form of evaluation shall include either a thirty minute observation during the school year with a written summary or a final annual written evaluation based on the

criteria in subsection (1) of this section and based on at least two observation periods during the school year totaling at least sixty minutes without a written summary of such observations being prepared. However, the evaluation process set forth in subsection (1) of this section shall be followed at least once every three years unless this time is extended by a local school district under the bargaining process set forth in chapter 41.59 RCW. The employee or evaluator may require that the evaluation process set forth in subsection (1) of this section be conducted in any given school year. No evaluation other than the evaluation authorized under subsection (1) of this section may be used as a basis for determining that an employee's work is unsatisfactory under subsection (1) of this section or as probable cause for the nonrenewal of an employee's contract under RCW 28A.405.210 unless an evaluation process developed under chapter 41.59 RCW determines otherwise.

[1997 c 278 § 1; 1994 c 115 § 1; 1990 c 33 § 386; 1985 c 420 § 6; 1975-'76 2nd ex.s. c 114 § 3; 1975 1st ex.s. c 288 § 22; 1969 ex.s. c 34 § 22. Formerly RCW 28A.67.065.]

RCW 28A.405.110
EVALUATIONS -- LEGISLATIVE FINDINGS.

The legislature recognizes the importance of teachers in the educational system. Teachers are the fundamental element in assuring a quality education for the state's and the nation's children. Teachers, through their direct contact with children, have a great impact on the development of the child. The legislature finds that this important role of the teacher requires an assurance that teachers are as successful as possible in attaining the goal of a well-educated society. The legislature finds, therefore, that the evaluation of those persons seeking to enter the teaching profession is no less important than the evaluation of those persons currently teaching. The evaluation of persons seeking teaching credentials should be strenuous while making accommodations uniquely appropriate to the applicants. Strenuous teacher training and preparation should be complemented by examinations of prospective teachers prior to candidates being granted official certification by the professional educator standards board. Teacher preparation program entrance evaluations, teacher training, teacher preparation program exit examinations, official certification, in-service training, and ongoing evaluations of individual progress and professional growth are all part of developing and maintaining a strong precertification and postcertification professional education system.

The legislature further finds that an evaluation system for teachers has the following elements, goals, and objectives: (1) An evaluation system must be meaningful, helpful, and objective; (2) an evaluation system must encourage improvements in teaching skills, techniques, and abilities by identifying areas needing improvement; (3) an evaluation system must provide a mechanism to make meaningful distinctions among teachers and to acknowledge, recognize, and encourage superior teaching performance; and (4) an evaluation system must encourage respect in the evaluation process by the persons conducting the evaluations and the persons subject to the evaluations through recognizing the importance of objective standards and minimizing subjectivity.

[2006 c 263 § 806; 1985 c 420 § 1. Formerly RCW 28A.67.205.]

RCW 28A.405.120
TRAINING FOR EVALUATORS.

School districts shall require each administrator, each principal, or other supervisory personnel who has responsibility for evaluating classroom teachers to have training in evaluation procedures.

[1995 c 335 § 401; 1985 c 420 § 3. Formerly RCW 28A.67.210.]

RCW 28A.405.130
TRAINING IN EVALUATION PROCEDURES REQUIRED.

No administrator, principal, or other supervisory personnel may evaluate a teacher without having received training in evaluation procedures.

[1985 c 420 § 4. Formerly RCW 28A.67.215.]

RCW 28A.405.140
ASSISTANCE FOR TEACHER MAY BE REQUIRED AFTER EVALUATION.

After an evaluation conducted pursuant to RCW 28A.405.100, the principal or the evaluator may require the teacher to take in-service training provided by the district in the area of teaching skills needing improvement, and may require the teacher to have a mentor for purposes of achieving such improvement.

[1993 c 336 § 403; 1990 c 33 § 387; 1985 c 420 § 5. Formerly RCW 28A.67.220.]

MOVING TO NEW TEACHER EVALUATION SYSTEMS IN WASHINGTON – BEFORE 2010

RESEARCH-INFORMED, RUBRIC-BASED, MULTIPLE-SCALE

Until the 2010 legislative session, Washington State had not significantly changed its teacher evaluation system in more than 20 years. Frustration occurred among teachers and principals alike as the antiquated system proved unable to address the needs of today's education system. Many school districts and their local teacher associations tweaked the existing system in an attempt to create a more effective evaluation system within current law.

At least twelve Washington school districts and their local teacher unions went further. Without waiting for specific directives or modifications in law, they significantly changed their systems. Working through the local bargaining process with full involvement and collaboration from teachers and administrators, these school districts implemented systems which incorporated criteria relevant to the needs of today's students. By utilizing researched-based rubrics to clearly judge a teacher's performance, evaluations were able to conclude with a four-scale rating system. Bremerton, Burlington Edison, Clover Park, Franklin Pierce, Kent, Lake Washington, Mercer Island, Peninsula, Riverview, Snohomish, Tacoma and Woodland paved the road with positive examples of union and management working cohesively together to improve the evaluation process.

These districts based much of their work on research and some worked directly with known experts in the field of teacher evaluations. The Lake Washington School District hired Charlotte Danielson in 2000 to assist them in their development of an effective evaluation model. Many districts used Marilyn Peterson of Seattle Pacific University; Tom McGreal, Rick Stiggins and Dan Duke also informed much of the work already being done in Washington State.

After studying and working with existing research, the districts designed, piloted, collected and assessed data, implemented, reassessed and made final adjustments prior to full implementation of new evaluation systems. They continue to reassess and adjust as necessary. Professional development for teachers and principals was provided in these lighthouse districts. The successes of these districts have helped guide the development of Washington State's new evaluation law. The leadership and practical experience they have will provide an important base of support as all Washington school districts move to the new system.

Two examples of their work:

- The first document is the Franklin Pierce School District Standards and Indicators. The reader will notice that the same standards and indicators, including multiple ratings, are used for annual evaluations and for professional development (see the self-reflection document).
- The second document is the Clover Park School District Teacher Evaluation Pilot 2008-2009 Handbook. The reader will notice the collaboration practices contained in the implementation of the new evaluation model.

APPENDIX L

Franklin Pierce School District

Standards and Indicators for Teaching and Learning

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished
(LPD) Lesson Planning and Design	LPD1a Appears unaware of the district curricula and state grade level expectations..	LPD1b Aware of the district curricula and state grade level expectations..	LPD1c Intentionally designs instruction to focus on the content and substance of the district curricula and state grade level expectations.	LPD1,2,3,4,5,6,7d In addition to being proficient, a staff member exceeding the standard is recognized by colleagues as a resource for others who are developing skill in the area of focus. This staff member demonstrates an ability to synthesize new knowledge about teaching with an existing understanding to further enhance their expertise. A staff member exceeding the standard may also be involved in the following activities: teaching demonstration lessons, presenting at conferences, teaching district inservice speaking at community functions, mentoring colleagues, authoring district curriculum.
	LPD2a Does not use district curricula or adopted instructional materials.	LPD2b Inconsistently uses district curricula and adopted instructional materials	LPD2c Uses district curricula and adopted instructional materials.	
	LPD3a Uses limited resources.	LPD3b Begins to vary use of resources.	LPD3c Organizes multiple resources to deliver instruction.	
	LPD4a Paces lessons only by resources, regardless of student needs.	LPD4b Begins to modify pacing based on student needs and interests.	LPD4c Determines pacing based on student needs and interests.	
	LPD5a Teaches content as the only goal.	LPD5b Uses content to teach some skills and strategies.	LPD5c Uses content to develop skills and strategies, including thinking skills.	
	LPD6a Teaches content in isolation with few connections.	LPD6b Aware of strategies for connecting the curriculum, i.e., content, thinking skills, student experience.	LPD6c Integrates curriculum using content, guiding questions, themes, thinking skills, and student experience.	
	LPD7a Does not reflect on a lesson's success or achievement of instructional goals.	LPD7b Has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	LPD7c Makes an accurate assessment of a lesson's engagement, effectiveness and adjusts planning as necessary.	
	LPD8a Embeds no current research in activities and instruction.	LPD8b Embeds current research in some instruction and activities.	LPD8c Embeds current research in instruction and activities.	LPD8.d Self-directed investigation and application of current research.

(UAII) Using Assessment to Improve Instruction	UAII1a Relies on a single assessment method.	UAII1b Uses a few classroom-based assessment tools such as scales, rubrics, checklists, and tests.	UAII.c Uses multiple assessment tools appropriately, including rubrics, scales, checklists, and tests to monitor student learning and set future goals.	UAII1,2,3,4,5d In addition to being proficient, a staff member exceeding the standard is recognized by colleagues as a resource for others who are developing skill in the area of focus. This staff member demonstrates an ability to synthesize new knowledge about teaching with an existing understanding to further enhance their expertise. A staff member exceeding the standard may also be involved in the following activities: mentoring colleagues, teaching demonstration lessons, authoring district curriculum, presenting at conferences, speaking at community functions, teaching district inservice.
	UAII2a Demonstrates little or no knowledge of performance assessments.	UAII2b Demonstrates limited use of performance assessments.	UAII2c Designs and uses performance assessments to measure skill application, including thinking skills.	
	UAII3a Collects no evidence of student work.	UAII3b Begins to collect student work.	UAII3c Develops portfolios with students, which document student growth over time.	
	UAII4a Expects no student self-reflection in assessment process.	UAII4b Limited involvement of students in self-assessment.	UAII4c Supports student involvement in the assessment process through goal setting, self-reflection, and critique. Surveys students regarding their engagement in learning.	
	UAII5a Fails to use assessment to guide and inform instruction.	UAII5b Begins to use assessment to plan appropriate instruction.	UAII5c Uses assessment to plan appropriate instruction and document student achievement over time.	

(LE) Learning Environment	LE1a Staff interactions with at least some students are negative, demeaning, sarcastic, or inappropriate to the culture, gender, and developmental level of students. Many students exhibit a pattern of disrespect for staff.	LE1b Staff/student interactions are generally appropriate to culture, gender, and developmental level of student. Many students exhibit minimal respect for staff.	LE1c Staff/student interactions are friendly, caring, and respectful. Interactions are consistently appropriate to students' culture, gender, & developmental level.	LE1d Staff demonstrates genuine warmth, caring and respect for all students.
	LE2a Significant number of student/student interactions are characterized by conflict, sarcasm or put-downs.	LE2b Student/student interactions are neutral. Students do not demonstrate negative behavior toward one another.	LE2c Student/student interactions are generally polite and respectful.	LE2d Students demonstrate genuine caring for and encouragement of one another.
	LE3a Staff is unaware of or does not utilize district resources for planning, teaching or classroom activities.	LE3b Staff displays limited awareness of available resources and/or relies on a single text.	LE3c Staff is fully aware of district resources and utilizes multiple resources for planning, teaching, and classroom activities.	LE3d Staff actively seeks other materials to enhance instruction in addition to being aware of and utilizing multiple district resources.
	LE4a The learning environment is unsafe.	LE4b The learning environment is safe, and room is adjusted for lessons, but with limited effectiveness.	LE4c The learning environment is safe, and the room arrangement supports teaching and learning activities for all students.	LE4d The learning environment is safe. and students adjust the room to advance their own purposes in learning.
	LE5a Staff and/or students convey a negative attitude toward what is being taught, suggesting that it is not important or is mandated by others.	LE5b Staff communicates importance of what is being taught, but with little conviction and only minimal buy-in from students.	LE5c Staff conveys genuine enthusiasm for what is being taught, and students demonstrate consistent commitment to its value.	LE5d Students demonstrate through their active participation and pride in their work that they value the importance of what is being taught.

(ETP) Effective Teaching Practice	ETP1a Relies primarily on lecture and seatwork as instructional strategies.	ETP1b Begins to incorporate some active processing strategies.	ETP1c Uses a wide variety of active processing strategies, including cooperative learning and questioning strategies designed to engage all students in learning.	ETP1,2,3,4,5d In addition to being proficient, a staff member exceeding the standard is recognized by colleagues as a resource for others who are developing skill in the area of focus. This staff member demonstrates an ability to synthesize new knowledge about teaching with an existing understanding to further enhance expertise. The staff member exceeding the standard may also be involved in the following activities: mentoring colleagues, authoring district curriculum, participating in district level committees, teaching district inservice, speaking at community functions, presenting at conferences, teaching demonstration lessons
	ETP2a Organizes instruction primarily for whole class grouping.	ETP2b Occasionally uses flexible grouping.	ETP2c Uses flexible groupings to deliver instruction and meet individual needs.	
	ETP3a Teaches to a single intelligence.	ETP3b Addresses a few of the multiple intelligences.	ETP3c Teaches to multiple intelligences.	
	ETP4a Unaware of thinking skills and behaviors.	ETP4b Begins to use graphic organizers and other tools to teach thinking skills and behaviors.	ETP4c Teaches thinking skills and behaviors using course content.	
	ETP5a Does not address the learning needs of students with disabilities.	ETP5b Begins to address the learning needs of students with disabilities.	ETP5c Effectively addresses the learning needs of students with disabilities.	
	ETP6a Uses haphazard learning activities, which are not motivating or suitable to students or instructional goals. Expectation for students are low.	ETP6b Uses some learning activities that are motivating or suitable to students and instructional goals. Expectations for students are inconsistent.	ETP6c Instructional goals and learning activities are engaging, motivating and convey high expectations for student achievement. The activities progress coherently.	ETP6d Selects from a large repertoire of learning activities, which are highly engaging and relevant to students and to instructional goals. The activities progress coherently, and reflect recent professional research. Expectations for all students are consistently high.
	ETP7a Fails to effectively communicate course expectations and uses a grading system which lacks clarity, consistency, reasonableness and/or fairness.	ETP7b Inconsistently communicates course expectations. Approach to grading is inconsistent.	ETP7c Clearly communicates course expectations and uses a clear, consistent, reasonable and fair grading system.	ETP7d In addition to being proficient, the staff member utilizes a grading system which promotes student self reflection.
	ETP8a Fails to connect assessments to goals or to make assessment criteria and standards clear to students.	ETP8b Connects some assessments to instructional goals. Sometimes communicates assessment criteria and standards to students.	ETP8c Deliberately connects assessments to instructional goal and communicates assessment criteria and standards to students.	ETP8d Crafts assessments which are completely congruent with instructional goals, both in content and process and communicates clearly.
	ETP9a Keeps disorganized records.	ETP9b Keep rudimentary and partially effective record.	ETP9c Keeps system for maintaining accurate and timely records (tracking assignments, attendance, achievement, etc.)	ETP9d Uses an effective system for maintaining information/records and encourages students to contribute information and interpret records.
	ETP10a Does not use technology to improve instruction.	ETP10b Begins to use technology to improve instruction.	ETP10c Incorporates available technology to improve instruction.	ETP10d Actively investigates/ develops and incorporates new technology.
	ETP11a Gives up or blames the student or the environment for the student's lack of success. Does not explore alternative strategies.	ETP11b Accepts responsibility for the success of students but has only a limited repertoire of instructional strategies to use.	ETP11c Persists in seeking approaches for students who have difficulty learning and possesses a moderate repertoire of strategies.	ETP11d Persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.
	ETP12a Instruction does not demonstrate sensitivity to students' culture, gender & developmental level.	ETP12b Instruction begins to demonstrate sensitivity to students' culure, gender and developmental level.	ETP12c Instruction demonstrates sensitivity to students' culture, gender and developmental level.	ETP12d A multi-cultural focus is effectively integrated in all instruction.

(CM) Classroom Management	CM1a Expectations for student behavior do not appear to have been established, or students are confused as to what the expectations are.	CM1b Expectations for behavior appear to have been established for most situations, and the majority of students seem to understand them.	CM1c Expectations for behavior are communicated and are clear to all students.	CM1d Expectations for behavior are communicated and are clear to all students. Students appear to have been included in the process.
	CM2a Does not utilize prevention/intervention strategies to encourage appropriate behavior and provide a safe learning environment.	CM2b Inconsistently utilizes prevention/intervention strategies to encourage appropriate behavior and provide a safe learning environment.	CM2c Utilizes a variety of prevention/intervention strategies to encourage appropriate behavior and provide a safe learning environment.	CM2d Utilizes a variety of prevention/intervention strategies which are seamlessly integrated, and students demonstrate responsibility for group's behavior. The classroom is a safe learning environment.
	CM3a Staff does not respond to student misbehavior, or the response is inconsistent.	CM3b Staff attempts to respond to student misbehavior but with inconsistent results.	CM3c Staff response to misbehavior is appropriate, successful, and demonstrates respect for student.	CM3d Staff response to student misbehavior is highly effective and sensitive to students' individual needs.
	CM4a Materials and supplies are handled inefficiently.	CM4b Routines for handling materials and supplies function moderately well.	CM4c Routines for handling materials and supplies occur smoothly with little loss of instructional time.	CM4d Routines for handling materials and supplies are seamless, with students assuming some responsibilities for efficient operations.
	CM5a Much time is lost during transitions, and/or class begins late.	CM5b Transitions are sporadically efficient, and/or class occasionally begins late, resulting in some loss of instructional time.	CM5c Transitions occur smoothly with little loss of instructional time.	CM5d Transitions are seamless, with students assuming some responsibility for efficient operation.
	CM6a Staff's spoken language is inaudible and/or written language illegible. Spoken or written language may contain grammatical errors and vocabulary inappropriate to students' level.	CM6b Staff's spoken language is audible and/or written language is legible. Both are used correctly, though vocabulary may be limited or not appropriate to students' level.	CM6c Staff's spoken language and written language are clear, correct, and appropriate to students' levels and interests.	CM6d Staff's spoken language and written language are correct, expressive and enriches the lesson.
	CM7a Volunteers and paraprofessionals have no clear-ly defined duties or do nothing most of the time.	CM7b Volunteers and para-professionals are produc-tively engaged during portions of class time.	CM7c Volunteers and/or paraprofessionals are productively engaged during class time.	CM7d Volunteers and/or paraprofessionals' skills are maximized, and they make a substantial contribution to the classroom environment.

(PD) Professional Development	PD1a Does not assess professional performance.	PD1b Begins to assess professional performance and/or sets goals for improvement.	PD1c Continually assesses professional performance and identifies goals for improvement.	PD1d Demonstrates considerable reflection in assessing professional performance. Goals for improvement extend beyond one's own classroom.
	PD2a Engages in little or no professional development activities to enhance knowledge or skill.	PD2b Participates in professional development activities to a limited extent when convenient or required.	PD2c Seeks out opportunities for professional development to enhance content knowledge and teaching skill.	PD2d Seeks out opportunities for professional development and makes systematic attempt to conduct action research in classroom.
	PD3a Does not respond to peer and /or supervisor feedback to refine and shape practices.	PD3b Utilizes some peer and/or supervisor feedback to refine and shape practices.	PD3c Utilizes peer and supervisor feedback to refine and shape practices.	PD3d Seeks out peer and/or supervisor feedback and utilizes feedback to refine and shape practices.

(PR) Professional Responsibilities	PR1a Maintains poor system for managing paperwork and timelines associated with profession.	PR1b Maintains a rudimentary and partially effective system for managing paperwork and timelines associated with profession.	PR1c Uses an effective system for managing paperwork and timelines associated with profession.	PR1d Employs a fully effective system for managing paperwork and timelines associated with profession.
	PR2a Provides little information about instructional program to families.	PR2b Participates in the school's activities for family communication but offers little additional information.	PR2c Regularly communicates with families about instructional program and students' progress.	PR2d Provides frequent information to families about instructional program. Students participate in preparing materials for their families.
	PR3a Staff interactions and communications with some families are negative, demeaning, sarcastic and/or inappropriate.	PR3b Staff/family interactions and communications are generally friendly and respectful.	PR3c Staff/family interactions and communication are welcome and demonstrate warmth, caring and respect.	PR3d Staff/families interactions are maximized in a proactive, warm, caring and respectful way.
	PR4a Does not respond or responds inappropriately to family questions or concerns.	PR4b Responds occasionally to family questions or concerns.	PR4c Responds to family questions and concerns in an appropriate and timely manner.	PR 4d Provides information to families frequently on both positive and negative aspects of student progress. Responses to family questions and concerns are handles sensitively.
	PR5a Contributes to student's lack of success by misusing and/or ignoring rules and policies.	PR5b Does not knowingly contribute to a student's lack of success.	PR5c Works collaboratively within the context of a particular team or department to ensure all students learn.	PR5d Makes a particular effort to challenge negative attitudes and helps to ensure that all students are honored in the school.
	PR6a Makes no effort to share knowledge with others or to assume professional responsibilities.	PR6b Finds limited ways to contribute to the profession.	PR6c Provides support to and seeks support from professional colleagues. Discusses problems, new ideas, gives/receives feedback, respecting/-accepting various viewpoints.	PR6d Initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.
	PR7a Makes decisions based on self-serving interests.	PR7b Decisions are based on limited though generally professional considerations.	PR7c Participates in decision-making to ensure decisions are based on the highest professional and democratic principles.	PR7d Takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
	PR8a Makes no effort to participate in school's improvement and refinement of curriculum/instruction practices.	PR8b Finds limited ways to participate in school's improvement and refinement of curriculum/ instruction practices.	PR8c Participates in school's improvement and refinement of curriculum/instruction practices, assessing for alignment with national, state, district and school goals.	PR8d Provides leadership in school's improvement and refinement of curriculum/instruction practices, assessing for alignment with national, state, district and school goals.
	PR9a Avoids becoming involved in school/district events/projects.	PR9b Participates in school/district events/projects when specifically asked.	PR9c Meaningfully participates in school/district events/projects.	PR9d Volunteers to participate in school /district projects, makes a substantial contribution, or assumes a leadership role in a major school or district project.

APPENDIX M - EVALUATION FOR CERTIFICATED TEACHERS

Name_____

Building/Department_____

Grade/Subject_____

School Year_____

Years in Current Assignment_____

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished
Standard: Lesson Planning and Design				

- GLEs
- District curriculum/adopted materials
- Multiple resources
- Pacing
- Content
- Integration
- Engagement
- Research

Comments:

Standard: Using Assessment to Improve Instruction				

- Multiple assessments
- Performance Assessments
- Portfolios
- Student involvement
- Utilizing assessment information

Comments:

Standard: Learning Environment				

- Staff/student interactions
- Student/student interactions
- Resources
- Safety
- Enthusiasm/value

Comments:

Standard: Effective Teaching Practice				

- Active processing strategies
- Flexible groupings
- Multiple intelligences
- Thinking skills
- Learning for all
- High expectations
- Grading
- Assessments
- Record system
- Technology
- Students with learning difficulties
- Sensitivity

Comments:

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished
Standard: Classroom Management (A) Expectations (B) Variety of strategies (C) Response to misbehavior (D) Routines (E) Transitions (F) Spoken/written language (G) Volunteers/paraprofessionals				
Comments:				
Standard: Professional Development • Assessment and goals • Seeks out opportunities • Utilizes feedback				
Comments:				
Standard: Professional Responsibilities • Communicates with parents • Communication style • Response to questions/concerns • Works collaboratively • Supports colleagues • Participates in decision-making • Participates in school improvement • Participates in events/projects • Manages paperwork				
Comments:				

Date of evaluation conference _____

_____ **Employee Signature**

_____ **Administrator Signature**

APPENDIX N – SELF-REFLECTION

Name_____Years in Current Assignment_____
Building/Department_____
Grade/Subject_____
School Year_____

Standard: Lesson Planning and Design (LPD)

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished
1. GLEs				
2. District curriculum/adopted materials				
3. Multiple resources				
4. Pacing				
5. Content				
6. Integration				
7. Engagement				
8. Research				
Comments				

Standard: Using Assessment to Improve Instruction (UAII)

1. Multiple assessments				
2. Performance Assessments				
3. Portfolios				
4. Student involvement				
5. Utilizing assessment information				
Comments				

Standard: Learning Environment (LE)

1. Staff/student interactions				
2. Student/student interactions				
3. Resources				
4. Safety				
5. Enthusiasm/value				
Comments				

Standard: Effective Teaching Practice (ETP)	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished
1. Active processing strategies				
2. Flexible groupings				
3. Multiple intelligences				
4. Thinking skills				
5. Learning for all				
6. High expectations				
7. Grading				
8. Assessments				
9. Record system				
10. Technology				
11. Students with learning difficulties				
12. Sensitivity				
Comments				

Standard: Classroom Management (CM)				
1. Expectations				
2. Variety of strategies				
3. Response to misbehavior				
4. Routines				
5. Transitions				
6. Spoken/written language				
7. Volunteers/paraprofessionals				
Comments				

Standard: Professional Development (PD)				
1. Assessment and goals				
2. Seeks out opportunities				
3. Utilizes feedback				
Comments				

Standard: Professional Responsibilities (PR)				
1. Communicates with parents				
2. Communication style				
3. Response to questions/concerns				
4. Works collaboratively				
5. Supports colleagues				
6. Participates in decision-making				
7. Participates in school improvement				
8. Participates in events/projects				
9. Manages paperwork				
Comments				

APPENDIX O – INDIVIDUALIZED GROWTH PLAN

Name_____

Building/Department_____

Grade/Subject_____

School Year_____

Years in Current Assignment _____

Goal(s) for Professional Growth:

Plan to achieve Goal(s):

Plan to Document Goal(s) Attainment:

Date of Professional Growth Planning Conference:_____

_____ _____

Employee Signature Administrator Signature

APPENDIX P – INDIVIDUALIZED GROWTH PLAN REVIEW

Assessment of Goal Attainment:

Documentation of Goal Attainment:

Date of Professional Growth Review Conference:_____

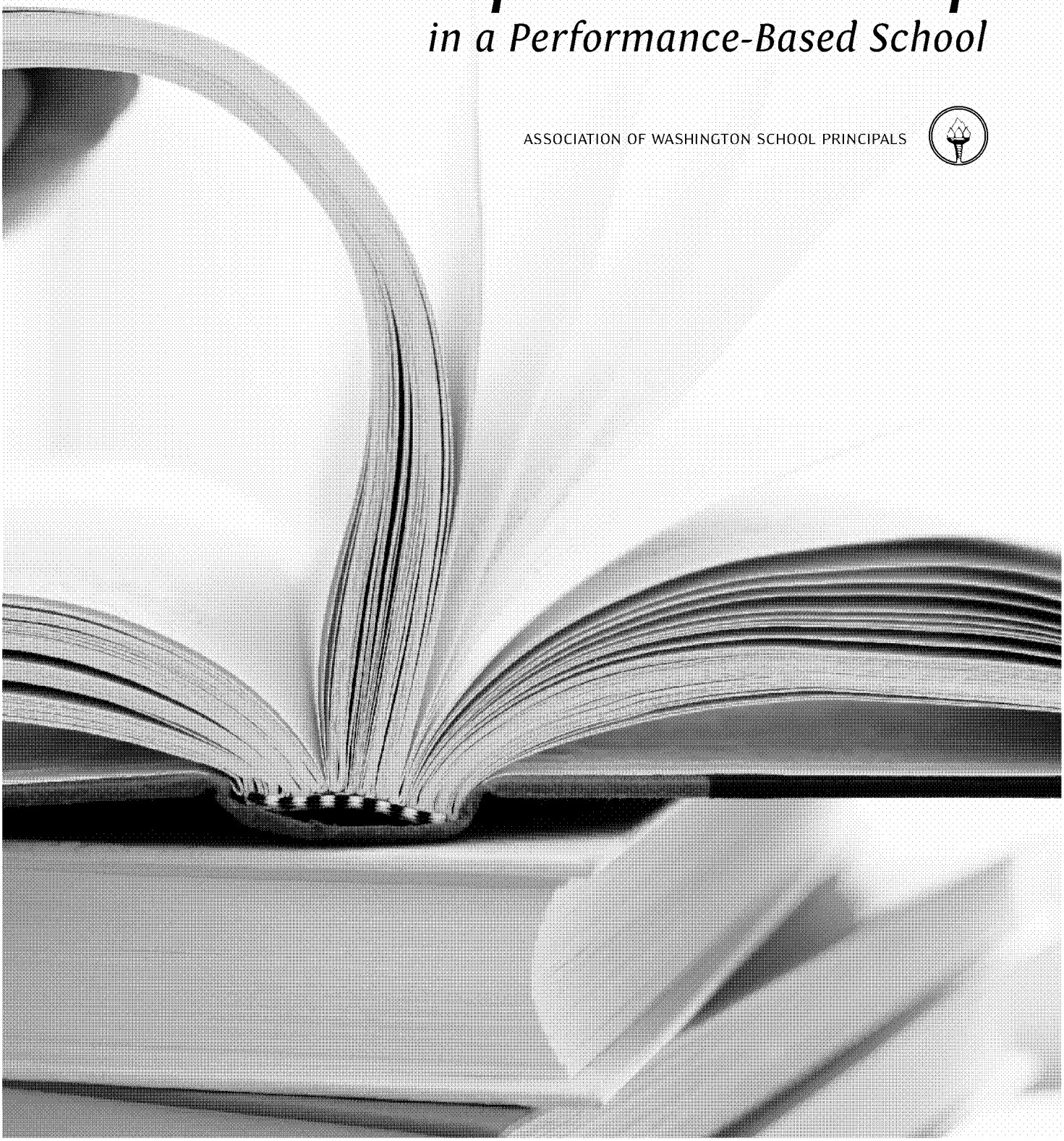
_____ _____

Employee Signature Administrator Signature

Principal Leadership

in a Performance-Based School

ASSOCIATION OF WASHINGTON SCHOOL PRINCIPALS



Principal Leadership
in a Performance-Based School

With the establishment of state standards in 1992, the Association of Washington School Principals (AWSP) recognized that student achievement would become the primary measure of a school's effectiveness. Since then, a significant shift has taken place—a shift that has required the evolution of new school cultures, the understanding of new roles for teachers and the development of new student accountability performance standards established and measured outside of the classroom. Pivotal to the success of this shift, which continues today in schools across Washington state, is a new type of principal leadership.

With this in mind, AWSP assembled a task force to analyze this new type of leadership and create a new set of principal responsibilities to match it. The goal was to create a document showing the interrelationship between these responsibilities and district policies and practices. The task force realized that, as the principals' work changed, the districts' principal evaluation models would also need to change in order to provide the support critical for these school leaders.

The AWSP task force started by developing a philosophical statement which formed the basis for the work that followed:

Statement of Accountability

Student achievement in a performance-based school is a shared responsibility involving the student, family, educators and the community. The principal s leadership is essential. As leader, the principal is accountable for the continuous growth of individual students and increased school performance as measured over time by state standards and locally determined indicators.

This Statement of Accountability has some significant pieces worth noting. First, the greatest temptation for a district is to hold the principal solely accountable for student achievement, as the most obvious data is *school* data. For the district to be successful, however, accountability must be shared among everyone in the system. Second, school performance data, as required by state and federal legislation, must be combined with individual student growth information for a comprehensive set of accountability data. Finally, it must be accepted that state testing data (which receives the most publicity) is necessary but insufficient for a principal accountability model because it does not reflect all expectations. Adding locally determined indicators to the state data is critical to helping principals and their staff understand what is expected of them.

This document is designed to provide a framework upon which a district might build a principal evaluation tool. Involving principals in the development of the tool, which should be tailored to the district's needs, policies and collective bargaining agreements, is critical.

The Seven Leadership Responsibilities for Principals, which provide the foundation for the remainder of this document, are listed below, as are descriptions of the corresponding Essen-

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tial Components. Each of the following pages focuses on one of the seven responsibilities and proposes several components needed to successfully carry out that specific responsibility.

Seven Leadership Responsibilities for Principals

1. *Creating a Culture:* Influence, establish and sustain a school culture conducive to continuous improvement for students and staff.
2. *Ensuring School Safety:* Lead the development and annual update of a comprehensive safe schools plan that includes prevention, intervention, crisis response and recovery.
3. *Planning with Data:* Lead the development, implementation and evaluation of the data-driven plan for improvement of student achievement.
4. *Aligning Curriculum:* Assist instructional staff in aligning curriculum, instruction and assessment with state and local learning goals.
5. *Improving Instruction:* Monitor, assist and evaluate staff implementation of the school improvement plan, effective instruction and assessment practices.
6. *Managing Resources:* Manage human and fiscal resources to accomplish student achievement goals.
7. *Engaging Communities:* Communicate and partner with school community members to promote student learning.

Essential Components

Knowledge and Skills: A principal's knowledge and skills enhance his or her understanding of details associated with each responsibility. This section is not intended to be a complete list of knowledge and skills needed, but rather one that would stimulate discussion in the district.

Evidence and Measures: Evidence and measures, which are an important aspect of any evaluation model, take conversations beyond the supervisor's "gut feeling. This section provides a sample of evidence or measures that principals and the district could use as a starting point for developing their own list.

Support: All principals need district support for developing their skills and knowledge in each of the responsibility areas. AWSP encourages principals and their supervisors to brainstorm what that support would look like. Examples of such support are provided in this section.

Authority: A principal's ability to succeed in each responsibility is dependent on having the authority to do just that. This section focuses on district policies and teacher collective bargaining agreements that might have an impact on a principal's authority.

This document is not an evaluation instrument for districts to adopt, but rather a set of building blocks upon which districts may construct their own evaluation tools. Effective principal evaluation models narrow the focus for a principal's growth to very few specific goals. The following pages are designed to provide districts with a list of examples to draw from as a starting point to personalize a principal's goal-setting process. Using these lists in their entirety would be a serious misuse of the document.

(b)(6)

1. Creating a Culture

Influence, establish and sustain a school culture conducive to continuous improvement for students and staff.

Knowledge/Skills	Evidence/Measures	Support	Authority
• Articulate and model a shared belief vision for continuous improvement and lifelong learning within the entire school community • Promote and model an atmosphere of inclusiveness, equity and respect among students, staff and community • Develop and model an atmosphere of personal responsibility, trust and collaboration among students and staff • Understand the needs and strengths of the individuals and groups in the school • Apply effective group-processing skills • Use authentic assessment data, including self-appraisal, to measure culture and inform action of individuals, groups and the school system • Recognize and celebrate efforts and achievements	• Student/staff surveys, interviews and focus groups • Meeting agendas and minutes/ outcomes regarding learning and problem-solving • Incident/intervention review • Logs of classroom visits • Ability of staff and students to articulate the school vision • Supervisor observation of building climate measures; measures and indicators discussed in evaluation meetings between principal and supervisor • School plan, meeting agendas and minutes, and strategies that support building vision • Indication from principal observations that teachers respond to student needs and background • Principal portfolio of other evidence or work in progress	• Time designated to work with staff outside of instruction time • District support in enforcing codes of conduct and professional ethics • Resources for staff training/ in-service • District commitment to each school's uniqueness and implementation of district goals • District awareness and recognition of school improvement efforts and accomplishments over time • Access to resources that assist administrators in meeting job performance targets for continuous student and staff improvements • District supports school's use of human and fiscal resources to enhance continuous learning	• Authority to hire, reassign and non-renew staff • Authority to provide school administrator input to negotiation process • Authority to access district and community resources • Authority to direct staff development to address collaboration and school culture improvement needs

(b)(6)

2. Ensuring School Safety

Lead the development and annual update of a comprehensive safe schools plan that includes prevention, intervention, crisis response and recovery.

Knowledge/Skills	Evidence/Measures	Support	Authority
• Review, analyze and implement school safety and discipline plans based on school data • Supervise teachers' instructional practices, classroom management and discipline to ensure a safe classroom environment • Apply legal and district policy requirements regarding discipline and safety • Develop open communication systems that allow for proactive identification and intervention of potential incidents • Establish and implement crisis plans and follow up in a timely and appropriate manner • Communicate so that students, parents and community members are confident the school is safe • Know and apply special education discipline/504 regulations and laws • Identify and use community resources to support comprehensive safe schools plan • Facilitate the development of a discipline plan that promotes problem-solving skills	• School safety committee members, minutes and agendas • Incident review notes • Summaries of student/staff surveys • Documents describing systems, structures, programs and procedures to assist students/adults • Documents showing partnership with local agencies; coordination of drills and incidents with follow-up review and planning • Documentation of drills for prevention and intervention • Communication with parents regarding school safety • Ability of students, staff and parents to articulate crisis procedures	• Training in best practices for prevention and intervention of violence, including issues/ideas that are community-specific • District and community support of principal decisions that follow district policy and best practices to ensure a safe environment • Advice, assistance and resources for specific student safety and discipline issues • District and community resources that complement one another to assist students and staff • School board policy aligned with expected practice • Assistance with data collection and analysis for a comprehensive picture of the safety and order of the school environments (rather than simply counting suspensions, etc.) • Up-to-date information and training on changing legal and district policy related to student safety and discipline • Human and/or fiscal resources to provide for adequate campus supervision • District support for working with disruptive students, including those in special populations	• Authority to access district and community resources to assist with difficult student behaviors • Authority to direct staff development toward student safety needs • Authority to assign to staff responsibilities for maintaining a safe and orderly school environment and to evaluate staff performance in this area

(b)(6)

3. Planning with Data

Lead the development, implementation and evaluation of the data-driven plan for improvement of student achievement.

Knowledge/Skills	Evidence/Measures	Support	Authority
• Ensure the creation of a School Improvement Plan (SIP) • Know components and purpose of the SIP • Mobilize staff to implement the SIP • Clearly communicate the elements of the SIP with constituent groups (staff, parents, board and community) • Analyze data to assess the effectiveness of the SIP • Collaborate, problem-solve and build consensus with individuals and groups • Utilize a variety of assessment data	• Individual student achievement data • Compilation of classroom data, including collection of and response to measures of classroom achievement • Principal observation notes of teachers and students regarding learning goals and teachers' use of assessment data to inform subsequent instruction • Results of short-term/long-term data-driven plan • Student/family involvement in student achievement plans • Teacher/student self-evaluation • Individual student intervention plans	• School and district expertise in analyzing and interpreting data • Parent and community support of the SIP in schools and district • District support of school needs for personnel, time and resources, including time for collaboration • District expectations that require collaborative behavior of teachers	• Authority to require teachers to teach essential learnings as defined by state and local curriculum • Authority to require teachers to use authentic assessments and the data from their assessments to drive instruction • Authority for staff and principal to modify the SIP based on data results (i.e., remediation needs while still maintaining high academic standards) • Authority to use teacher success with student achievement as a requirement for hiring or accepting transfers • Authority to direct resources toward staff development goals of the SIP and documented student achievement

(b)(6)

4. Aligning Curriculum

Assist instructional staff in aligning curriculum, instruction and assessment with state and local learning goals.

Knowledge/Skills	Evidence/Measures	Support	Authority
• Know state performance expectations • Use a variety of assessments to diagnose learner needs and to design appropriate learning intervention to improve success on state, local and classroom measures • Focus staff on learning and teaching priorities • Guide staff in curriculum alignment process • Assist staff in adjusting to and accepting curriculum, instruction and assessment changes • Guide staff in alignment processes within and across curriculum areas and grade levels • Have knowledge of best practices of instruction and assessment • Engage instructional staff in frequent conversations/reflection about classroom practice	• Communications used for disseminating information on state and local goals • Schedules and meeting agendas/ minutes for staff planning and collaboration • Logs of formal and informal observations, feedback conferences and principal's plan to coach and assist teachers • Master schedule • Calendar of professional and school activities • Records of brief informal observations • Principal portfolio of other evidence or work in progress	• Time and resources designated for: – Staff development for teachers and administrators – Curriculum alignment activities, including K-12 and cross-curricular articulation – Staff collaboration in the development of instructional and assessment plans and materials • Materials and in-service supporting reform efforts provided by district, regional and state agencies, and professional associations • Assistance, recognition and encouragement for progress in aligning curriculum, instruction and assessment • Sense of ownership and a shared accountability among school and district staff	• Authority to assign and reassign staff within school to facilitate delivery of effective instruction • Authority to place and/or regroup students to increase student achievement • Authority to direct budget toward student achievement goals • Authority to direct staff development toward student learning needs

(b)(6)

5. Improving Instruction

Monitor, assist and evaluate staff implementation of the school improvement plan, effective instruction and assessment practices.

Knowledge/Skills	Evidence/Measures	Support	Authority
• Persistently advance the School Improvement Plan (SIP) • Engage each staff member in their appropriate implementation of the SIP • Involve staff in the decision-making process to enhance the SIP • Evaluate in a way that distinguishes effective teachers from ineffective teachers • Guide staff through the change process while maintaining focus on student learning goals • Assist staff in self-evaluation leading to effective practice • Use a variety of data to inform and support decisions about instruction and assessment of learning • Use a variety of monitoring structures (e.g., informal observation, assessment and lesson plan analysis, formal lesson observation) to improve instruction and assessment of learning • Clearly communicate effective instructional and assessment practices for staff • Develop collaboration and peer mentoring among staff • Develop an induction process for new staff	• Effective employee evaluations that follow contractual and legal requirements and timelines • Planning/scheduling for new teacher mentoring and meetings • Evidence of agendas of staff/department/grade-level meetings and staff development • Achievement data trends over time • Staff development plans that address identified needs • Principal portfolio of other evidence or work in progress	• Superintendent who shares vision and assists in follow-through on a long-term basis versus viewing the short-term problem • District personnel, including superintendent, who understand the complexity, legal liability and political elements of change and remain supportive of school efforts • Administrator's job description that reflects priority of student achievement goals • Reduction of tasks that are not directly related to achievement goals from administrator performance expectations • Training in performance-based evaluation and development of the SIP • Training/collaboration among school administrators to define and apply evaluative criteria consistently for all staff • District support for administrators in evaluation/probation process • Time and resources for staff collaboration	• Authority to provide input to alter negotiated agreements for consistency of effective school practices and maximizing student achievement • Authority to focus on student achievement as the primary responsibility of administrators • Authority to match staff selection and retention to program needs • Authority to accept/reject staff assigned to school based upon demonstrated skill in promoting student achievement • Authority to alter schedules and structure to better meet student learning needs

6. Managing Resources

Manage human and fiscal resources to accomplish student achievement goals.

Knowledge/Skills	Evidence/Measures	Support	Authority
• Gather, analyze and use data to create, evaluate and manage a school budget plan • Involve staff in developing the budget plan • Possess knowledge of laws related to special areas (e.g., ASB, special programs, grants) • Possess skills in recruiting and securing the best applicants for the job • Use effective staff development and improvement strategies • Have knowledge of effective practices as well as rules and regulations related to staff supervision, coaching and evaluation • Have skills and knowledge to take someone through probation and non-renewal • Effectively address difficult issues and conduct difficult discussions • Focus financial, human and time resources on teaching and learning	• A School Improvement Plan (SIP) that reflects appropriate use of building resources—people, time and money • Budget documents/plans showing funding of identified priorities • Balanced budget • Legal, contractual and budgetary timelines that are met • Hiring packets or protocols that reflect student achievement goals	• District, state and federal funds to accomplish student achievement goals • Training for hiring and budgeting as well as understanding legal and contractual requirements • District resources (e.g., time) for recruiting staff and district procedures and timelines compatible with hiring quality staff • Support of principal from all central office administrators in supervision and evaluation to prevent the transfer of unsatisfactory staff into the principal's school • Provision of organizational support and resources for staff development, evaluation, probation and non-renewal decisions • Time made available for supervision and improvement of instruction as a major focus of the principal's job	• Authority to determine where school resources are allocated • Authority to have the final decision on accepting staff transfers • Authority to manage the hiring process and select staff • Authority to develop building programs and assign staff accordingly

(b)(6)

7. Engaging Communities

Communicate and partner with school community members to promote student learning.

Knowledge/Skills	Evidence/Measures	Support	Authority
• Use effective communication skills and strategies to: – Market the school to enlist community support – Resolve conflicts among individuals and groups – Build common focus and collaboration to enhance student learning • Partner and collaborate with administrative colleagues • Build collegial and collaborative relationships with and among school staff members • Share leadership based upon situation and need • Identify and involve business and community leaders and key communicators • Use a variety of vehicles and tools to communicate about student learning with constituents, both within and outside of the school • Gather and use relevant data regarding community responses to student learning and their attitudes about the school • Work with local media to "get the word out" regarding student learning • Celebrate success across school and community • Break down barriers between school and community • Have knowledge of diversity issues • Recognize areas of strength and areas of potential conflict to guide actions • Develop proactive measures to create inclusive environments	• Samples of communication vehicles used • A school improvement plan that demonstrates knowledge of the specific school community and the impact on learning • Ability to articulate a defined decision-making process • Logs of community interaction (e.g., number of volunteers, community members in the school, telephone conversations and community presence at school activities) • Schedule of activities, conferences, documentation, etc. • Surveys/focus groups of the community • Evidence in addressing conflict resolution through observations and notes • Principal portfolio of other evidence or work in progress	• Training for enhanced family and community engagement • Training in strategies for effective community partnerships • Training, coverage and support for community involvement as an element of principal responsibility • Assistance from district's community relations director as needed for school communication plans • Handling of insurance, liability coverage, background checks, recruitment and training for volunteers at the district level • Clearly established decision-making parameters	• Authority to initiate and continue partnerships with community members • Authority to adjust the school day and/or calendar to promote community and parent partnerships • Authority to require staff members to communicate with parents as part of their commitment to improve student learning

AWSP s seven Leadership Responsibilities meet the

ISLLC Standards

The six Interstate School Leaders Licensure Consortium (ISLLC) Standards are used as the Washington principal certification standards. These standards drive the certification process for current administrative interns and the certification renewal process for growing numbers of assistant principals.

The following pages compare AWSP's seven Leadership Responsibilities to the ISLLC Standards, which are described below.

The ISLLC Standards

A school administrator is an educational leader who promotes the success of all students through:

Standard 1
Vision: Facilitating a shared vision of learning.

Standard 2
Instruction: Sustaining a culture of student learning and staff professional growth.

Standard 3
Safety: Ensuring a safe, efficient and effective learning environment.

Standard 4
Collaboration: Working with diverse communities and mobilizing community resources.

Standard 5
Integrity: Acting with integrity, fairness and in an ethical manner.

Standard 6
Outreach: Understanding and influencing the larger political, social, economic, legal and cultural context.

ISLLC Standards Functions

The following Functions of the ISLLC Standards have been matched to the corresponding AWSP Responsibility:

AWSP Responsibility 1 – Influence, establish and sustain a school culture conducive to continuous improvement for students and staff.

ISLLC 1, Function A - Collaboratively develop and implement a shared vision and mission.
ISLLC 2, Function A - Nurture and sustain a culture of collaboration, trust, learning, and high expectations.
ISLLC 2, Function C - Create a personalized and motivating learning environment for students.
ISLLC 2, Function G - Maximize time spent on quality instruction.
ISLLC 3, Function E - Ensure teacher and organizational time is focused to support quality instruction and student learning.

AWSP Responsibility 2 – Lead the development and annual update of a comprehensive safe schools plan that includes prevention, intervention, crisis response and recovery.

ISLLC 3, Function C - Promote and protect the welfare and safety of students and staff.

AWSP Responsibility 3– Lead the development, implementation and evaluation of the data-driven plan for improvement of student achievement.

ISLLC 1, Function B - Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
ISLLC 1, Function C - Create and implement plans to achieve goals.
ISLLC 1, Function D - Promote continuous and sustainable improvement.
ISLLC 1, Function E - Monitor and evaluate progress and revise plans.
ISLLC 4, Function A - Collect and analyze data and information pertinent to the educational environment.

AWSP Responsibility 4 – Assist instructional staff in aligning curriculum, instruction and assessment with state and local learning goals.

ISLLC 2, Function B - Create a comprehensive, rigorous, and coherent curricular program.
ISLLC 2, Function E - Develop assessment and accountability systems to monitor student progress.

AWSP Responsibility 5 – Monitor, assist and evaluate staff implementation of the school improvement plan, effective instruction and assessment practices.

ISLLC 2, Function D - Supervise instruction.
ISLLC 2, Function F - Develop the instructional and leadership capacity of staff.
ISLLC 2, Function I - Monitor and evaluate the impact of the instructional program.

AWSP Responsibility 6 – Manage human and fiscal resources to accomplish student achievement goals.

ISLLC 3, Function A - Monitor and evaluate the management and operational systems.
ISLLC 3, Function B - Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.

AWSP Responsibility 7 – Communicate and partner with school community members to promote student learning.

ISLLC 4, Function B - Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.
ISLLC 4, Function C - Build and sustain positive relationships with families and caregivers.
ISLLC 4, Function D - Build and sustain productive relationships with community partners.

The following Functions of the ISLLC Standards did not match precisely with one specific AWSP Responsibility; however, we feel that many of them are critical to the overall success of a principal s leadership and could be applicable to multiple responsibilities:

ISLLC 2, Function H – Promote the use of the most effective and appropriate technologies to support teaching and learning.

ISLLC 3, Function D – Develop the capacity for distributed leadership.

ISLLC 5, Function A – Ensure a system of accountability for every student's academic and social success.
ISLLC 5, Function B – Model principles of self-awareness, reflective practice, transparency, and ethical behavior.
ISLLC 5, Function C – Safeguard the values of democracy, equity, and diversity.
ISLLC 5, Function D – Consider and evaluate the potential moral and legal consequences of decision-making.
ISLLC 5, Function E – Promote social justice and ensure that individual student needs inform all aspects of schooling.

ISLLC 6, Function A – Advocate for children, families, and caregivers.
ISLLC 6, Function B – Act to influence local, district, state, and national decisions affecting student learning.
ISLLC 6, Function C – Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

ISLLC Standards Strands

The following Strands of the ISLLC Standards, as spelled out in the Washington Principal/Program Administrator Standards-Based Benchmarks, have been matched to their corresponding AWSP Responsibility:

AWSP Responsibility 1 - Influence, establish and sustain a school culture conducive to continuous improvement for students and staff.

ISLLC 1, Strand 2 - Operationalizing the vision for learning.
ISLLC 1, Strand 3 - Developing stewardship of the vision.
ISLLC 2, Strand 1 - Advocating, nurturing, and sustaining a school culture.
ISLLC 2, Strand 2 - Advocating, nurturing, and sustaining student learning.
ISLLC 3, Strand 4 - Ensuring management of the resources for a safe, efficient, and effective learning environment (also in Responsibilities 2 & 6).

AWSP Responsibility 2 - Lead the development and annual update of a comprehensive safe schools plan that includes prevention, intervention, crisis response and recovery.

ISLLC 3, Strand 4 - Ensuring management of the resources for a safe, efficient, and effective learning environment (also in Responsibilities 1 & 6).

AWSP Responsibility 3 - Lead the development, implementation and evaluation of the data-driven plan for improvement of student achievement.

ISLLC 3, Strand 1 - Uses a continuous cycle of analysis to ensure efficient and effective systems.

AWSP Responsibility 4 – Assist instructional staff in aligning curriculum, instruction and assessment with state and local learning goals.

AWSP Responsibility 5 - Monitor, assist and evaluate staff implementation of the school improvement plan, effective instruction and assessment practices.

ISLLC 2, Strand 3 - Advocating, nurturing, and sustaining Professional Development.

AWSP Responsibility 6 - Manage human and fiscal resources to accomplish student achievement goals.

ISLLC 3, Strand 2 - Ensuring efficient and effective management of the organization.
ISLLC 3, Strand 3 - Ensuring efficient and effective management of the operations.
ISLLC 3, Strand 4 - Ensuring management of the resources for a safe, efficient, and effective learning environment (also in Responsibilities 1 & 2).

AWSP Responsibility 7 - Communicate and partner with school community members to promote student learning.

ISLLC 4, Strand 1 - Collaborating with families.
ISLLC 4, Strand 2 - Collaborating and responding to diverse communities.
ISLLC 4, Strand 3 - Mobilizing community resources.

The following Strands of the ISLLC Standards, as spelled out in the Washington Principal/Program Administrator Standards-Based Benchmarks, did not match precisely with one specific AWSP Responsibility; however, many of them are critical to the overall success of a principal s leadership and could be applicable to multiple responsibilities:

ISLLC 1, Strand 1 – Creating a site-specific vision for learning which aligns with the broader district-wide vision.

ISLLC 5, Strand 1 – Uses the continuous cycle of analysis for self-assessment of professional leadership.

ISLLC 5, Strand 2 – Acts with integrity, fairness, and in an ethical manner.

ISLLC 6 – A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

CERTIFICATION OF ENROLLMENT

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6696

Chapter 235, Laws of 2010

61st Legislature
2010 Regular Session

EDUCATION REFORM

EFFECTIVE DATE: 06/10/10

Passed by the Senate March 11, 2010
YEAS 46 NAYS 1

BRAD OWEN

President of the Senate

Passed by the House March 11, 2010
YEAS 72 NAYS 25

FRANK CHOPP

Speaker of the House of Representatives

CERTIFICATE

I, Thomas Hoemann, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE SENATE BILL 6696** as passed by the Senate and the House of Representatives on the dates hereon set forth.

THOMAS HOEMANN

Secretary

Approved March 29, 2010, 2:19 p.m.

CHRISTINE GREGOIRE

Governor of the State of Washington

FILED

March 30, 2010

Secretary of State
State of Washington

PART II
EVALUATIONS

Sec. 202 RCW 28A.405.100 and 1997 c 278 s 1 are each amended to read as follows:

(1)(a) Except as provided in subsection (2) of this section, the superintendent of public instruction shall establish and may amend from time to time minimum criteria for the evaluation of the professional performance capabilities and development of certificated classroom teachers and certificated support personnel. For classroom teachers the criteria shall be developed in the following categories: Instructional skill; classroom management, professional preparation and scholarship; effort toward improvement when needed; the handling of student discipline and attendant problems; and interest in teaching pupils and knowledge of subject matter.

(b) Every board of directors shall, in accordance with procedure provided in RCW 41.59.010 through 41.59.170, 41.59.910 and 41.59.920, establish evaluative criteria and procedures for all certificated classroom teachers and certificated support personnel. The evaluative criteria must contain as a minimum the criteria established by the superintendent of public instruction pursuant to this section and must be prepared within six months following adoption of the superintendent of public instruction's minimum criteria. The district must certify to the superintendent of public instruction that evaluative criteria have been so prepared by the district.

(2)(a) Pursuant to the implementation schedule established in subsection (7)(b) of this section, every board of directors shall, in accordance with procedures provided in RCW 41.59.010 through 41.59.170, 41.59.910, and 41.59.920, establish revised evaluative criteria and a four-level rating system for all certificated classroom teachers.

(b) The minimum criteria shall include: (i) Centering instruction on high expectations for student achievement; (ii) demonstrating effective teaching practices; (iii) recognizing individual student learning needs and developing strategies to address those needs; (iv) providing clear and intentional focus on subject matter content and curriculum; (v) fostering and managing a safe, positive learning environment; (vi) using multiple student data elements to modify instruction and improve student learning; (vii) communicating and collaborating with parents and school community; and (viii) exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

(c) The four-level rating system used to evaluate the certificated classroom teacher must describe performance along a continuum that indicates the extent to which the criteria have been

met or exceeded. When student growth data, if available and relevant to the teacher and subject matter, is referenced in the evaluation process it must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools. As used in this subsection, "student growth" means the change in student achievement between two points in time.

(3)(a) Except as provided in subsection ((~~(5)~~)) (10) of this section, it shall be the responsibility of a principal or his or her designee to evaluate all certificated personnel in his or her school. During each school year all classroom teachers and certificated support personnel((~~, hereinafter referred to as "employees" in this section,~~)) shall be observed for the purposes of evaluation at least twice in the performance of their assigned duties. Total observation time for each employee for each school year shall be not less than sixty minutes. An employee in the third year of provisional status as defined in RCW 28A.405.220 shall be observed at least three times in the performance of his or her duties and the total observation time for the school year shall not be less than ninety minutes. Following each observation, or series of observations, the principal or other evaluator shall promptly document the results of the observation in writing, and shall provide the employee with a copy thereof within three days after such report is prepared. New employees shall be observed at least once for a total observation time of thirty minutes during the first ninety calendar days of their employment period.

(b) As used in this subsection and subsection (4) of this section, "employees" means classroom teachers and certificated support personnel.

(4)(a) At any time after October 15th, an employee whose work is not judged ((~~unsatisfactory~~)) satisfactory based on district evaluation criteria shall be notified in writing of the specific areas of deficiencies along with a reasonable program for improvement. During the period of probation, the employee may not be transferred from the supervision of the original evaluator. Improvement of performance or probable cause for nonrenewal must occur and be documented by the original evaluator before any consideration of a request for transfer or reassignment as contemplated by either the individual or the school district. A probationary period of sixty school days shall be established. The establishment of a probationary period does not adversely affect the contract status of an employee within the meaning of RCW 28A.405.300. The purpose of the probationary period is to give the employee opportunity to demonstrate improvements in his or her areas of deficiency. The establishment of the

probationary period and the giving of the notice to the employee of deficiency shall be by the school district superintendent and need not be submitted to the board of directors for approval. During the probationary period the evaluator shall meet with the employee at least twice monthly to supervise and make a written evaluation of the progress, if any, made by the employee. The evaluator may authorize one additional certificated employee to evaluate the probationer and to aid the employee in improving his or her areas of deficiency; such additional certificated employee shall be immune from any civil liability that might otherwise be incurred or imposed with regard to the good faith performance of such evaluation. The probationer may be removed from probation if he or she has demonstrated improvement to the satisfaction of the principal in those areas specifically detailed in his or her initial notice of deficiency and subsequently detailed in his or her improvement program. Lack of necessary improvement during the established probationary period, as specifically documented in writing with notification to the probationer and shall constitute grounds for a finding of probable cause under RCW 28A.405.300 or 28A.405.210.

(b) Immediately following the completion of a probationary period that does not produce performance changes detailed in the initial notice of deficiencies and improvement program, the employee may be removed from his or her assignment and placed into an alternative assignment for the remainder of the school year. This reassignment may not displace another employee nor may it adversely affect the probationary employee's compensation or benefits for the remainder of the employee's contract year. If such reassignment is not possible, the district may, at its option, place the employee on paid leave for the balance of the contract term.

((~~(2)~~)) (5) Every board of directors shall establish evaluative criteria and procedures for all superintendents, principals, and other administrators. It shall be the responsibility of the district superintendent or his or her designee to evaluate all administrators. Except as provided in subsection (6) of this section, such evaluation shall be based on the administrative position job description. Such criteria, when applicable, shall include at least the following categories: Knowledge of, experience in, and training in recognizing good professional performance, capabilities and development; school administration and management; school finance; professional preparation and scholarship; effort toward improvement when needed; interest in pupils, employees, patrons and subjects taught in school; leadership; and ability and performance of evaluation of school personnel.

((~~(3)~~)) (6)(a) Pursuant to the implementation schedule established by subsection (7)(b) of this section, every board of directors shall establish revised evaluative criteria and a four-level rating system for principals.

(b) The minimum criteria shall include: (i) Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff; (ii) demonstrating commitment to closing the achievement gap; (iii) providing for school safety; (iv) leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements; (v) assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals; (vi) monitoring, assisting, and evaluating effective instruction and assessment practices; (vii) managing both staff and fiscal resources to support student achievement and legal responsibilities; and (viii) partnering with the school community to promote student learning.

(c) The four-level rating system used to evaluate the principal must describe performance along a continuum that indicates the extent to which the criteria have been met or exceeded. When available, student growth data that is referenced in the evaluation process must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools. As used in this subsection, "student growth" means the change in student achievement between two points in time.

(7)(a) The superintendent of public instruction, in collaboration with state associations representing teachers, principals, administrators, and parents, shall create models for implementing the evaluation system criteria, student growth tools, professional development programs, and evaluator training for certificated classroom teachers and principals. Human resources specialists, professional development experts, and assessment experts must also be consulted. Due to the diversity of teaching assignments and the many developmental levels of students, classroom teachers and principals must be prominently represented in this work. The models must be available for use in the 2011-12 school year.

(b) A new certificated classroom teacher evaluation system that implements the provisions of subsection (2) of this section and a new principal evaluation system that implements the provisions of subsection (6) of this section shall be phased-in beginning with the 2010-11 school year by districts identified in (c) of this subsection and implemented in all school districts beginning with the 2013-14 school year.

(c) A set of school districts shall be selected by the superintendent of public instruction to participate in a collaborative process resulting in the development and piloting of new certificated classroom teacher and principal evaluation systems during the 2010-11 and 2011-12 school years. These school districts must be selected based on: (i) The agreement of the local associations representing classroom teachers and principals to collaborate with the district in this developmental work and (ii) the agreement to participate in the full range of development and implementation activities, including: Development of rubrics for the evaluation criteria and ratings in subsections (2) and (6) of this section; identification of or development of appropriate multiple measures of student growth in subsections (2) and (6) of this section; development of appropriate evaluation system forms; participation in professional development for principals and classroom teachers regarding the content of the new evaluation system; participation in evaluator training; and participation in activities to evaluate the effectiveness of the new systems and support programs. The school districts must submit to the office of the superintendent of public instruction data that is used in evaluations and all district-collected student achievement, aptitude, and growth data regardless of whether the data is used in evaluations. If the data is not available electronically, the district may submit it in nonelectronic form. The superintendent of public instruction must analyze the districts' use of student data in evaluations, including examining the extent that student data is not used or is underutilized. The superintendent of public instruction must also consult with participating districts and stakeholders, recommend appropriate changes, and address statewide implementation issues. The superintendent of public instruction shall report evaluation system implementation status, evaluation data, and recommendations to appropriate committees of the legislature and governor by July 1, 2011, and at the conclusion of the development phase by July 1, 2012. In the July 1, 2011 report, the superintendent shall include recommendations for whether a single statewide evaluation model should be adopted, whether modified versions developed by school districts should be subject to state approval, and what the criteria would be for determining if a school district's evaluation model meets or exceeds a statewide model. The report shall also identify challenges posed by requiring a state approval process.

(8) Each certificated ((~~employee~~)) classroom teacher and certificated support personnel shall have the opportunity for confidential conferences with his or her immediate supervisor on no less than two occasions in each school year. Such confidential conference shall have as its sole

purpose the aiding of the administrator in his or her assessment of the employee's professional performance.

((~~(4)~~)) (9) The failure of any evaluator to evaluate or supervise or cause the evaluation or supervision of certificated ((~~employees~~)) classroom teachers and certificated support personnel or administrators in accordance with this section, as now or hereafter amended, when it is his or her specific assigned or delegated responsibility to do so, shall be sufficient cause for the nonrenewal of any such evaluator's contract under RCW 28A.405.210, or the discharge of such evaluator under RCW 28A.405.300.

((~~(5)~~)) (10) After ((~~an employee~~)) a certificated classroom teacher or certificated support personnel has four years of satisfactory evaluations under subsection (1) of this section or has received one of the two top ratings for four years under subsection (2) of this section, a school district may use a short form of evaluation, a locally bargained evaluation emphasizing professional growth, an evaluation under subsection (1) or (2) of this section, or any combination thereof. The short form of evaluation shall include either a thirty minute observation during the school year with a written summary or a final annual written evaluation based on the criteria in subsection (1) or (2) of this section and based on at least two observation periods during the school year totaling at least sixty minutes without a written summary of such observations being prepared. A locally bargained short-form evaluation emphasizing professional growth must provide that the professional growth activity conducted by the certificated classroom teacher be specifically linked to one or more of the certificated classroom teacher evaluation criteria. However, the evaluation process set forth in subsection (1) or (2) of this section shall be followed at least once every three years unless this time is extended by a local school district under the bargaining process set forth in chapter 41.59 RCW. The employee or evaluator may require that the evaluation process set forth in subsection (1) or (2) of this section be conducted in any given school year. No evaluation other than the evaluation authorized under subsection (1) or (2) of this section may be used as a basis for determining that an employee's work is ((~~unsatisfactory~~)) not satisfactory under subsection (1) or (2) of this section or as probable cause for the nonrenewal of an employee's contract under RCW 28A.405.210 unless an evaluation process developed under chapter 41.59 RCW determines otherwise.

TEACHER AND PRINCIPAL EVALUATION PILOT

STEERING COMMITTEE

Alan Burke, Deputy Superintendent, Office of Superintendent of Public Instruction

Judy Hartmann, Executive Policy Advisor, Office of the Governor

Gary Kipp, Association of Washington School Principals

Janell Newman, Office of Superintendent of Public Instruction

Scott Poirier, Washington Education Association

Paula Quinn, Association of Washington School Principals

Ann Randall, Washington Education Association

Paul Rosier, Washington Association of School Administrators

Lucinda Young, Washington Education Association

STAFF

Evaluation Project Coordinator, TBD

Robert Butts, Assistant Superintendent, Interim Project Coordinator, OSPI

Michaela Miller, Pilot Project Manager, OSPI

EVALUATION PILOT VIDEOCONFERENCE

61 school districts and their partners from across the state participated in an informational videoconference on April 27, 2010.

Bainbridge Island
Bellingham
Bethel
Blaine
Brewster
Carbonado
Central Kitsap
Cheney
Clarkston
Cle Elum-Roslyn
Clover Park
College Place
Columbia
Creston
Deer Park
Dieringer
Enumclaw
ESD 101 (Spokane)
ESD 105 (Yakima)
ESD 112 (Vancouver)
ESD 114 (Bremerton)
ESD 121 (Renton)
ESD 123 (Pasco)
ESD 171 (Wenatchee)
ESD 189 (Anacortes)
Everett
Franklin Pierce
Freeman
Grandview
Kent
Kiona-Benton
Mary Walker
Marysville
Medical Lake
Mercer Island
Mukilteo
Nespelem
Nooksack Valley
North Thurston
Oak Harbor
Ocosta
Onion Creek
Orting
OSPI (Olympia)
Pasco
Pullman
Richland
Sedro-Woolley
Sequim
Shelton
Shoreline
Spokane
Stanwood
Stevenson-Carson
Sumner
Toledo
Toppenish
Vancouver
Wenatchee
West Valley
White River

SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · http://www.k12.wa.us

April 16, 2010

(X) Action Requested
Due Date: May 28, 2010
(X) Informational

MEMORANDUM NO. 028-10M PUBLIC POLICY AND PLANNING

TO: Educational Service District Superintendents
School District Superintendents
School Building Principals

FROM: Randy I. Dorn, State Superintendent of Public Instruction

RE: Soliciting Applications for the Teacher and Principal Evaluation Pilot

CONTACT: Robert Butts, Assistant Superintendent, Public Policy and Planning
Bob.butts@k12.wa.us, (360) 725-0420

INTRODUCTION:
This notice provides information to teachers, principals, and other administrators regarding the application process and deadlines for the Teacher and Principal Evaluation Pilot program created in Engrossed Second Substitute Senate Bill 6696 (E2SSB 6696), which was signed into law on March 29, 2010. This legislation is available online at http://apps.leg.wa.gov/documents/billdocs/2009-10/Pdf/Bills/Session%20Law%202010/6696-S2.SL.pdf. Revisions to the state's teacher and principal evaluation systems and details about the pilot program are in Part II of the act.

BACKGROUND:
As outlined in E2SSB 6696, the Office of Superintendent of Public Instruction (OSPI) is to work with the Washington Education Association (WEA), the Washington Association of School Administrators (WASA), the Association of Washington School Principals (AWSP), and the Washington State Parent Teacher Association (WSPTA) to improve principal and teacher evaluation systems in our state.

E2SSB 6696 calls for significant changes in teacher and principal evaluation systems. It lists eight separate indicators of performance for both teachers and principals (see Attachment B), and requires the use of a four-level scoring rubric. It also calls for OSPI to select pilot districts to implement the new systems for the 2010-11 and 2011-12

school years. Midway through the pilot period and at its conclusion, OSPI is charged with collecting and analyzing materials from the pilot sites and making recommendations to the Legislature regarding adopting one or more of the systems for use by districts in the state. During this information gathering and analysis phase, input is to be sought from teachers, principals, district office administrators, parents, human resource specialists, professional development experts and assessment professionals. Due to the diversity of teaching assignments and the many developmental levels of students, classroom teachers and principals must be prominently represented in this work (E2SSB 6696, Sec. 202 (7) (a)).

Beginning in 2013-14, all districts will be required to adopt evaluation systems in alignment with E2SSB 6696.

ELIGIBILITY REQUIREMENTS:
To be eligible to participate in the pilot, E2SSB 6696 requires that local associations representing classroom teachers and principals agree to collaborate with the district and to participate in the full range of development and implementation activities.

These activities include:

- Development of rubrics for the eight new principal and teacher evaluation criteria.
- Identification of or development of appropriate multiple measures of student growth.
- Development of evaluation forms.
- Participation in professional development for principals and classroom teachers regarding the content of the new evaluation systems.
- Participation in evaluator training.
- Participation in activities to evaluate the effectiveness of the new systems and support programs.
- Submission of evaluation data and all district collected student achievement, aptitude, and growth data regardless of whether the data are used in evaluations.
- Collaboration with other pilot districts, OSPI, WEA, AWSP and WASA during the pilot process.

School districts in the pilot will be required to simultaneously participate in both the principal and teacher evaluation pilots.

APPLICATION PROCESS AND DEADLINES:
Applications are to be completed via iGrants by school district teams who are willing to commit to the eligibility requirements outlined above. The application requires that the school district superintendent, school board president, president of the local teachers' association, and president of the local principals' association (or a principal representative) all indicate support for participating in the pilot.

The application includes a series of questions that are to be answered by each school district team (See Attachment A).

In addition, the application requires that districts submit copies of your district's current principal and teacher evaluation procedures, processes, criteria, forms, tools, rubrics, and any other supporting documents that would be important for us to understand your district's evaluation history, current status, and preferred future. Applications must be submitted via OSPI's iGrants system using Form Package 529 **by 4:00 P.M. on Friday, May 28, 2010.** The form package will open on May 7, 2010. Applicants will be notified whether or not they were selected for the pilot by June 11, 2010.

APPLICATION REVIEW AND SELECTION PROCESS:
Representatives from OSPI, WEA, AWSP, and WASA will review the applications and make a recommendation to State Superintendent Randy Dorn regarding the selection of pilot sites. The Superintendent intends to select a diverse set of school districts that include large and small districts, districts from different regions of the state, and districts that have, and have not, made recent changes to their evaluation systems. Between six and eight districts will be selected.

FUNDING:
Selected districts will receive grants of between $100,000 to $200,000 per year for two years. Selected districts will be asked to submit a proposed budget in September 2010. Funding in the second year of the pilot will be contingent on funding being provided by the Legislature in the next biennial operating budget.

Selected districts also will receive additional implementation support from OSPI.

INFORMATIONAL K-20 VIDEOCONFRENCE:
A K-20 videoconference to provide additional information and answer questions will be conducted on April 27, 3:30 p.m. – 4:30 p.m. To be included in the videoconference, please send an e-mail to Tony Brownell at Tony.Brownell@k12.wa.us no later than 3:00 p.m. on April 23.

If you have any questions regarding this memorandum or need further information, please contact Bob Butts at (360) 725-0420 or bob.butts@k12.wa.us. The OSPI TTY number is (360) 664-3631.

K-12 EDUCATION

Alan Burke, Ed.D.
Deputy Superintendent

PUBLIC POLICY AND PLANNING

Robert Butts
Assistant Superintendent

RB:csa

Attachment A: Application Questions
Attachment B: Key Changes in Teacher and Principal Legislation – E2SSB 6696

Attachment A
Teacher and Principal Evaluation Pilot
Application Questions

Please answer the following questions that will help us identify the Teacher and Principal Evaluation Pilot sites and include your responses in your iGrants application. Please be brief in responding to the questions.

1. **Relationships with principal/teacher associations:** How would you characterize the district's current working relationship with the principal and teacher associations?

2. **Barriers:** What barriers need to be addressed in your district before new principal and teacher evaluation systems can be implemented in the district? What strategies are currently being discussed or implemented to overcome the identified barriers?

3. **Collaboration:** How will your district develop a collaborative process in constructing the new evaluation systems? Who will be involved in this process? How will you get buy-in for the new evaluation systems?

4. **Development and implementation phase:** How will you monitor the development and implementation phase of the new evaluation systems? How will you gather formative feedback during the development and implementation phase from principals and teachers who are not actually involved in the process?

5. **Progress towards a new evaluation system:** Do you now have, or are you currently making efforts to implement a non-traditional evaluation process in your district? Has your district adopted a particular model? If so, please describe your progress towards:
    - Developing a four-level (multi-tiered) rating system;
    - Developing strategies to manage evaluation data that is tethered to the new evaluation criteria outlined in E2SSB 6696;
    - Transitioning to the eight new principal and teacher evaluation criteria listed in E2SSB 6696; and
    - Using student growth data (classroom, school, district, and state) as part of the principal and teacher evaluation process.

6. **Parent and community feedback:** What are your current methods for obtaining feedback from parents and school communities?

7. **Why:** Why should your district be chosen as an E2SSB 6696 evaluation pilot site?

Attachments: Please attach copies of your district's current principal and teacher evaluation procedures, processes, criteria, forms, tools, rubrics, and any other supporting documents you feel is important for us to understand your district's evaluation history, current status, and preferred future.

RCW 28A.415.250
TEACHER ASSISTANCE PROGRAM -- PROVISION FOR MENTOR TEACHERS.

Subject to the availability of amounts appropriated for this purpose, the superintendent of public instruction shall adopt rules to establish and operate a teacher assistance program. For the purposes of this section, the terms "mentor teachers," "beginning teachers," and "experienced teachers" may include any person possessing any one of the various certificates issued by the superintendent of public instruction under RCW 28A.410.010. Subject to the availability of amounts appropriated for this purpose, the program shall provide for:

(1) Assistance by mentor teachers who will provide a source of continuing and sustained support to beginning teachers, or experienced teachers who are having difficulties, or both, both in and outside the classroom. A mentor teacher may not be involved in evaluations under RCW 28A.405.100 of a teacher who receives assistance from said mentor teacher under the teacher assistance program established under this section. The mentor teachers shall also periodically inform their principals respecting the contents of training sessions and other program activities;

(2) Stipends for mentor teachers and beginning and experienced teachers which shall not be deemed compensation for the purposes of salary lid compliance under RCW 28A.400.200: PROVIDED, That stipends shall not be subject to the continuing contract provisions of this title;

(3) Workshops for the training of mentor and beginning teachers;

(4) The use of substitutes to give mentor teachers, beginning teachers, and experienced teachers opportunities to jointly observe and evaluate teaching situations and to give mentor teachers opportunities to observe and assist beginning and experienced teachers in the classroom;

(5) Mentor teachers who are superior teachers based on their evaluations, pursuant to RCW 28A.410.025 and 28A.405.030 through28A.405.240 , and who hold valid continuing certificates;

(6) Mentor teachers shall be selected by the district and may serve as mentors up to and including full time. If a bargaining unit, certified pursuant to RCW 41.59.090 exists within the district, classroom teachers representing the bargaining unit shall participate in the mentor teacher selection process; and

(7) Periodic consultation by the superintendent of public instruction or the superintendent's designee with representatives of educational organizations and associations, including educational service districts and public and private institutions of higher education, for the purposes of improving communication and cooperation and program review.

[2009 c 539 § 5; 1993 c 336 § 401; 1991 c 116 § 19; 1990 c 33 § 403; 1987 c 507 § 1; 1985 c 399 § 1. Formerly RCW 28A.405.450, 28A.67.240.]

CERTIFICATION OF ENROLLMENT

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6696

Chapter 235, Laws of 2010

61st Legislature
2010 Regular Session

EDUCATION REFORM

EFFECTIVE DATE: 06/10/10

Passed by the Senate March 11, 2010
YEAS 46 NAYS 1

BRAD OWEN

President of the Senate

Passed by the House March 11, 2010
YEAS 72 NAYS 25

FRANK CHOPP

Speaker of the House of Representatives

CERTIFICATE

I, Thomas Hoemann, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE SENATE BILL 6696** as passed by the Senate and the House of Representatives on the dates hereon set forth.

THOMAS HOEMANN

Secretary

Approved March 29, 2010, 2:19 p.m.

CHRISTINE GREGOIRE

Governor of the State of Washington

FILED

March 30, 2010

Secretary of State
State of Washington

Sec. 203 RCW 28A.405.220 and 2009 c 57 s 2 are each amended to read as follows:

(1) Notwithstanding the provisions of RCW 28A.405.210, every person employed by a school district in a teaching or other nonsupervisory certificated position shall be subject to nonrenewal of employment contract as provided in this section during the first ((~~two~~)) three years of employment by such district, unless: (a) The employee has previously completed at least two years of certificated employment in another school district in the state of Washington, in which case the employee shall be subject to nonrenewal of employment contract pursuant to this section during the first year of employment with the new district; or (b) the school district superintendent may make a determination to remove an employee from provisional status if the employee has received one of the top two evaluation ratings during the second year of employment by the district. Employees as defined in this section shall hereinafter be referred to as "provisional employees((")))."

(2) In the event the superintendent of the school district determines that the employment contract of any provisional employee should not be renewed by the district for the next ensuing term such provisional employee shall be notified thereof in writing on or before May 15th preceding the commencement of such school term, or if the omnibus appropriations act has not passed the legislature by May 15th, then notification shall be no later than June 15th, which notification shall state the reason or reasons for such determination. Such notice shall be served upon the provisional employee personally, or by certified or registered mail, or by leaving a copy of the notice at the place of his or her usual abode with some person of suitable age and discretion then resident therein. The determination of the superintendent shall be subject to the evaluation requirements of RCW 28A.405.100.

(3) Every such provisional employee so notified, at his or her request made in writing and filed with the superintendent of the district within ten days after receiving such notice, shall be given the opportunity to meet informally with the superintendent for the purpose of requesting the superintendent to reconsider his or her decision. Such meeting shall be held no later than ten days following the receipt of such request, and the provisional employee shall be given written notice of the date, time and place of meeting at least three days prior thereto. At such meeting the provisional employee shall be given the opportunity to refute any facts upon which the superintendent's determination was based and to make any argument in support of his or her request for reconsideration.

(4) Within ten days following the meeting with the provisional employee, the superintendent shall either reinstate the provisional employee or shall submit to the school district board of directors for consideration at its next regular meeting a written report recommending that the employment contract of the provisional employee be nonrenewed and stating the reason or reasons therefor. A copy of such report shall be delivered to the provisional employee at least three days prior to the scheduled meeting of the board of directors. In taking action upon the recommendation of the superintendent, the board of directors shall consider any written communication which the provisional employee may file with the secretary of the board at any time prior to that meeting.

(5) The board of directors shall notify the provisional employee in writing of its final decision within ten days following the meeting at which the superintendent's recommendation was considered. The decision of the board of directors to nonrenew the contract of a provisional employee shall be final and not subject to appeal.

(6) This section applies to any person employed by a school district in a teaching or other nonsupervisory certificated position after June 25, 1976. This section provides the exclusive means for nonrenewing the employment contract of a provisional employee and no other provision of law shall be applicable thereto, including, without limitation, RCW 28A.405.210 and chapter 28A.645 RCW.

RCW 28A.405.210
CONDITIONS AND CONTRACTS OF EMPLOYMENT -- DETERMINATION OF PROBABLE CAUSE FOR NONRENEWAL OF CONTRACTS -- NONRENEWAL DUE TO ENROLLMENT DECLINE OR REVENUE LOSS -- NOTICE -- OPPORTUNITY FOR HEARING.

CHANGE IN 2010 (SEE ENGROSSED SECOND SUBSTITUTE SENATE BILL (E2SSB) 6696)

No teacher, principal, supervisor, superintendent, or other certificated employee, holding a position as such with a school district, hereinafter referred to as "employee", shall be employed except by written order of a majority of the directors of the district at a regular or special meeting thereof, nor unless he or she is the holder of an effective teacher's certificate or other certificate required by law or the Washington professional educator standards board for the position for which the employee is employed.

The board shall make with each employee employed by it a written contract, which shall be in conformity with the laws of this state, and except as otherwise provided by law, limited to a term of not more than one year. Every such contract shall be made in duplicate, one copy to be retained by the school district superintendent or secretary and one copy to be delivered to the employee. No contract shall be offered by any board for the employment of any employee who has previously signed an employment contract for that same term in another school district of the state of Washington unless such employee shall have been released from his or her obligations under such previous contract by the board of directors of the school district to which he or she was obligated. Any contract signed in violation of this provision shall be void.

In the event it is determined that there is probable cause or causes that the employment contract of an employee should not be renewed by the district for the next ensuing term such employee shall be notified in writing on or before May 15th preceding the commencement of such term of that determination, or if the omnibus appropriations act has not passed the legislature by May 15th, then notification shall be no later than June 15th, which notification shall specify the cause or causes for nonrenewal of contract. Such determination of probable cause for certificated employees, other than the superintendent, shall be made by the superintendent. Such notice shall be served upon the employee personally, or by certified or registered mail, or by leaving a copy of the notice at the house of his or her usual abode with some person of suitable age and discretion then resident therein. Every such employee so notified, at his or her request made in writing and filed with the president, chair or secretary of the board of directors of the district within ten days after receiving such notice, shall be granted opportunity for hearing pursuant to RCW 28A.405.310 to determine whether there is sufficient cause or causes for nonrenewal of contract: PROVIDED, That any employee receiving notice of nonrenewal of contract due to an enrollment decline or loss of revenue may, in his or her request for a hearing, stipulate that initiation of the arrangements for a hearing officer as provided for by RCW 28A.405.310(4) shall occur within ten days following July 15 rather than the day that the employee submits the request for a hearing. If any such notification or opportunity for hearing is not timely given, the employee entitled thereto shall be conclusively presumed to have been reemployed by the district for the next ensuing term upon contractual terms identical with those

which would have prevailed if his or her employment had actually been renewed by the board of directors for such ensuing term.

This section shall not be applicable to "provisional employees" as so designated in RCW 28A.405.220; transfer to a subordinate certificated position as that procedure is set forth in RCW 28A.405.230 shall not be construed as a nonrenewal of contract for the purposes of this section.

[2009 c 57 § 1; 2005 c 497 § 216; 1996 c 201 § 1; 1990 c 33 § 390. Prior: 1983 c 83 § 1; 1983 c 56 § 11; 1975-'76 2nd ex.s. c 114 § 4; 1975 1st ex.s. c 275 § 133; 1973 c 49 § 2; 1970 ex.s. c 15 § 16; prior: 1969 ex.s. c 176 § 143; 1969 ex.s. c 34 § 12; 1969 ex.s. c 15 § 2; 1969 ex.s. c 223 § 28A.67.070; prior: 1961 c 241 § 1; 1955 c 68 § 3; prior: (i) 1909 c 97 p 307 § 5; 1897 c 118 § 55; 1891 c 127 § 14; 1890 p 369 § 37; 1886 p 18 § 47; Code 1881 § 3200; RRS § 4851. (ii) 1943 c 52 § 1, part; 1941 c 179 § 1, part; 1939 c 131 § 1, part; 1925 ex.s. c 57 § 1, part; 1919 c 89 § 3, part; 1915 c 44 § 1, part; 1909 c 97 p 285 § 2, part; 1907 c 240 § 5, part; 1903 c 104 § 17, part; 1901 c 41 § 3, part; 1897 c 118 § 40, part; 1890 p 364 § 26, part; Rem. Supp. 1943 § 4776, part. Formerly RCW 28A.67.070, 28.67.070.]

RCW 28A.405.220
CONDITIONS AND CONTRACTS OF EMPLOYMENT -- NONRENEWAL OF PROVISIONAL EMPLOYEES -- NOTICE -- PROCEDURE.

CHANGE IN 2010 (SEE ENGROSSED SECOND SUBSTITUTE SENATE BILL (E2SSB) 6696)

Notwithstanding the provisions of RCW 28A.405.210, every person employed by a school district in a teaching or other nonsupervisory certificated position shall be subject to nonrenewal of employment contract as provided in this section during the first two years of employment by such district, unless the employee has previously completed at least two years of certificated employment in another school district in the state of Washington, in which case the employee shall be subject to nonrenewal of employment contract pursuant to this section during the first year of employment with the new district. Employees as defined in this section shall hereinafter be referred to as "provisional employees".

In the event the superintendent of the school district determines that the employment contract of any provisional employee should not be renewed by the district for the next ensuing term such provisional employee shall be notified thereof in writing on or before May 15th preceding the commencement of such school term, or if the omnibus appropriations act has not passed the legislature by May 15th, then notification shall be no later than June 15th, which notification shall state the reason or reasons for such determination. Such notice shall be served upon the provisional employee personally, or by certified or registered mail, or by leaving a copy of the notice at the place of his or her usual abode with some person of suitable age and discretion then resident therein. The determination of the superintendent shall be subject to the evaluation requirements of RCW 28A.405.100.

Every such provisional employee so notified, at his or her request made in writing and filed with the superintendent of the district within ten days after receiving such notice, shall be given the opportunity to meet informally with the superintendent for the purpose of requesting the superintendent to reconsider his or her decision. Such meeting shall be held no later than ten days following the receipt of such request, and the provisional employee shall be given written notice of the date, time and place of meeting at least three days prior thereto. At such meeting the provisional employee shall be given the opportunity to refute any facts upon which the superintendent's determination was based and to make any argument in support of his or her request for reconsideration.

Within ten days following the meeting with the provisional employee, the superintendent shall either reinstate the provisional employee or shall submit to the school district board of directors for consideration at its next regular meeting a written report recommending that the employment contract of the provisional employee be nonrenewed and stating the reason or reasons therefor. A copy of such report shall be delivered to the provisional employee at least three days prior to the scheduled meeting of the board of directors. In taking action upon the recommendation of the superintendent, the board of directors shall consider any written communication which the provisional employee may file with the secretary of the board at any time prior to that meeting.

The board of directors shall notify the provisional employee in writing of its final decision within ten days following the meeting at which the superintendent's recommendation was considered. The decision of the board of directors to nonrenew the contract of a provisional employee shall be final and not subject to appeal.

This section applies to any person employed by a school district in a teaching or other nonsupervisory certificated position after June 25, 1976. This section provides the exclusive means for nonrenewing the employment contract of a provisional employee and no other provision of law shall be applicable thereto, including, without limitation, RCW 28A.405.210 and chapter 28A.645 RCW.

[2009 c 57 § 2; 1996 c 201 § 2; 1992 c 141 § 103; 1990 c 33 § 391; 1975-'76 2nd ex.s. c 114 § 1. Formerly RCW 28A.67.072.]

CERTIFICATION OF ENROLLMENT

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6696

Chapter 235, Laws of 2010

61st Legislature
2010 Regular Session

EDUCATION REFORM

EFFECTIVE DATE: 06/10/10

Passed by the Senate March 11, 2010
YEAS 46 NAYS 1

BRAD OWEN

President of the Senate

Passed by the House March 11, 2010
YEAS 72 NAYS 25

FRANK CHOPP

Speaker of the House of Representatives

CERTIFICATE

I, Thomas Hoemann, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE SENATE BILL 6696** as passed by the Senate and the House of Representatives on the dates hereon set forth.

THOMAS HOEMANN

Secretary

Approved March 29, 2010, 2:19 p.m.

CHRISTINE GREGOIRE

Governor of the State of Washington

FILED

March 30, 2010

Secretary of State
State of Washington

NEW SECTION. **Sec. 204** A new section is added to chapter 28A.405 RCW to read as follows:

(1) Representatives of the office of the superintendent of public instruction and statewide associations representing administrators, principals, human resources specialists, and certificated classroom teachers shall analyze how the evaluation systems in RCW 28A.405.100 (2) and (6) affect issues related to a change in contract status.

(2) The analysis shall be conducted during each of the phase-in years of the certificated classroom teacher and principal evaluation systems. The analysis shall include: Procedures, timelines, probationary periods, appeal procedures, and other items related to the timely exercise of employment decisions and due process provisions for certificated classroom teachers and principals.

RCW 28A.150.230
BASIC EDUCATION ACT -- DISTRICT SCHOOL DIRECTORS' RESPONSIBILITIES.

CHANGE IN 2010 (SEE ENGROSSED SECOND SUBSTITUTE SENATE BILL (E2SSB) 6696)

(1) It is the intent and purpose of this section to guarantee that each common school district board of directors, whether or not acting through its respective administrative staff, be held accountable for the proper operation of their district to the local community and its electorate. In accordance with the provisions of Title 28A RCW, as now or hereafter amended, each common school district board of directors shall be vested with the final responsibility for the setting of policies ensuring quality in the content and extent of its educational program and that such program provide students with the opportunity to achieve those skills which are generally recognized as requisite to learning.

(2) In conformance with the provisions of Title 28A RCW, as now or hereafter amended, it shall be the responsibility of each common school district board of directors to adopt policies to:

(a) Establish performance criteria and an evaluation process for its certificated personnel, including administrative staff, and for all programs constituting a part of such district's curriculum;

(b) Determine the final assignment of staff, certificated or classified, according to board enumerated classroom and program needs;

(c) Determine the amount of instructional hours necessary for any student to acquire a quality education in such district, in not less than an amount otherwise required in RCW 28A.150.220, or rules of the state board of education;

(d) Determine the allocation of staff time, whether certificated or classified;

(e) Establish final curriculum standards consistent with law and rules of the superintendent of public instruction, relevant to the particular needs of district students or the unusual characteristics of the district, and ensuring a quality education for each student in the district; and

(f) Evaluate teaching materials, including text books, teaching aids, handouts, or other printed material, in public hearing upon complaint by parents, guardians or custodians of students who consider dissemination of such material to students objectionable.

[2006 c 263 § 201; 1994 c 245 § 9; 1991 c 61 § 1; 1990 c 33 § 106; 1979 ex.s. c 250 § 7; 1977 ex.s. c 359 § 18. Formerly RCW 28A.58.758.]

CERTIFICATION OF ENROLLMENT

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6696

Chapter 235, Laws of 2010

61st Legislature
2010 Regular Session

EDUCATION REFORM

EFFECTIVE DATE: 06/10/10

Passed by the Senate March 11, 2010
YEAS 46 NAYS 1

BRAD OWEN

President of the Senate

Passed by the House March 11, 2010
YEAS 72 NAYS 25

FRANK CHOPP

Speaker of the House of Representatives

CERTIFICATE

I, Thomas Hoemann, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE SENATE BILL 6696** as passed by the Senate and the House of Representatives on the dates hereon set forth.

THOMAS HOEMANN

Secretary

Approved March 29, 2010, 2:19 p.m.

CHRISTINE GREGOIRE

Governor of the State of Washington

FILED

March 30, 2010

Secretary of State
State of Washington

PART II
EVALUATIONS

Sec. 201 RCW 28A.150.230 and 2006 c 263 s 201 are each amended to read as follows:

(1) It is the intent and purpose of this section to guarantee that each common school district board of directors, whether or not acting through its respective administrative staff, be held accountable for the proper operation of their district to the local community and its electorate. In accordance with the provisions of Title 28A RCW, as now or hereafter amended, each common school district board of directors shall be vested with the final responsibility for the setting of policies ensuring quality in the content and extent of its educational program and that such program provide students with the opportunity to achieve those skills which are generally recognized as requisite to learning.

(2) In conformance with the provisions of Title 28A RCW, as now or hereafter amended, it shall be the responsibility of each common school district board of directors to adopt policies to:

(a) Establish performance criteria and an evaluation process for its superintendent, classified staff, certificated personnel, including administrative staff, and for all programs constituting a part of such district's curriculum. Each district shall report annually to the superintendent of public instruction the following for each employee group listed in this subsection (2)(a): (i) Evaluation criteria and rubrics; (ii) a description of each rating; and (iii) the number of staff in each rating;

(b) Determine the final assignment of staff, certificated or classified, according to board enumerated classroom and program needs and data, based upon a plan to ensure that the assignment policy: (i) Supports the learning needs of all the students in the district; and (ii) gives specific attention to high-need schools and classrooms;

(c) Provide information to the local community and its electorate describing the school district's policies concerning hiring, assigning, terminating, and evaluating staff, including the criteria for evaluating teachers and principals;

(d) Determine the amount of instructional hours necessary for any student to acquire a quality education in such district, in not less than an amount otherwise required in RCW 28A.150.220, or rules of the state board of education;

((~~(d)~~)) (e) Determine the allocation of staff time, whether certificated or classified;

((~~(e)~~)) (f) Establish final curriculum standards consistent with law and rules of the superintendent of public instruction, relevant to the particular needs of district students or the unusual characteristics of the district, and ensuring a quality education for each student in the district; and

((~~(f)~~)) (g) Evaluate teaching materials, including text books, teaching aids, handouts, or other printed material, in public hearing upon complaint by parents, guardians or custodians of students who consider dissemination of such material to students objectionable.

RCW 28A.405.415
BONUSES -- NATIONAL BOARD FOR PROFESSIONAL STANDARDS CERTIFICATION.

(1) Certificated instructional staff who have attained certification from the national board for professional teaching standards shall receive a bonus each year in which they maintain the certification. The bonus shall be calculated as follows: The annual bonus shall be five thousand dollars in the 2007-08 school year. Thereafter, the annual bonus shall increase by inflation. For the 2009-10 and 2010-11 school years the annual bonus shall be subject to the availability of amounts appropriated for this purpose. During the 2011-2013 and 2013-2015 fiscal biennia, in addition to annual adjustments for inflation, the bonus amount shall be additionally increased such that, by the end of the 2014-15 school year, national board bonus amounts are, at a minimum, equal to what they would have been if annual adjustments for inflation had not been suspended during the 2009-10 or 2010-11 school year.

(2) Certificated instructional staff who have attained certification from the national board for professional teaching standards shall be eligible for bonuses in addition to that provided by subsection (1) of this section if the individual is in an instructional assignment in a school in which at least seventy percent of the students qualify for the free and reduced-price lunch program.

(3) The amount of the additional bonus under subsection (2) of this section for those meeting the qualifications of subsection (2) of this section is five thousand dollars.

(4) The bonuses provided under this section are in addition to compensation received under a district's salary schedule adopted in accordance with RCW 28A.405.200 and shall not be included in calculations of a district's average salary and associated salary limitations under RCW 28A.400.200.

(5) The bonuses provided under this section shall be paid in a lump sum amount.

[2009 c 539 § 6; 2008 c 175 § 2; 2007 c 398 § 2.]

National Board Certification Bonus Timeline and Candidate/NBCT Counts
Policy Impacts Program

The timeline below tracks the changes in the NBCT bonus since 1999. The legislation around the NBCT bonus has changed all three years since HB 2262 passed in 2007. Even with the shifts in policy every year since 2007, the number of candidates and NBCTs has grown. The percentage of candidates in challenging schools has doubled since 2007.

Total NBCTs (Cumulative)	Candidates (Including retakes)
29	78

1999
Governor Locke proposes and Legislature enacts 15% pay increase for National Board Certified Teachers (NBCTs)

73	76

2000
Legislature passes the $3500 bonus for NBCTs

- Washington Initiative for National Board Certification begins at OSPI.
- WEA and OSPI begin state-wide support for National Board candidates.

2001-2006

Bonus is stable at $3,500, but is not in statute and must be enacted every biennium.

Targeted High Needs Initiative (THNI) begins in Seattle Public Schools led by WEA

2001	117	167
2002	216	201
2003	347	461
2004	585	611
2005	900	689
2006	1308	832

Total NBCTs (Cumulative)	Candidates (Including retakes)	NBCTs in Challenging School	Candidates in Challenging Schools
1806	1416	14.8%	16.3%

2007
Legislature passes and Governor Gregoire signs HB 2262 which enacts a $5,000 NBCT (This "base" bonus increases by inflation) and up to $5,000 additional for NBCT teaching in a "challenging school." HB 2262 defined a challenging school as 70% or more Free and Reduced Lunch Percentage (FRLP) and the bonus was not pensionable.

2726	2167	16.6%	29%

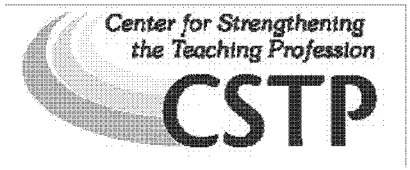
2008
Legislative changes to HB 2262:

- "Challenging school" definition is changed:
  50% High School
  60% Middle School
  70% Elementary School
- NBCT Bonus was made pensionable
- NBCTs who become principals may retain base bonus

Total NBCTs (Cumulative)	Candidates (Excluding retakes)	NBCTs in Challenging School	Candidates in Challenging Schools
3974	1435	22.5%	27.3%

2009
Legislative changes to HB 2262:

- The cost of living adjustment is suspended until the next biennium.



Study of the Incentive Program for Washington's National Board Certified Teachers

Overview of Progress to Date

Jeanne Harmon and Terese Emry (CSTP)
Marge Plecki and Ana Elfers (UW)

Presentation to the State Board of Education

Tumwater - January 14, 2010

Center for Strengthening the Teaching Profession
CSTP

Overview of NB Process

NBPTS standards exist for 25 certificates

Rigorous Process:

- takes about 18 months from application to decision
- 50-200 pages of documentation required plus two videotapes
- 3 hour content exam
- assessed by national panel of teaching peers

About half certify on first try

Center for Strengthening the Teaching Profession
CSTP

Quick Facts

Washington ranks 2nd in the nation for the number of new NBCTs in 2009 (1,248)

Washington ranks 5th in the total number of NBCTs (3,964)

74% of all districts have at least one NBCT

Center for Strengthening the Teaching Profession
CSTP

Study Purpose

Collect and analyze data regarding the impact of the state's two incentives for attaining NBCT certification and working in challenging schools.

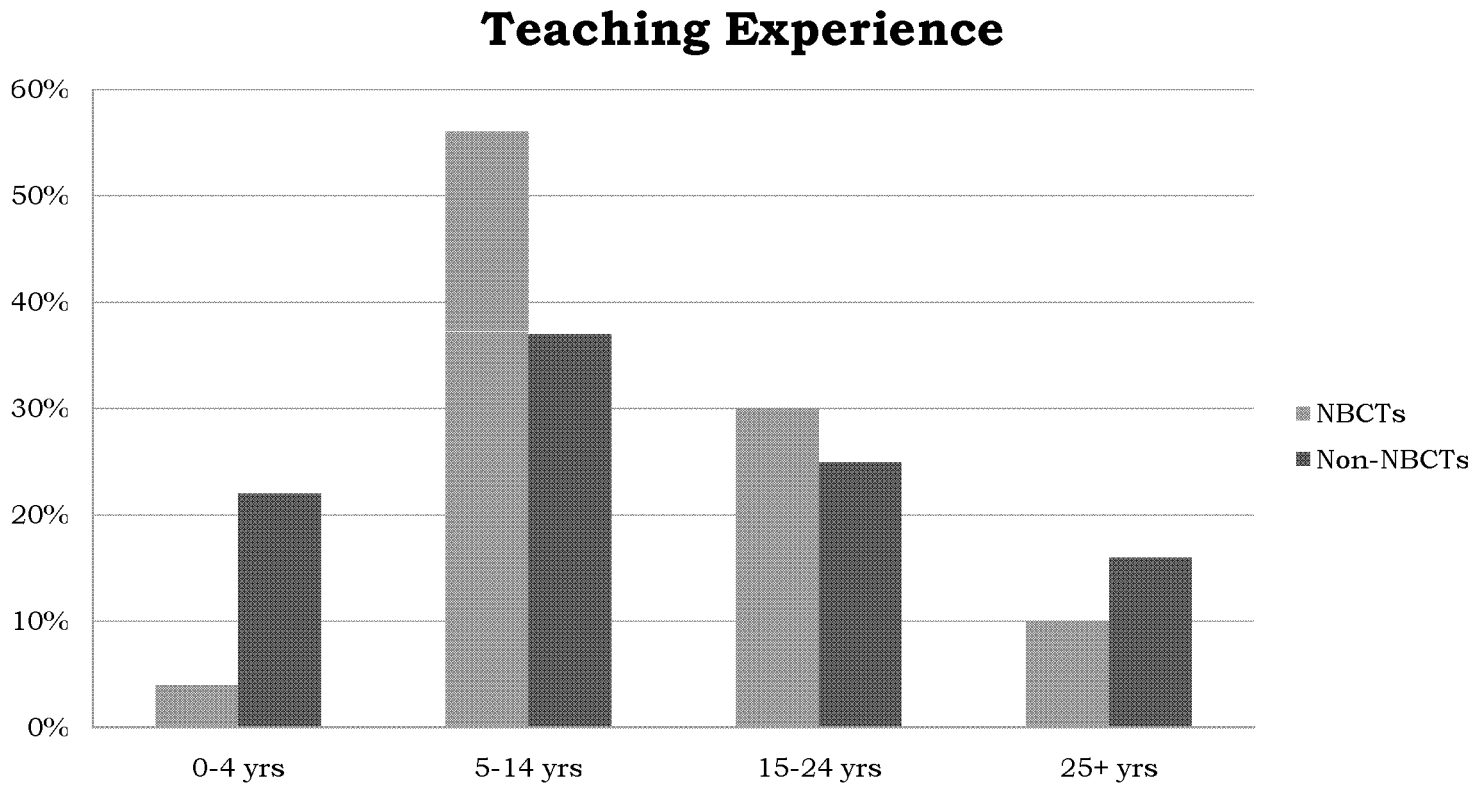
Center for Strengthening the Teaching Profession
CSTP

Two Lines of Inquiry

1. **Baseline data analyses (UW)** to compare NBCT and non-NBCT teacher characteristics, retention and mobility patterns in the schools where they work

2. **Survey research (CSTP)** to examine the contribution of NBCTs in schools and districts and effects of the incentives

Baseline Characteristics of NBCTs and Non-NBCT Teachers in 2006-07



84% of NBCTs have a Master's degrees or higher compared to 61% of non-NBCT teachers

Center for Strengthening the Teaching Profession
CSTP

Baseline 2006-07

- NBCTs were located in schools that typically performed better on WASL and had smaller proportions of students of color.

- NBCTs were less likely to leave the workforce than colleagues (5% vs 8%) but perhaps due to fewer novices and those with 25+ years experience.

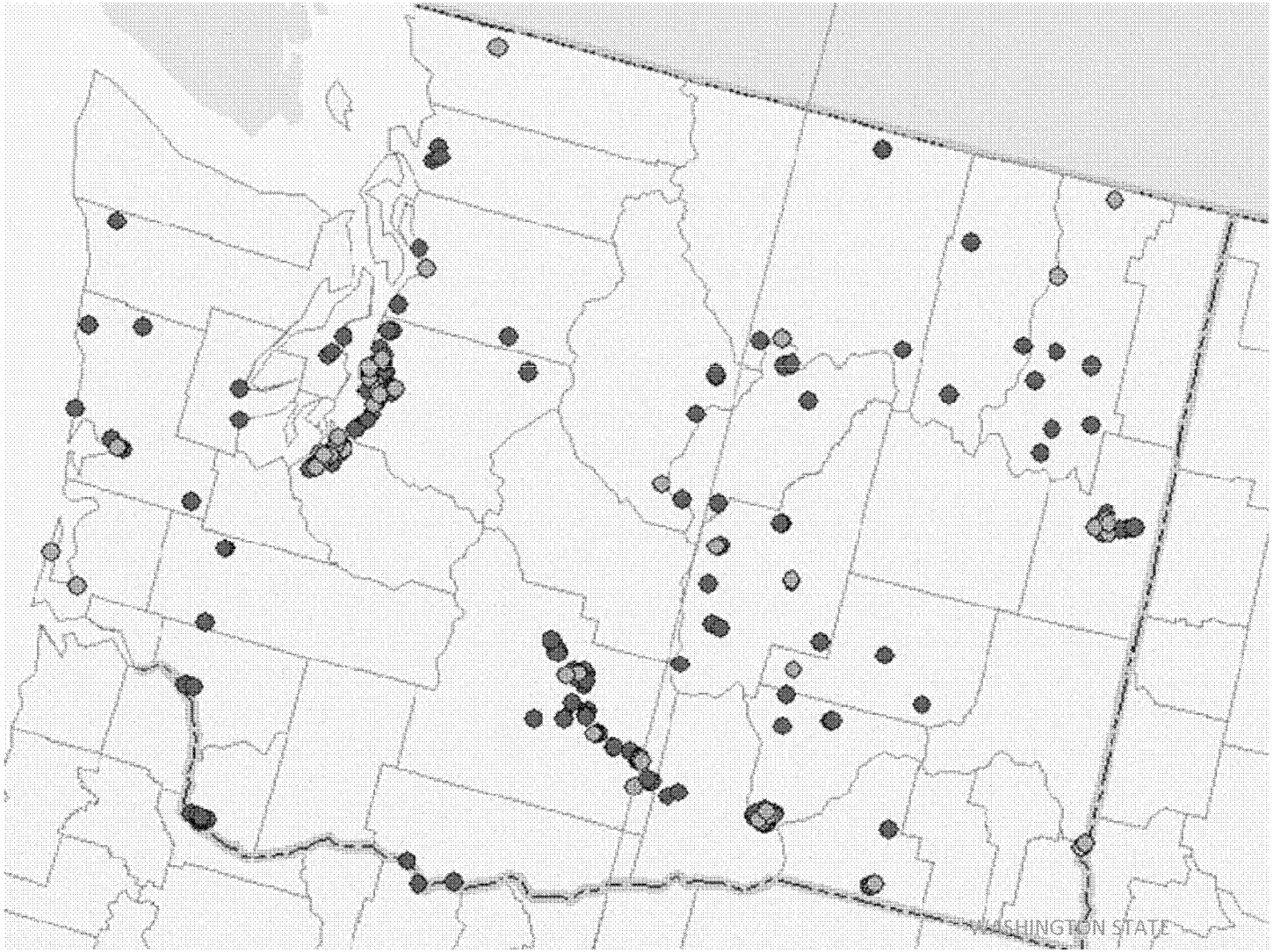
Center for Strengthening the Teaching Profession
CSTP

Challenging Schools in 2006-07 (n=259)

	Number	Percent
Types of Schools		
Elementary	173	67%
Middle	33	13%
High	22	8%
Combined	26	10%
Other	5	2%
Classroom Teachers		
Non-NBCTs (headcount)	5803	99%
NBCTs (headcount)	76	1%
# Tching NBCTs in a Single Building		
0 NBCTs	207	80%
1 NBCT	36	14%
2+ NBCTs	16	6%

Location of NBCTs in Challenging Schools in 2006-07

- Schools with no NBCTs (n=207)
- Schools with 1+ NBCTs (n=52)



Center for Strengthening the Teaching Profession
CSTP

November 09 Surveys

- Emailed invitations to 2717 NBCTs
  2620 delivered, *1178 responded*

- Principal survey forwarded by NBCTs
  75 responded

- Colleague (non-NBCT) surveys forwarded by NBCT or principal
  716 responded

Center for Strengthening the Teaching Profession
CSTP

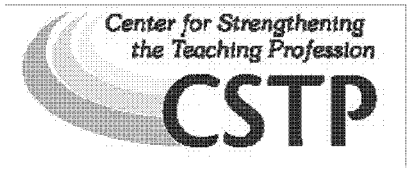
Impact of Incentives on Decision-Making

	Non-NBCT Respondents *Not in Challenging Schools (n=301)*				Non-NBCT Respondents *Challenging Schools (n=189)*			
	No impact	Minor impact	Moderate impact	High impact	No Impact	Minor impact	Moderate impact	High Impact
$5000 stipend for NBCTs	2%	8%	25%	**65%**	4%	10%	23%	**63%**
Additional $5000 for NBCTs in challenging schools	**45%**	21%	15%	19%	4%	9%	23%	**64%**
Conditional loan from state to pay NBPTS fees	23%	21%	24%	**31%**	14%	17%	28%	**42%**
45 clock hours for completion of process	26%	22%	26%	**27%**	14%	27%	**30%**	29%

Center for Strengthening the Teaching Profession
CSTP

NBCT Respondents

- 95% of NBCTs were classroom teachers prior to certification
- 77% are still classroom teachers in 2009
- 18% provide instructional support (e.g., coach, TOSA)
- 2.4% are administrators



Impact of NBPTS Certification on Teaching

	NBCTs N=875			Principals with NBCTs on staff N=75		
	No/Negative Impact	Somewhat Positive Impact	Very Positive Impact	No Impact	Somewhat Positive impact	Very Positive impact
...evaluate individual student needs	4%	29%	**66%**	0%	28%	**72%**
...teach discipline-specific content	16%	**43%**	41%	3%	22%	**75%**
...use multiple strategies with students	6%	36%	**58%**	0%	21%	**79%**
...use assessments to inform instruction	7%	31%	62%	3%	22%	**76%**

75% of principals rate the overall effectiveness of NBCTs in the top 10%

Next Steps

Survey research (CSTP)

- Finalize analysis of survey data

Baseline data analyses (UW)

- Continue analyses (distribution, retention and mobility) for subsequent years 07/08 through 09/10
- Design a comparison group of non-NBCTs with similar characteristics

Final Report in June 2010

CERTIFICATION OF ENROLLMENT

SUBSTITUTE HOUSE BILL 2776

Chapter 236, Laws of 2010

(partial veto)

61st Legislature
2010 Regular Session

K-12 EDUCATION--FUNDING DISTRIBUTION FORMULAS

EFFECTIVE DATE: 06/10/10 - Except section 6, which becomes effective 03/29/10; and sections 2, 3, 4, 8, 10, 13, and 14, which become effective 09/01/11.

Passed by the House March 11, 2010
Yeas 71 Nays 26

FRANK CHOPP

Speaker of the House of Representatives

Passed by the Senate March 11, 2010
Yeas 30 Nays 17

BRAD OWEN

President of the Senate

Approved March 29, 2010, 2:23 p.m., with the exception of Section 11 which is vetoed.

CHRISTINE GREGOIRE

Governor of the State of Washington

CERTIFICATE

I, Barbara Baker, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **SUBSTITUTE HOUSE BILL 2776** as passed by the House of Representatives and the Senate on the dates hereon set forth.

BARBARA BAKER

Chief Clerk

FILED

March 30, 2010

Secretary of State
State of Washington

Sec. 7 RCW 43.41.398 and 2009 c 548 s 601 are each amended to read as follows:

(1) The legislature recognizes that providing students with the opportunity to access a world-class educational system depends on our continuing ability to provide students with access to world-class educators. The legislature also understands that continuing to attract and retain the highest quality educators will require increased investments. The legislature intends to enhance the current salary allocation model and recognizes that changes to the current model cannot be imposed without great deliberation and input from teachers, administrators, and classified employees. Therefore, it is the intent of the legislature to begin the process of developing an enhanced salary allocation model that is collaboratively designed to ensure the rationality of any conclusions regarding what constitutes adequate compensation.

(2) Beginning July 1, 2011, the office <u>of the superintendent of public instruction, in collaboration with the office</u> of financial management<u>,</u> shall convene a technical working group to recommend the details of an enhanced salary allocation model that aligns state expectations for educator development and certification with the compensation system and establishes recommendations for a concurrent implementation schedule. In addition to any other details the technical working group deems necessary, the technical working group shall make recommendations on the following:

(a) How to reduce the number of tiers within the existing salary allocation model;

(b) How to account for labor market adjustments;

(c) How to account for different geographic regions of the state where districts may encounter difficulty recruiting and retaining teachers;

(d) The role of and types of bonuses available;

(e) Ways to accomplish salary equalization over a set number of years; and

(f) Initial fiscal estimates for implementing the recommendations including a recognition that staff on the existing salary allocation model would have the option to grandfather in permanently to the existing schedule.

(3) As part of its work, the technical working group shall conduct or contract for a preliminary comparative labor market analysis of salaries and other compensation for school district employees to be conducted and shall include the results in any reports to the legislature. For the purposes of this subsection, "salaries and other compensation" includes average base salaries, average total salaries, average employee basic benefits, and retirement benefits.

(4) The analysis required under subsection (1) of this section must:

(a) Examine salaries and other compensation for teachers, other certificated instructional staff, principals, and other building-level certificated administrators, and the types of classified employees for whom salaries are allocated;

(b) Be calculated at a statewide level that identifies labor markets in Washington through the use of data from the United States bureau of the census and the bureau of labor statistics; and

(c) Include a comparison of salaries and other compensation to the appropriate labor market for at least the following subgroups of educators: Beginning teachers and types of educational staff associates.

(5) The working group shall include representatives of the department of personnel, the professional educator standards board, the office of the superintendent of public instruction, the Washington education association, the Washington association of school administrators, the association of Washington school principals, the Washington state school directors' association, the public school employees of Washington, and other interested stakeholders with appropriate expertise in compensation related matters. The working group may convene advisory subgroups on specific topics as necessary to assure participation and input from a broad array of diverse stakeholders.

(6) The working group shall be monitored and overseen by the legislature and the quality education council created in RCW 28A.290.010. The working group shall make an initial report to the legislature by ((~~December 1~~)) June 30, 2012, and shall include in its report recommendations for whether additional further work of the group is necessary.

(b)(6)

AACTE CCSSO Stanford University

Washington State Participates in Development of a Nationally-Available Performance Assessment for America's Teachers

One of the few areas of consensus among education policy makers, practitioners and the general public today is that improving teacher quality is one of the most direct and promising strategies for improving public education outcomes in the United States. Furthermore, this strategy is particularly critical for groups of children who have historically been taught by the least qualified teachers. Interest is intensifying in how to go beyond current measures of teacher qualifications to measures that more closely evaluate teachers' effectiveness in relation to student learning.

However, existing federal, state, and local policies for defining and measuring teacher quality rely almost exclusively on classroom observations by principals that differentiate little among teachers and offer little useful feedback, on the one hand, or teachers' course-taking records plus paper-and-pencil tests of basic academic skills and disciplinary subject matter knowledge that are poor predictors of later effectiveness in the classroom, on the other.

It has become clear that new strategies for evaluating teacher competence and effectiveness are needed. *Any serious and systematic effort to improve the quality of teachers entering or already practicing in our nation's schools must include development of reliable and valid measures of how well they perform in the classroom, linked to multiple sources of evidence of their effectiveness in promoting learning for students.*

Systematic measures of teachers' performance that evaluate what teachers' classroom effectiveness have recently been developed in several states and districts. At the state level, these are being used either at the beginning of the career, as a basis for the initial licensing recommendation (California, Oregon), or in the teacher induction period, as a basis for moving from a probationary to a professional license (Connecticut). At the local level, new standards-based evaluations of practice use similar indicators to assess performance in systematic ways throughout the career. Veteran teachers can be further evaluated against high standards of accomplishment through the assessments of the National Board of Professional Teaching Standards.

Teachers' ratings on a number of these assessments have been found to predict their students' value-added achievement on state tests, as well as to help improve teachers' practices.[1] Thus, the possibility now exists for creating a continuum of performance

[1] Wilson, M. & Hallum, P.J. (2006). *Using student achievement test scores as evidence of external validity for indicators of teacher quality: Connecticut's Beginning Educator Support and Training program.* Berkeley, CA:

assessments – from initial entry to the granting of a professional (second-tier) license, through tenure and onto determinations of high levels of accomplishment – that can evaluate and help support improvements in teachers' effectiveness.

The Teacher Performance Assessment Consortium

A partnership to create the launching pad for such a continuum has been formed by the Council of Chief State School Officers (CCSSO), the American Association of Colleges of Teacher Education (AACTE), and a team of researchers at Stanford University and the University of Washington that has worked on assessments at every juncture of the continuum. In partnership with CCSSO and AACTE, this team has undertaken to develop, pilot, and validate two nationally available Teacher Performance Assessments (TPA), which will be made available to states and programs that wish to improve their capacity to evaluate teachers for initial licensure (Tier 1) and professional licensure (Tier 2, following the probationary period) based on concrete evidence of effectiveness, not just grades or paper-and-pencil tests.

States that have thus far indicated interest in participating in the Teacher Performance Assessment Consortium include: California, Colorado, Illinois, Iowa, Maryland, Massachusetts, Michigan, Minnesota, New Jersey, New York, North Carolina, Ohio, Tennessee, Virginia, Washington, West Virginia, and Wisconsin.

The Assessments

The project involves, first, building on the PACT assessment as a starting point for continued development to create a nationally available instrument for evaluating beginning teachers, as the first step toward a series of performance assessments that can support evaluation across the continuum of teachers' careers. The PACT is a direct descendent of INTASC's beginning teacher assessment, used for many years as the basis for granting a professional license, and validated as a strong predictor of teachers' effectiveness.

The assessment system for the beginning teacher performance assessment consists of two components: 1) a standards-based, subject-specific assessment of a unit of teaching and learning, called the Teaching Event, and 2) Embedded Signature Assessments (ESAs) that capture additional aspects of teachers' preparation and may vary across programs. The ESAs are assessments that evaluate critical teaching goals, for example, child case studies, curriculum units, analyses of student work, and observations of student teaching.
The PACT Teaching Event comprehensively documents teaching and learning in a 3-5 day learning segment for one class of students. Teaching Events are subject-specific, with separate protocols for elementary and secondary credential areas. In a highly structured process, candidates offer evidence of their practice and its outcomes, based on lesson plans (with adaptations for English language learners and special education students), teacher assignments, daily reflections on classroom events and further adaptations of lessons to student responses, video clips of instruction with associated commentary, evidence and analysis of

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University of California at Berkeley; Milanowski, A.T., Kimball, S.M. & White, B. (2004). *The relationship between standards-based teacher evaluation scores and student achievement.* University of Wisconsin-Madison: Consortium for Policy Research in Education; Goldhaber, D. & Anthony, E. (2005). *Can teacher quality be effectively assessed?* Seattle, WA: University of Washington and the Urban Institute; Vandevoort, L. G., Amrein-Beardsley, A. & Berliner, D. C. (2004). National Board Certified teachers and their students' achievement. *Education Policy Analysis Archives, 12*(46), 117.

student learning, and reflective commentaries which explain the professional judgments underlying the teaching and learning artifacts.
This evidence is assembled in response to very specific instructions to provide data about key aspects of instruction linked to standards of student learning and standards of teaching. It is scored by trained raters whose ratings are further moderated and audited to produce reliable and valid evaluations of teachers' performance.

Since 2002, the PACT has been through seven years of development and use by more than 32 teacher education programs in California, including both traditional pre-service teacher education programs and alternative certification programs offered by school districts and a charter management organization. Programs have used the data generated by PACT to make program adjustments that have resulted in improved preparation and candidate performance. Based on extensive reliability and validity studies, the California Commission on Teacher Credentialing has approved the PACT assessment for licensing.

Interestingly, unlike traditional paper and pencil tests for teachers, studies of the PACT's outcomes have discovered no racial disparities in outcomes on this performance assessment. This may be in part because this assessment offers a more authentic evaluation of what beginning teachers can actually do in the classroom, not only how they perform on traditional standardized tests.

The second stage of the project, beginning in year 2, will be to build upon the initial licensing assessment to develop a nationally available tool for issuing a professional license. The format of this assessment will be similar – it will include evidence of teachers' practices on content-specific teaching tasks of planning, instruction, assessment, and reflection. It will, however, focus even more intently on a collection of evidence regarding teachers' contributions to student learning, and will allow the examination of evidence about practice and learning a longer period of time.

Goals of the Teacher Performance Assessment Project

The primary goal of this initiative is to design and field test the first nationally available Teacher Performance Assessment that will:

- Develop two prototype performance assessments that can be a key part of a system of state assessments that begin with educator preparation and continue to support evaluation for in-service educators throughout their careers;

- Allow school districts to analyze teachers' ability to teach core standards and support and advance student achievement;

- Contribute to the development of a more coherent national policy environment for teacher licensure, recruitment and in-service evaluation, and to a more effective national agenda for improvement of teacher quality.

The Teacher Performance Assessment will create a body of evidence about teaching competence, providing a vehicle for systematically examining the assessment data to improve both traditional and alternative teacher preparation programs, support induction and professional development for practicing teachers, and inform decisions about entry, tenure, and career development.

Washington Teacher Performance Assessment (TPA) Timeline

Washington's Professional Educator Standards Board was one of the first state agencies to issue a letter of intent to participate in the multi-state consortium and pilot of the TPA. At this juncture, Washington is the leading state in regard to progress through the pilot, field test and determination of a date for the assessment becoming consequential for teacher candidates. This is due to Washington's readiness to benefit from systematic educator assessments positioned throughout its continuum of educator development.

March-June 2010	Small-scale tryouts of National TPA with eight higher education preparation programs as part of the National TPA pilot.
August 2010	Washington Design Team considers pilot data from both the Washington pilot and the national tryouts, identifies modifications needed, reviews suggestions for incorporating student-based evidence.
September 2010	RFP Issued for Administration and Management of Assessment.
September 2010	Revised assessment instrument and rubrics distributed to all Washington teacher preparation programs.
January-March 2011	Field trial of Washington assessment with eight pilot institutions.
Early April 2011	Benchmarking for Washington.
Late April 2011	Washington training of trainers.
May 2011	Local Washington training and scoring.
Mid-June 2011	Scores from pilot due to PESB.
Late June 2011	Bias and fairness review.
School Year 2011-12	Statewide field test – all candidates, all programs required to administer; standard setting.
As per ESSS 6696, date in 2012-13 academic year to be determined by PESB	First school year assessment required for all candidates to complete Washington teacher preparation program; fully incorporated into PESB system for evaluating preparation program quality.

STATE OF WASHINGTON
PROFESSIONAL EDUCATOR
STANDARDS BOARD

WASHINGTON ProTeach PORTFOLIO

OVERVIEW

www.waproteach.org

What is the *ProTeach Portfolio*?

The *ProTeach Portfolio* is an evidence-based assessment designed for teachers seeking the Washington professional certificate. Teachers who hold a residency certificate must meet the passing score set on the *ProTeach Portfolio* in order to earn their professional certificate. The *ProTeach Portfolio* evaluates teachers on their ability to impact student learning as stated in the 3 standards — effective teaching, professional development and professional contributions — and 12 criteria for the professional certificate approved by the Professional Educator Standards Board (PESB).

All of the activities for building and submitting your portfolio will occur online. Beginning with registration, you will work within an online environment where you access a secure website to create and build your evidence-based portfolio over time. You submit your work when you are satisfied with the contents of your portfolio, or when you arrive at your submission deadline. Your portfolio will be scored online by rigorously trained Washington educators and you will receive your scores online.

Who authorized and developed the ProTeach Portfolio*?*

In 2007 the Washington Legislature enacted SSSB 5955, Chapter 402, to direct the PESB to set standards and to develop, pilot and implement an external and uniform assessment. As a result, teachers will be required to meet the passing score on the *ProTeach Portfolio* in order to earn the professional certificate.

To meet the passing score on the *ProTeach Portfolio*, teachers must demonstrate the required knowledge and skills (WAC 181-79A-207) that demonstrate a positive impact on student learning. The Washington Administrative Code (WAC) further clarifies that such a teacher is defined as "a teacher, through instruction and assessment, who has been able to document students' increased knowledge and/or demonstration of a skill or skills related to the state goals and/or essential academic learning requirements" (WAC 181-78A-010(8)). The professional certificate was implemented to change the state certification system to an evidence-based system and is intended to build the capacity of teachers to provide quality learning opportunities to all students. The professional certification standards and criteria define the performance in which our P–12 students need to be engaged and the capacity needed by teachers in order to provide those learning opportunities.

How/why was the ProTeach Portfolio *created?*

The *ProTeach Portfolio* was designed *by* Washington educators *for* Washington educators. The content development team, consisting of P–12 practitioners, higher education faculty and other crucial stakeholders, designed the entry directions, rubrics and other scoring materials in alignment with the professional certificate 3 standards and 12 criteria. Educational Testing Service (ETS) provided guidance in assessment design, validity, fairness and reliability throughout the process.

How do I know the *ProTeach Portfolio* is a valid, reliable and fair measure of my performance?

The *ProTeach Portfolio* is an evidence-based assessment that adheres to industry standards regarding teacher licensure assessment. The portfolio design and requirements have undergone rigorous review not only by Washington educators, but also by a 5-member Technical Advisory Committee composed of state and national experts on teacher licensure assessment. ETS, the contractor engaged in the development, implementation and administration of the *ProTeach Portfolio*, is a worldwide leader in the development of valid, reliable and fair assessments of educator performance.

RCW 28A.415.023
CREDIT ON SALARY SCHEDULE FOR APPROVED IN-SERVICE TRAINING, CONTINUING EDUCATION, OR INTERNSHIP -- COURSE CONTENT -- RULES.

(1) Credits earned by certificated instructional staff after September 1, 1995, shall be eligible for application to the salary schedule developed by the legislative evaluation and accountability program committee only if the course content:

(a) Is consistent with a school-based plan for mastery of student learning goals as referenced in RCW 28A.655.110, the annual school performance report, for the school in which the individual is assigned;

(b) Pertains to the individual's current assignment or expected assignment for the subsequent school year;

(c) Is necessary to obtain an endorsement as prescribed by the Washington professional educator standards board;

(d) Is specifically required to obtain advanced levels of certification;

(e) Is included in a college or university degree program that pertains to the individual's current assignment, or potential future assignment, as a certified instructional staff; or

(f) Addresses research-based assessment and instructional strategies for students with dyslexia, dysgraphia, and language disabilities when addressing learning goal one under RCW 28A.150.210, as applicable and appropriate for individual certificated instructional staff.

(2) For the purpose of this section, "credits" mean college quarter hour credits and equivalent credits for approved in-service, approved continuing education, or approved internship hours computed in accordance with RCW 28A.415.020.

(3) The superintendent of public instruction shall adopt rules and standards consistent with the limits established by this section for certificated instructional staff.

[2005 c 497 § 209; 2005 c 393 § 1; 1997 c 90 § 1.]

RCW 28A.415.360
LEARNING IMPROVEMENT DAYS -- ELIGIBILITY -- REPORTS.

(1) Subject to funds appropriated for this purpose, targeted professional development programs, to be known as learning improvement days, are authorized to further the development of outstanding mathematics, science, and reading teaching and learning opportunities in the state of Washington. The intent of this section is to provide guidance for the learning improvement days in the omnibus appropriations act. The learning improvement days authorized in this section shall not be considered part of the definition of basic education.

(2) A school district is eligible to receive funding for learning improvement days that are limited to specific activities related to student learning that contribute to the following outcomes:

(a) Provision of meaningful, targeted professional development for all teachers in mathematics, science, or reading;

(b) Increased knowledge and instructional skill for mathematics, science, or reading teachers;

(c) Increased use of curriculum materials with supporting diagnostic and supplemental materials that align with state standards;

(d) Skillful guidance for students participating in alternative assessment activities;

(e) Increased rigor of course offerings especially in mathematics, science, and reading;

(f) Increased student opportunities for focused, applied mathematics and science classes;

(g) Increased student success on state achievement measures; and

(h) Increased student appreciation of the value and uses of mathematics, science, and reading knowledge and exploration of related careers.

(3) School districts receiving resources under this section shall submit reports to the superintendent of public instruction documenting how the use of the funds contributes to measurable improvement in the outcomes described under subsection (2) of this section; and how other professional development resources and programs authorized in statute or in the omnibus appropriations act contribute to the expected outcomes. The superintendent of public instruction and the office of financial management shall collaborate on required report content and format.

[2009 c 548 § 403; 2007 c 402 § 9.]

RCW 28A.415.380
MATHEMATICS AND SCIENCE INSTRUCTIONAL COACH PROGRAM -- EVALUATION -- REPORTS.

(1) A mathematics and science instructional coach program is authorized, which shall consist of a coach development institute, coaching seminars, coaching activities in schools, and program evaluation.

(2) The office of the superintendent of public instruction shall develop a mathematics and science instructional coach program that includes an initial coach development experience for new coaches provided through an institute setting, coaching support seminars, and additional coach development services. The office shall draw upon the experiences of coaches in federally supported elementary literacy programs and other successful programs, research and policy briefs on adult professional development, and research that specifically addresses the instructional environments of middle, junior high, and high schools as well as the unique aspects of the fields of mathematics and science.

(3) The office of the superintendent of public instruction shall design the application process and select the program participants.

(4) Schools and school districts participating in the program shall carefully select the individuals to perform the role of mathematics or science instructional coach. Characteristics to be considered for a successful coach include:

(a) Expertise in content area;

(b) Expertise in various instructional methodologies and personalizing learning;

(c) Personal skills that include skilled listening, questioning, trust-building, and problem-solving;

(d) Understanding and appreciation for the differences in adult learners and student learners; and

(e) Capacity for strategic planning and quality program implementation.

(5) The role of the mathematics or science instructional coach is focused on supporting teachers as they apply knowledge, develop skills, polish techniques, and deepen their understanding of content and instructional practices. This work takes a number of forms including: Individualized professional development, department-wide and school-wide professional development, guidance in student data interpretation, and using assessment to guide instruction. Each coach shall be assigned to two schools as part of the program.

(6) Program participants have the following responsibilities:

(a) Mathematics and science coaches shall participate in the coach development institute as

well as in coaching support seminars that take place throughout the school year, practice coaching activities as guided by those articulated in the role of the coach in subsection (5) of this section, collect data, and participate in program evaluation activities as requested by the institute pursuant to subsection (7) of this section.

(b) School and district administrators in districts in which the mathematics and science coaches are practicing shall participate in program evaluation activities.

(7)(a) The Washington State University social and economic sciences research center shall conduct an evaluation of the mathematics and science instructional coach program in this section. Data shall be collected through various instruments including surveys, program and activity reports, student performance measures, observations, interviews, and other processes. Findings shall include an evaluation of the coach development institute, coaching support seminars, and other coach support activities; recommendations with regard to the characteristics required of the coaches; identification of changes in teacher instruction related to coaching activities; and identification of the satisfaction level with coaching activities as experienced by classroom teachers and administrators.

(b) The Washington State University social and economic sciences research center shall report its findings to the governor, the office of the superintendent of public instruction, and the education and fiscal committees of the legislature. An interim report is due November 1, 2008. The final report is due December 1, 2009.

(8) The mathematics and science instructional coach program in this section shall be implemented to the extent funds are available for that purpose.

[2009 c 578 § 1; 2007 c 396 § 4.]

RCW 28A.415.350
PROFESSIONAL DEVELOPMENT LEARNING OPPORTUNITIES -- PARTNERSHIPS.

Subject to the availability of amounts appropriated for this purpose, the office of the superintendent of public instruction shall:

(1) Create partnerships with the educational service districts or public or private institutions of higher education with approved educator preparation programs to develop and deliver professional development learning opportunities for educators that fulfill the goals and address the activities described in *sections 3 through 6 of this act and RCW 28A.415.360. The partnerships shall:

(a) Support school districts by providing professional development leadership, courses, and consultation services to school districts in their implementation of professional development activities, including the activities described in *sections 3 through 6 of this act and RCW 28A.415.360; and

(b) Support one another in the delivery of state-level and regional-level professional development activities such as state conferences and regional accountability institutes; and

(2) Enter into a performance agreement with each educational service district to clearly articulate partner responsibilities and assure fidelity for the delivery of professional development initiatives including job-embedded practices. Components of such performance agreements shall include:

(a) Participation in the development of various professional development workshops, programs, and activities;

(b) Characteristics and qualifications of professional development staff supported by the program;

(c) Methods to ensure consistent delivery of professional development services; and

(d) Reporting responsibilities related to services provided, program participation, outcomes, and recommendations for service improvement.

[2009 c 539 § 4; 2007 c 402 § 7.]

RCW 28A.415.340
STATE LEADERSHIP ACADEMY -- PUBLIC-PRIVATE PARTNERSHIP -- REPORTS.

(1) Research supports the value of quality school and school district leadership. Effective leadership is critical to improving student learning and transforming underperforming schools and school districts into world-class learning centers.

(2) A public-private partnership is established to develop, pilot, and implement the Washington state leadership academy to focus on the development and enhancement of personal leadership characteristics and the teaching of effective practices and skills demonstrated by school and district administrators who are successful managers and instructional leaders. It is the goal of the academy to provide state-of-the-art programs and services across the state.

(3) Academy partners include the state superintendent and principal professional associations, private nonprofit foundations, institutions of higher education with approved educator preparation programs, the professional educator standards board, the office of the superintendent of public instruction, educational service districts, the state school business officers' association, and other entities identified by the partners. The partners shall designate an independent organization to act as the fiscal agent for the academy and shall establish a board of directors to oversee and direct the academy's finances, services, and programs. The academy shall be supported by a national research institution with demonstrated expertise in educational leadership.

(4) Initial development of academy course content and activities shall be supported by private funds. Initial tasks of the academy are to:

(a) Finalize a comprehensive design of the academy and the development of the curriculum frameworks for a comprehensive leadership development program that includes coursework, practicum, mentoring, and evaluation components;

(b) Develop curriculum for individual leadership topics;

(c) Pilot the curriculum and all program components; and

(d) Modify the comprehensive design, curriculum coursework, practicum, and mentoring programs based on the research results gained from pilot activities.

(5) The board of directors shall report semiannually to the superintendent of public instruction on the financial contributions provided by foundations and other organizations to support the work of the academy. The board of directors shall report by December 31st each year to the superintendent of public instruction on the programs and services provided, numbers of participants in the various academy activities, evaluation activities regarding program and participant outcomes, and plans for the academy's future development.

(6) The board of directors shall make recommendations for changes in superintendent and

principal preparation programs, the administrator licensure system, and continuing education requirements.

[2007 c 402 § 1.]

Washington's Continuum of Teacher Preparation, Induction and Career-long Professional Development

Preparation (Preservice)	Residency Certificate	Induction Support and Assessment (Years 1-2)	Goal: Link to Induction	Teacher Professional Certificate Process (Years 3-5)	Professional Certificate	Career-Long Professional Growth (Years 5+)
Student evidence-based knowledge and skill standards WEST-B (Basic Skills Tests) WEST-E (Content Knowledge Tests) *2012 - WA-Teacher Performance Assessment (Teacher- and Student-Based Evidence)* Program Review / Site Visits *2013: Ongoing Evaluation of Teacher Effectiveness – Informs preparation program approval decisions*		*Beginning Teacher Support* ✓ *Appropriate Hiring* ✓ *Sufficient Orientation* ✓ *Strong Mentoring* ✓ *Purposeful Professional Development* ✓ *Formative Assessment for Teacher Growth*		Pro Teach Portfolio Assesses: ✓ Effective Teaching ✓ Professional Development ✓ Professional Contribution Informs: ✓ Preparation Program and Induction Quality		Formal career growth opportunities may include: ✓ Take One (one segment of National Board) ✓ Math / Science Specialist ✓ National Board Certification ✓ Mentoring ✓ Coaching ✓ Retooling/Adding Endorsements ✓ Adjunct Faculty in Preparation Program
First Draft of Professional Growth Plan (PGP)		***Revise PGP***		***PGP focused on achieving Professional Certificate***		***PGP Becomes Career-long Plan for Professional Growth and Development***

❖ Italics = under development / future planned development

SUMMARY OF CHAPTER 235, 2010 LAWS (SB 6696), WITH A SECTION-BY-SECTION SUMMARY OF PART I REQUIRED ACTION TO INTERVENE IN PERSISTENTLY LOWEST ACHIEVING SCHOOLS

E2SSB 6696 was signed by Governor Gregoire on March 29, 2010, and will become effective on 6/10/2010.

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

Part I: Accountability Framework	
Schools	persistently lowest-achieving five percent of Title I schools, or Title I eligible schools, shall be established by OSPI. The criteria must meet all applicable requirements for the receipt of a federal school improvement grant under the American recovery and reinvestment act of 2009 and Title I of the elementary and secondary education act of 1965, and take into account: • The academic achievement of the "all students" group in a school in terms of proficiency on the state's assessment, and any alternative assessments, in reading and mathematics combined. • The school's lack of progress on the mathematics and reading assessments over a number of years in the "all students" group.
Section 103: Required Action Districts	Beginning in January 2011, OSPI shall annually recommend to SBE districts for designation as required action districts based on the availability of federal funds and criteria developed by SPI. Districts must have at least one of the persistently lowest achieving schools. School districts that have volunteered in 2010 or have improved shall not be included in this designation. SBE may designate a district that received a school improvement grant in 2010 as a required action district if after three years of voluntarily implementing a plan the district continues to have a school identified as persistently lowest-achieving and meets the criteria for designation established by the Superintendent of Public Instruction. OSPI will provide districts with written notice. School districts may request reconsideration of this designation within ten days. SBE will annually designate those districts recommended by OSPI. Districts must notify all parents with students in persistently low achieving schools that the district is in required action.
Section 104: Academic Performance Audit	OSPI will contract with an external review team to conduct an academic performance audit of the required action district. The review team shall have expertise in comprehensive school and district reform and shall not be from OSPI, SBE, or school districts subject to audit. OSPI shall establish audit criteria. The audit shall include, but not be limited to: student demographics, mobility patterns, school feeder patterns, performance of different student groups on assessments, effective school leadership, strategic allocation of resources, clear and shared focus on student learning, high standards and expectations for all students, high level of collaboration and communication, aligned curriculum, instruction and assessment to state standards, frequency of monitoring learning and teaching, focused professional development, supportive learning environment, high level of family and community involvement, alternative secondary schools best practices, and any unique circumstances or characteristics of the school or district.

Part I: Accountability Framework	
	Audit findings shall be made available to the local school district, its staff, community, and the State Board of Education.
Section 105: Required Action Plan	The local school district superintendent and local board of a required action district shall submit a required action plan to SBE upon a schedule SBE develops. The required action plan must be developed in collaboration with administrators, teachers, staff, parents, union (representing any employees in district), students, and representatives of the local community. OSPI will assist district as requested in plan development. The local school board will hold a public hearing on the proposed required action plan. The required action plan must address the concerns raised in the audit and include: a) Implementation of one of four federal intervention models, including turnaround, restart, closure, and transformation (no charters unless expressly authorized by legislature). The intervention model selected must address the concerns raised in the academic performance audit and be intended to improve student performance to allow a school district to be removed from the list of districts designated as a required action district by the State Board of Education within three years of implementation of the plan. b) An application for a federal school improvement grant to OSPI. c) Budget for adequate resources to implement. d) Description of changes in district or school policies and practices to improve student achievement. e) Metrics used to assess student achievement to improve reading, math, and graduation rates. The plan will have to be implemented over a three year period. OSPI will review the local school district required action plan and approve that it is consistent with federal guidelines prior to the local superintendent and board submitting the plan to the SBE. Expiring collective bargaining agreements for all school districts that are designated required action districts as of the effective date of this section must have the authority to reopen its collective bargaining agreements if needed to develop and implement an appropriate required action plan. If no agreement can be reached between district and employee organizations, then: • Mediation through the Public Employment Relations Commission must start no later than April 15 and be completed by May 15.

	• Or it will be go to Superior Court with decision by June 15. If it goes to Superior Court, then: • The school district must file a petition with the superior court by May 20. • Within seven days of filing the petition each party must file a proposal to be implemented in a final required action plan. • The court's decision must be issued no later than June 15. Each party will bear its own costs for mediation or courts. All mediation shall include employer and representatives of all affected bargaining units.
Section 106: SBE Approves Required Action Plan	SBE shall approve the local district required action plan if it meets the requirements identified in Section 105 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement. The SBE must accept for inclusion any final decision by the superior court. The required action plan goes into effect for the next school year (thus a district designated in January 2011 would implement the plan in the immediate school year following designation as a required action district). Federal funds must be available to implement the plan or it will not go into effect. Any addendum to the collective bargaining agreement related to student achievement or school improvement shall not go into effect until SBE approves the plan. If SBE does not approve the plan. SBE must notify the district in writing and provide reasons. The district may either: • Submit new plan within 40 days with OSPI assisting the district with resubmission of the plan; or • Submit a request to the Required Action Plan Review Panel (established under section 107) for reconsideration of SBE's rejection within ten days of the notification that the plan was rejected. If federal funds are not available, the plan is not required to be implemented until such funding becomes available. If federal funds for this purpose are available, a required action plan must be implemented in the next immediate school year.
Section 107: Required Action Review Panel	A Required Action Review Panel is established and shall be composed of five individuals with expertise in school improvement, school and district restructuring, or parent and community involvement in schools. Two of the panel members shall be appointed by the speaker of the house of representatives; two shall be appointed by the president of the senate; and

	one shall be appointed by the governor. If SBE does not approve a district's Required Action Plan, then the district may appeal the decision to the panel for consideration. The panel will be convened as-needed. The panel may reaffirm the decision of SBE, recommend that the SBE reconsider the rejection, or recommend changes to the required action plan that should be considered by the district and SBE to secure approval of the plan. SBE shall consider the recommendations of the panel and issue a decision in writing to the local school district and the panel. If the school district must submit a new required action plan to the State Board of Education, the district must submit the plan within forty days of the board's decision. SBE and OSPI must develop timelines and procedures for the deliberations under this section so that school districts can implement a required action plan within the time frame required under section 106.
Section 108: Redirect of Title I Funds if No Required Action Plan	SBE may charge OSPI to redirect district's Title I funds based on the academic performance audit findings if a school district has not submitted a required action plan for approval or the final plan submitted has not received approval by SBE.
Section 109: Implementation of Required Action Plan	A school district must implement a required action plan upon approval by the State Board of Education. OSPI must provide the required action district with technical assistance and federal school improvement grant funds or other federal funds for school improvement, if available, to implement an approved plan. The district will provide regular updates to OSPI on its progress in meeting the student achievement goals based on the state's assessments, identifying strategies and assets used to solve audit findings, and establishing evidence of meeting plan implementation benchmarks as set forth in the required action plan.
Section 110: Biannual Reports and Delisting Districts	OSPI will inform SBE at least biannually (twice a year) of the progress of the Required Action District's progress on its plan implementation and metrics. OSPI will recommend to SBE that a district is no longer in required action after three years of district implementation based on improvement as defined by OSPI, in reading and mathematics on the state's assessment over the past three consecutive years. SBE will release a school district from the designation as a required action

Part I: Accountability Framework	
	district upon confirmation that the district has met the requirements for a release or SBE will recommend that the district remain in required action.
Section 111: Recognition of Exemplary Performance and Collaboration with the Achievement Gap Oversight and Accountability Committee	SBE, in cooperation with OSPI, shall annually recognize schools for exemplary performance as measured on the State Board of Education Accountability Index. SBE shall have ongoing collaboration with the achievement gap oversight and accountability committee regarding the measures used to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps.
Section 112: Definitions	Definitions for the Chapter: • "All students group" means those students in grades three through eight and high school who take the state's assessment in reading and mathematics. • "Title I" means Title I, part A of the federal elementary and secondary education act of 1965.
Section 113: Adopting Rules	OSPI and SBE may each adopt rules in accordance with chapter 34.05 RCW as necessary to implement this chapter.
Section 114: Joint Select Committee on Education Accountability	A joint select committee on education accountability is established beginning no earlier than May 1, 2012, to: • Identify and analyze options for a complete system of education accountability, particularly consequences in the case of persistent lack of improvement by a required action district. • Identify and analyze appropriate decision-making responsibilities and accompanying consequences at the building, district, and state level within such an accountability system. • Examine models and experiences in other states. • Identify the circumstances under which significant state action may be required. • Analyze the financial, legal, and practical considerations that would accompany significant state action. The committee shall submit an interim report to the education committees of the legislature by September 1, 2012, and a final report with recommendations by September 1, 2013.

All Washington Students…
Career and College-Ready

(b)(6)

(b)(6)

To ensure that students graduate career and college-ready, they must have equitable access to high-quality educators, research-based practices, and a challenging curriculum.

History

Since 2001, District and School Improvement and Accountability (DSIA) has provided assistance to over 200 schools and 100 districts. While programs initially centered on *school* improvement, the emphasis transitioned to the *district* as the primary unit of service. Based on federal guidelines for *School Improvement Grants* published in 2009, DSIA is focused on the state's *persistently lowest-achieving schools and their districts*.

In 2010, DSIA launched the *Washington Improvement and Implementation Network (WIIN)* to provide district/school teams with centralized technical assistance focused on research-based practices and innovation. This assistance is designed to respond effectively to requests from districts/schools in improvement status and/or which qualify for federal *School Improvement Grants*.

The Washington Improvement and Implementation Network (*WIIN*)

District/school teams may gain access to *WIIN* services based on their placement on the *Washington Performance Management Framework*. DSIA uses *the Framework* as a *systematic way* to create district/school cohorts and deliver services based on *performance and growth data* on state assessments, strongest commitment, and available resources.

WIIN Highlights

Participants: District/schools are chosen according to federal *No Child Left Behind (NCLB)* and *School Improvement Grant* eligibility requirements. Selection is based upon greatest need, strongest commitment, and available resources.

Differentiated Services: A variety of services are offered through the *WIIN* Center and partnerships; these align with the *Washington Performance Management Framework*.

Expert Providers: Technical Assistance Contractors with Specialized Expertise (TACSEs) deliver high-quality professional development in Instructional Strategies, Mathematics, Reading, and Special Education.

Research-based Professional Development: A series of resources and systems-based processes are designed to be facilitated at the *WIIN* Center, school/district sites, and/or regional locations.

Location: The *WIIN* Center is located at the Tacoma School District's Professional Development Center. The facility has flexible meeting space options, complete with K-20 access.

Washington WIIN
Improvement and Implementation Network

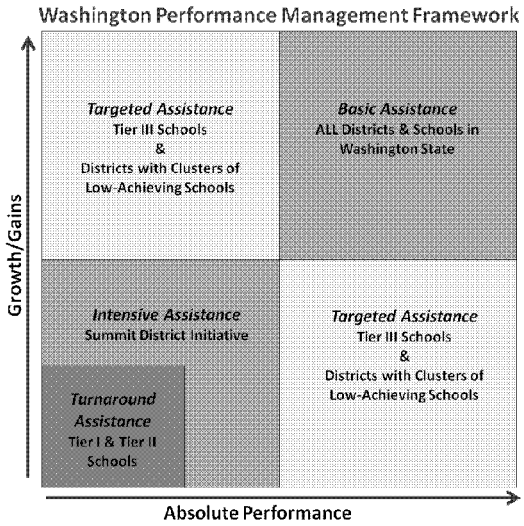
Washington Performance Management Framework

Overview

DSIA uses the **Washington Performance Management Framework** as a systematic way to determine the range of services and supports provided to districts/schools across the state. As illustrated below, districts and their schools are assigned to one of four segments on the **Framework** based upon **performance** and **growth/gains** data on state assessments.

Technical Assistance

Eligibility for technical assistance is determined by **greatest need, strongest commitment to engage in significant reform, capacity to sustain changes** over time, and **available resources** at the district and state levels. District/school teams collaborate with DSIA leadership to determine the level of services.



Districts and their schools identified for **Targeted Assistance, Intensive Assistance,** or **Turnaround Assistance** may apply to engage in professional development offered through DSIA's **Washington Improvement and Implementation Network *(WIIN).***

The *WIIN* delivers professional development in evidence-based practices and other innovations in **English Language Development, Instructional Strategies, Mathematics, Reading, Special Education, and Turnaround Leadership**.

The following describes the range of services and supports available to districts/schools:

Basic Assistance

Web-based resources which include research & studies, improvement processes & instruments, and needs assessments & diagnostic tools.

Targeted Assistance

Basic Assistance plus access to the following tools and services: 1) Needs Assessment & Gap Analysis processes; 2) Online Action Planning Tool; 3) professional development that targets standards-based curriculum, research-based instruction, assessment/intervention systems, and classroom walkthrough protocols; and 4) guided facilitation & technical assistance.

Intensive Assistance

Targeted Assistance plus access to guided facilitation and technical assistance.

Turnaround Assistance

Targeted Assistance plus access to the following tools and services: 1) support for tiered evaluation systems; 2) implementation & accountability reviews; 3) targeted turnaround leadership training; 4) approaches to increased learning time; and 5) methods that boost graduation rates and reduce dropouts of English Language Learners & low income students.

District and School Improvement and Accountability

Mathematics & Reading Improvement Frameworks

Overview

The ***Mathematics and Reading Systems Improvement Frameworks*** offer Washington's school districts actionable steps and guidance around which comprehensive K-12 systems can be built. The ***Frameworks*** also provide clarity and vision for aligning state-wide improvement efforts in mathematics and reading.

Mathematics

The ***Mathematics Systems Improvement Framework (Draft)*** is built on four principles from the *NCSM PRIME Leadership Framework* that "drive an improved future for mathematics education" in order to ensure:

- High expectations and access to meaningful mathematics learning for every student;
- High expectations and access to meaningful mathematics instruction;
- Relevant and meaningful mathematics in every lesson; and
- Timely, accurate monitoring of student learning and adjustment of teacher instruction for improved student learning.

(b)(6)

Reading

The ***Reading Systems Improvement Framework (Draft)*** aligns with essential elements of OSPI's ***Washington State K-12 Reading Model Implementation Guide.*** Common elements of the ***Framework*** and ***K-12 Reading Model*** include:

- Reading Leadership;
- Core/Tier I Instruction;
- Reading Assessment System;
- Tier II and Tier III Reading Intervention; and
- System Support.

Rather than advocating for one "best" instructional program and expecting learning outcomes to improve for all students, the ***Framework*** offers a systemic, multi-faceted plan to improve outcomes for both struggling and highly skilled readers.

Copies of both *Frameworks* are available upon request.

Mathematics and Reading Frameworks **are organized into the following sections; each is consistent with evidence-based practices:**

1) **Mathematics/Reading Leadership**
2) **Core/Tier I Program**
3) **High Quality Instruction**
4) **Assessment System**
5) **Tier II and Tier III Intervention**

Each *Framework* addresses five critical areas for improving learning outcomes for ALL students:

1) **Standards**
2) **Assessment**
3) **Instruction & Intervention**
4) **Leadership**
5) **System-wide Commitment**

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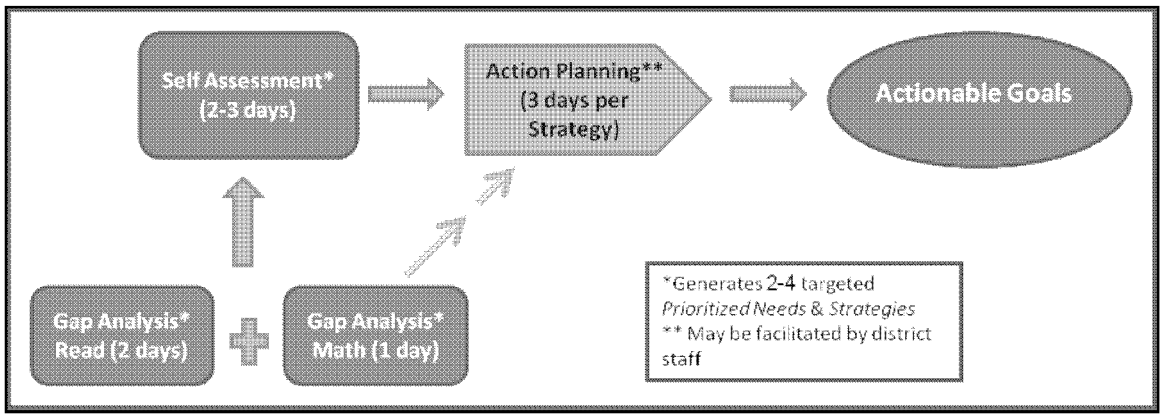
District/School Self-Assessment Process

Overview

As illustrated below, district and school teams participating in *WIIN* professional development engage in three foundational processes to generate actionable goals: *Conducting District Self-Assessment, Completing Gap Analysis in Mathematics and Reading,* and *Facilitating Action Planning*.



Purpose of the Self-Assessment

The Self-Assessment **assists districts/schools to develop targeted action plans and goals** aligned with research and evidence-based practices in the areas of leadership and instruction and anchored in locally-developed data. **Inquiry processes target attributes of the system** which align with research-based characteristics of improved districts.

Participants

Stakeholder teams represent all levels of the system: district and school leadership, teachers, and other staff; parents and students; and community. The process is led by a district leadership team and may be guided by an external facilitator or district leader.

Outcomes

The **Self-Assessment Summary** is used in the **Action Planning** process and supports district/school teams to develop targeted plans which research suggests will have the greatest impact on student achievement.

Research-Based Process

Inquiry processes focus on district attributes asserted in research as significant to raising the achievement of ALL students and schools across the district:

- Effective Leadership;
- Quality Teaching and Learning;
- Support for System-wide Improvement; and
- Clear and Collaborative Relationships.

Process at a Glance

Preparation

- Communicate process; engage team to lead process
- Collect relevant data
- Create district/school portfolio; include data from the Systems Gap Analysis

Day 1

- Analyze portfolio
- Identify needs & possible research-based strategies

Day 2

- Prioritize needs and research-based strategies
- Generate **Self-Assessment Summary**

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District and School Improvement and Accountability

District/School Systems Gap Analysis Process

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Overview

The **Gap Analysis** is a "big-picture" reflective process which focuses on what students experience as they progress through the school/district system over time.

Throughout the process, participants identify specific district-wide strengths and opportunities for improvement in order to create a focus for future **Action Planning** at the district/school levels.

Purpose of the Gap Analysis

The process is designed to: 1) analyze the curriculum, instruction, assessment, and intervention components of the existing K-12 Mathematics and Reading Systems; 2) identify strengths and growth opportunities for improving these systems; and 3) prioritize systemic "gaps" which provide the focus for future action planning.

Participants

Reading and Mathematics Gap Analysis teams represent all parts of the system: District leaders, Math/Reading middle and high school teachers, Elementary teachers, Alternative program representatives, Instructional coaches, and ELL, Special education, and *Title I* teachers and leaders.

Outcomes

Summary Statements which emerge from the **Gap Analysis Process** form the platform for proposed changes designed to ensure coherent K-12 Reading and Mathematics Systems. **Summary Statements** are used in both the **District Self-Assessment** and **Action Planning** processes.

Research-Based Process

Teams complete a systematic review of the curriculum, assessment, instruction, and intervention components of K-12 Reading and Mathematics Systems. Research in evidence-based practice, district data, and district curriculum documents guide the review and provide evidence for strengths and opportunities for growth.

Process at a Glance

Preparation

- Communicate process to district leaders
- Collect relevant data

Mathematics (1 day) & Reading (2 days)

- Review current research
- Analyze data
- Identify strengths and "gaps"
- Prioritize needs and research-based strategies
- Generate **Summary Statements**

Debrief

- Review findings with district leaders
- Analyze data

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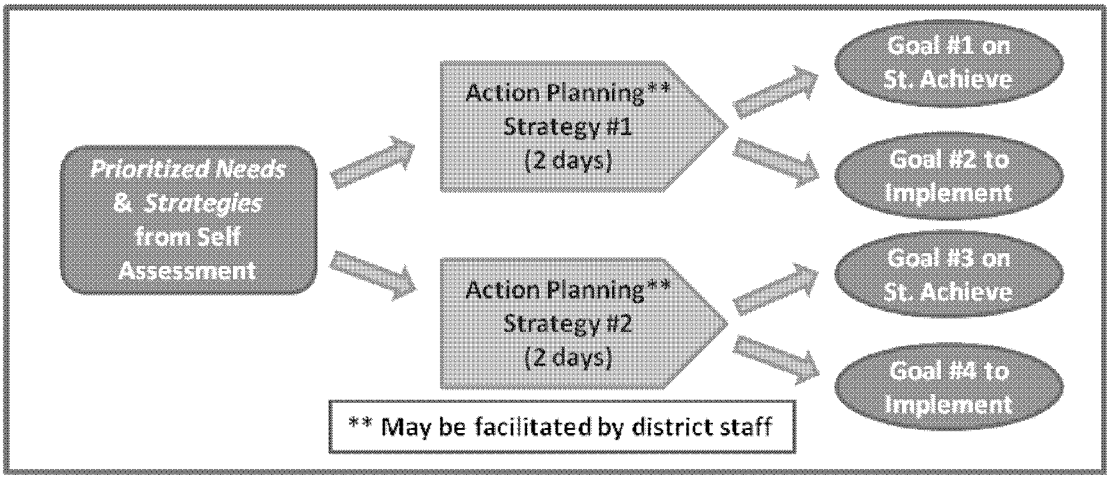
District/School Action Planning Process

Overview

The **Action Planning Process** is used to transform the prioritized needs and strategies identified in the **Self -Assessment** into actionable goals. The process may take **1-2 weeks**; may be facilitated by a **trained district leader or external facilitator**; and requires commitment **from the boardroom to the classroom and across the community**.



Purpose of Action Planning

As illustrated above, the process results in several narrowly **targeted goals** focused upon substantially raising and accelerating student achievement.

Participants

Committees are comprised of 8-10 staff with roles and expertise related to the prioritized needs and strategies identified in the **Self-Assessment Summary**.

Outcomes

SMART Goals which emerge share the following attributes: **S**pecific, **M**easurable, **A**ttainable, **R**esults-oriented, and **T**ime-framed. The goals include action steps, tasks, resources, and monitoring systems. Districts will use OSPI's Online Action Planning Tool as they develop and implement their plans.

Research-Based Process

The **Action Planning Process** is anchored in implementation science, evidence-based practices in leadership and instruction, and locally-developed data.

Process at a Glance

Preparation

- Communicate process to district leaders
- Select committees based on findings from Self-Assessment

Process for each Strategy (1-2 Days)

- Review current research
- Develop SMART Goal: Impact on Student Achievement
- Develop SMART Goal: Implementation
- Identify action steps, tasks, resources, and monitoring systems for each goal
- Collaborate with other stakeholders throughout the process

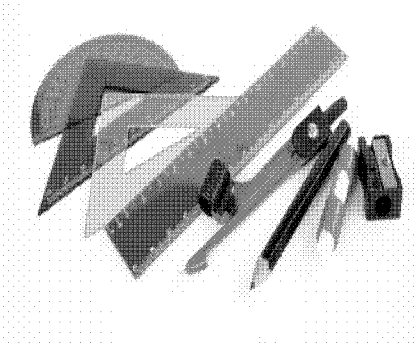
District and School Improvement and Accountability

Instructional Strategies

Overview

The Classroom Walkthrough Process (*CWT*) and Research-Based Instructional Strategies support districts to create **common language around a shared vision of quality instruction** that can be implemented to ensure ALL students have access to effective teachers and leaders.

Key professional learning outcomes for professional development in Instructional Strategies include:



- **Build deep understanding** of high quality **instructional strategies** demonstrated to be effective in increasing achievement among ALL students;
- **Enhance educator capacity** to apply **research-based instructional strategies** using data collected through classroom walkthroughs; and
- **Develop effective conditions and structures** to support district-wide implementation of **classroom walkthroughs** for instructional planning and program implementation.

Participation in Technical Assistance

Access to *WIIN* services is based upon **greatest need** (i.e., districts and/or schools in a step of improvement or qualifying for federal *School Improvement Grants)*, **strongest commitment**, **capacity to sustain changes,** and **available resources** at both the state and district levels.

Classroom Walkthrough Process (*CWT*)

CWT supports continuous improvement of teaching and learning through a process of gathering, analyzing, and reflecting upon data around classroom practice. At the heart of this process is a shared and deep understanding of effective practices of instruction and learning.

This module is divided into three parts:

- **Days 1 & 2:** Current research in effective instructional practice and the use and application of the *CWT* collection tool to identify curricular and instructional trends and patterns;
- **Coaching:** On-site coaching to support effective implementation of the *CWT* tool and analysis of associated data; and
- **Day 3:** Data analysis and action planning.

Participants will develop a working knowledge of *CWT* look-fors, understand the connection between data and instructional practice, and create a plan for walkthroughs at their sites. Teams will be required to utilize *CWT* tools and other related resources.

> **A well-articulated knowledge base is a prerequisite for developing expertise in any systematic way.**
> *Marzano, 2009*

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Research-Based Instructional Strategies

Modules in **Research-Based Instructional Strategies** are designed to address instructional needs based on analysis of data collected through the **Classroom Walkthrough Process (*CWT*)**. In these modules, participants will:

- Define and identify **WHAT** research-based strategies are and how they may be used to increase student learning;
- Develop a rationale for **WHY** schools, staff, and students benefit from using the strategies; and
- Learn **HOW** to effectively implement research-based instructional strategies in their classroom practice.

Strategies are examined in the context of the classroom, and connect instruction to curriculum design and classroom management. Each module emphasizes the **use of data to inform instruction** and encourages **professional reflection**—both of which are critical to enhancing student achievement.

Module		
Setting Objectives and Providing Feedback	Homework and Practice	Nonlinguistic Representations
Identifying Similarities and Differences	Reinforcing Effort and Providing Recognition	Cues, Questions, and Advance Organizers
Summarizing and Note-Taking	Cooperative Learning	Generating and Testing Hypotheses

Modules can be **customized in either three or six hour sessions** to address the specific needs of districts/schools. Considerations in the module selection process may include prior professional development experiences, identified needs of district/schools, and resource availability.

The length and content of modules are determined in consultation with schools, districts, DSIA leaders, and service providers.

Districts can incorporate these evidence-based strategies in their **framework for effective instruction** and use the *CWT* as an observation tool reflecting that framework. Additionally, the **common language** developed as leaders and teachers become adept at implementing these strategies can enable staffs to collaborate and reflect upon ways that will improve instructional and leadership practices over time.

Instructional Coaching and Technical Assistance

On-site coaching may be provided to selected districts. Additionally, modules emphasize building individual and organizational capacity at the local level to sustain instructional coaching over time.

District and School Improvement and Accountability

Mathematics Improvement

Overview

Technical Assistance in Mathematics supports educators to build capacity in evidence-based leadership and instructional practices. The primary purpose is to increase district capacity in implementing a coherent K-12 Mathematics System.

Key professional learning outcomes that apply to teachers and leaders include the following:

(b)(6)

- **Develop effective structures and conditions** to support system-wide improvement of teaching and learning in **mathematics**;
- **Enhance instructional leaders' capacity** to support, promote, lead, and sustain professional learning that improves teaching practices and learning outcomes in **mathematics** for all students; and
- **Build deep understanding of mathematical** knowledge, standards, and pedagogy, as well as the capacity to apply evidence-based instructional practices demonstrated to be effective in increasing student achievement.

Participation in Technical Assistance

Access to *WIIN* services is based upon **greatest need** (i.e., districts and/or schools in a step of improvement or qualifying for federal *School Improvement Grants)*, **strongest commitment**, **capacity to sustain changes,** and **available resources** at both the state and district levels.

Mathematics Systems Improvement Framework

The **Framework** provides the foundation for the suites of the professional development modules in Mathematics. Created by a team of experts, including district leaders from across the state and ESD and OSPI staff, the **Framework** offers Washington's school districts actionable steps and guidance upon which a comprehensive K-12 Mathematics System can be built.

Anchored in current research and the recommendations of the *National Mathematics Advisory Panel*, the **Framework** provides clarity and vision for school districts to improve mathematics teaching and learning.

As indicated in the descriptions which follow, modules are designed to reflect key elements in the **Framework**:

- Mathematics Leadership
- Core/Tier I Mathematics Program
- High Quality Mathematics Instruction
- Mathematics Assessment System
- Tier II and Tier III Mathematics Intervention

A copy of the Mathematics Systems Improvement Framework (Draft) is available upon request.

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District and School Improvement and Accountability

Mathematics Improvement

Improvement Series 1—Developing a Comprehensive Mathematics System

Key Elements in *Framework*	Module	Participants	Description
Mathematics Leadership	**Mathematics Systems Gap Analysis** (1 Day)	District/school math leadership teams	Facilitates teams in systematically reviewing their current K-12 mathematics program to: 1) provide evidence of strengths and opportunities for growth, and 2) identify systemic "gaps" to guide future planning.
Core/Tier I Mathematics Program **High Quality Instruction**	**Mathematics Education Research** (1 Day)	District/school math leadership teams	Reviews current research so that districts can align their mathematics curriculum, assessment, and instruction with effective practice.
Core/Tier I Mathematics Program	**Washington State Math Standards** (1/2 Day)	District/school math leadership teams & additional teacher leaders	Provides a deep understanding of the *Washington State Mathematics Standards*.
Core/Tier I Mathematics Program	**Instructional Materials Alignment** (1 1/2 Days)	District/school math leadership teams & additional teacher leaders	Emphasizes knowledge and tools educators need to unpack standards and check for alignment with current instructional materials; participants generate aligned curriculum and pacing guides to support classroom instruction across the district.
Core/Tier I Mathematics Program	**Curriculum Guide Development** (2 Days)	District/school math leadership teams & additional teacher leaders	Facilitates teams in: 1) developing curriculum guides that align to the standards, 2) aligning materials to standards and state test specifications, and 3) providing supports for teachers to focus on standards in their instruction. Prerequisite: *Instructional Materials Alignment* Module

Improvement Series 2—Developing a Comprehensive Mathematics System – Continued

Key Elements in *Framework*	Module	Participants	Description
Mathematics Leadership	**Mathematics Leadership and Implementation Research** (1 Day)	District/school math leadership teams	Reviews current research-informed practices in leading, implementing, and monitoring comprehensive mathematics programs.
High Quality Mathematics Instruction	**Developing a Shared Vision of Quality Mathematics Instruction** (2 Days)	District/school math leadership teams	Uses both current research and observation to support teams to develop a district vision of quality mathematics instruction and an observation tool that reflects their vision.
Mathematics Leadership	**Professional Collaboration & Facilitation** (1 Day)	District/school math leadership teams	Provides evidence-based knowledge, skills, and tools teams can use to create, implement, facilitate, and sustain structures to promote collaboration across schools and the district.
High Quality Mathematics Instruction	**Formative Assessment in Mathematics** (2 Days)	District/school math leadership teams & additional teacher leaders	Reviews research around the role of formative assessments in improving student outcomes; supports teams to build process for creating and implementing formative assessments which will inform decision-making in instruction and curriculum.
High Quality Instruction **Mathematics Assessment System**	**Data Analysis & Instructional Improvement Cycle** (2 Days)	District/school math leadership teams	Supports schools/districts to create a data review and analysis protocol designed to encourage a collaborative culture of data-driven decision-making in curriculum and instruction.

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District and School Improvement and Accountability

Reading Improvement

Overview

Technical Assistance in Reading delivered through the *WIIN* Center supports educators to build capacity in evidence-based leadership and instructional practices essential to implementing a coherent and comprehensive K-12 Reading System.

Professional learning outcomes for teacher and leader participants include the following:

(b)(6)

- **Apply deep understanding** of state standards and evidence-based practices in instruction, assessments, and interventions in **reading** in order to increase learning outcomes for all students and close achievement gaps;
- **Build effective structures and conditions** to support and sustain system-wide continuous improvement of teaching and learning in **reading**; and
- **Enhance the capacity of instructional leaders** to support, promote, lead, and sustain professional learning that advances teaching practices, learning outcomes, and student achievement in **reading** for all students.

Participation in Technical Assistance

Access to *WIIN* services is based upon **greatest need** (i.e., districts and/or schools in a step of improvement or qualifying for federal *School Improvement Grants)*, **strongest commitment**, **capacity to sustain changes,** and **available resources** at both the state and district levels.

Reading Systems Improvement Framework

The **Framework** helps schools/districts to implement and enhance their K-12 Reading System. The **Framework** is aligned with the five essential elements of OSPI's *Washington State K-12 Reading Model*: standards, assessment, instruction & interventions, leadership, and system-wide commitment.

Anchored in current research, OSPI's *K-12 Reading Model*, and the recommendations of the *National Reading Panel*, the **Framework** provides clarity and vision for school districts to improve teaching and learning in reading for ALL students.

As indicated in the descriptions which follow, modules are designed to reflect key elements in the **Framework**:

- Reading Leadership
- Core/Tier I Reading Program
- Reading Assessment System
- Tier II and Tier III Reading Intervention
- System Support

Modules also align with a *Response to Intervention framework (RtI)*, a multi-level system to maximize student achievement.

*A copy of the **Framework** is available upon request.*

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Improvement Series 1—Developing a Comprehensive Reading System

Key Elements in *Framework*	Module	Participants	Description
All Elements	**Reading Systems Gap Analysis** (2 Days)	District/school reading leadership teams	Facilitates teams in systematically reviewing their current K-12 Reading System to: 1) provide evidence for strengths and opportunities for growth, and 2) identify systemic "gaps" to guide future planning.
All Elements	**Reading Education Research** (1 Day)	District/school reading leadership teams	Reviews current research so that districts can align their reading/literacy curriculum, assessment, and instruction with evidence-based practices. Utilizes the *Report of the National Reading Panel* and other research.
Reading Assessment System Core/Tier I Reading Program	**Washington State Reading Standards** (3 Days)	District/school reading leadership teams & additional teacher leaders	Supports participants to analyze the standards, so that they can align curriculum, make instructional decisions, and develop assessment systems consistent with state standards.
Core/Tier I Reading Program Tier II and Tier III Intervention	**Curriculum Guide Development** (1 1/2 Days)	District/school reading leadership teams & additional teacher leaders	Emphasizes knowledge and tools educators need to unpack standards and check for alignment with current instructional materials; participants generate aligned curriculum guides to support classroom instruction across the district.
Core/Tier I Reading Program Tier II and Tier III Intervention	**Pacing Guide Development** (1 Day)	District/school reading leadership teams & additional teacher leaders	Supports teams to align their K-12 Reading System to state standards and test specifications by creating pacing guides to: 1) support effective use of instructional time and curriculum materials, and 2) sequence topics.

Improvement Series 2—Developing a Comprehensive Reading System—Continued

Key Elements in *Framework*	Module	Participants	Description
Core/Tier I Reading Program Tier II and Tier III Intervention	**Response to Intervention System in Reading** (1 Day)	District/school reading leadership teams & additional teacher leaders	Uses OSPI's *Washington State K-12 Reading Model* and a *Response to Intervention framework* to develop structures and supports necessary for implementing a three-phase reading system (i.e., Tier I Instruction and Tier II and Tier III Intervention) to improve achievement for all students.
Reading Assessment System	**Washington State Diagnostic Assessment Guide Overview** (1 Day)	District/school reading leadership teams & additional teacher leaders	Reviews research around role of formative assessments in improving student outcomes; supports teams to build process for creating and implementing formative assessments which will inform decision-making in instruction and curriculum.
Core/Tier I Reading Program	**Tier I Instruction** (1 Day)	District/school reading leadership teams & additional teacher leaders	Provides participants with practical classroom applications for Tier I Instruction to increase student reading achievement for all students, including English Language Learners and students receiving Special Education services.

District and School Improvement and Accountability

Special Education

Overview

Technical Assistance in Special Education supports educators to build capacity in evidence-based leadership and instructional practices to meet the needs of ALL of their diverse learners. The primary purpose is to increase capacity for developing effective structures and conditions to support system-wide continuous improvement of teaching and learning for ALL students with disabilities.

Professional learning outcomes that apply to teachers and leaders include the following:

(b)(6)

- **Develop and implement** Standards-Based Individualized Education Programs (SB-IEPs);
- **Enhance instructional leaders' capacity** to support, promote, lead, and sustain professional learning that improves both teaching practices and learning outcomes for **ALL students with disabilities**; and
- **Build deep understanding** of knowledge, standards, and pedagogy, as well as the capacity to apply evidence-based instructional practices demonstrated to be effective in increasing student academic achievement and functional performance for **ALL students with disabilities**.

Participation in Technical Assistance

Access to *WIIN Center* services is based upon **greatest need** (i.e., districts and/or schools in a step of improvement or qualifying for federal *School Improvement Grants)*, **strongest commitment**, **capacity to sustain changes,** and **available resources** at both the state and district levels.

Research-Supported Practices

Anchored in current research, *IDEA 2004*, and *NCLB 2001*, modules in Special Education provide clarity and vision for school districts to create Standards-Based IEPs and deliver specially designed instruction based on individual needs. SB -IEPs provide the structure to set high standards and measure student outcomes.

Research and resources informing development of modules includes:

- U.S. Office of Special Education Programs
- IRIS Center for Training Enhancements
- National Reading Panel Report
- National Mathematics Advisory Panel Report
- Alabama State Department of Education Special Ed Services
- California Department of Education—Toolkit
- Research of Dr. Margaret McLaughlin, University of Maryland

Additionally, principles of a *Response to Intervention framework (RtI)* are incorporated throughout the *WIIN* Professional Development modules in *Instructional Strategies, Mathematics,* and *Reading.*

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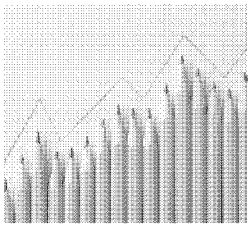
Standards-Based Individualized Education Programs (SB-IEPs)

As a result of participation in these modules, district and school teams of Special Education staff will:

- Increase their functional knowledge of state content standards;
- Understand the direct relationship between the standards and IEP development; and
- Create data-based *Present Levels of Academic Achievement and Functional Performance (PLAAFP)* and *IEP Goals* that will lead to effective instruction for ALL students with disabilities.



Modules are listed sequentially. To the maximum extent possible, teams will use their district student data during the sessions.

Module	Participants	Description
Development of Standards-Based IEPs (1 1/2—2 days)	District/school special education leadership and instructional teams & IEP team members	Reviews current research and state content standards and expectations in reading, math, and written language. Participants unpack state standards and use student data to determine appropriate learning targets and use templates to gather data and create PLAAFPs and measureable annual goals.
Alignment of Instruction with Standards-Based IEPs (1 1/2—2 days)	District/school special education leadership and instructional teams & IEP team members	Continues process for creating SB-IEPs: determine appropriate assessments and accommodations; collaborate with general education colleagues for instruction/progress monitoring; and use differentiated instruction and a variety of instructional strategies to facilitate learning for all students with disabilities.
Alignment of Assessments with Standards-Based IEPs (1 1/2—2 days)	District/school special education leadership and instructional teams & IEP team members	Supports teams to develop processes for creating and using assessments which align to student Standard-Based IEPs. Data from assessments can be used to monitor student progress and to develop/ revise specially designed instruction and learning opportunities provided to students.
Research in Special Education Services (1 1/2—2 days)	District/school special education leadership and instructional teams & IEP team members	Assists teams to identify evidence-based instructional strategies and to design learning opportunities that will enable all students with disabilities to gain access to and make progress in the general education curriculum; utilizes research from National Reading Panel and National Mathematics Advisory Panel; connects to modules in *Classroom Walkthrough* and *Research-Based Instructional Strategies*.
Strongly Recommended ***Instructional Materials Alignment* and *Curriculum Mapping Modules* in *Mathematics* and *Reading***	Special Education, *Title I*, & ELL teachers	Research indicates that a seamless instructional support system which aligns supplemental instructional materials to core instruction is essential to increasing learning outcomes for ALL students, including those with IEPs. Technical assistance delivered by TACSEs in Mathematics and Reading will focus on ensuring equitable access of materials. TACSEs will also offer suggestions regarding ways in which existing supplemental materials and instruction can be utilized to strengthen the core.

Quality Education Council

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Quality Education Council Operating Guidelines

Purpose

The Quality Education Council is created to recommend and inform the ongoing implementation by the Legislature of an evolving program of Basic Education and the financing necessary to support such program. The Council shall develop strategic recommendations on the program of Basic Education for the common schools. The Council shall take into consideration the Capacity Report produced under Section 113 of ESHB 2261 and the availability of data and progress of implementing the data systems required under Section 202 of ESHB 2261. The Council shall update the statewide strategic recommendations every four years. The recommendations of the Council are intended to:

- Inform future educational policy and funding decisions of the Legislature and Governor;
- Identify measurable goals and priorities for the educational system in Washington state for a ten-year time period, including the goals of basic education and ongoing strategies for coordinating statewide efforts to eliminate the achievement gap and reduce student dropout rates; and
- Enable the state of Washington to continue to implement an evolving program of basic education.

The Council may request updates and progress reports from the Office of the Superintendent of Public Instruction, the State Board of Education, the Professional Educator Standards Board, and the Department of Early Learning on the work of the agencies as well as educational working groups established by the Legislature.

Membership

ESHB 2261 states that membership shall be comprised of:

- Four members of the House of Representatives, with two members representing each of the major caucuses and appointed by the Speaker of the House of Representatives;
- Four members of the Senate, with two members representing each of the major caucuses and appointed by the President of the Senate; and
- One representative each from the Office of the Governor, Office of the Superintendent of Public Instruction, State Board of Education, Professional Educator Standards Board, and Department of Early Learning.

The Chair of the Council shall be selected by a majority vote of the council members.

Each entity of the Council may have one alternate authorized to attend and vote for a member in their absence (House Democrats get one alternate, House Republicans get one alternate, etc). Alternates are authorized by prior written notification by the member to the Chair.

Staff

ESHB specifies that the Council shall be staffed by the Office of the Superintendent of Public Instruction and the Office of Financial Management. Additional staff support shall be provided by the state entities with representatives on the committee. Senate Committee Services and the House of Representatives Office of Program Research may provide additional staff support.

The Office of Superintendent of Public Instruction will be the lead staff and responsible for convening meetings. Staff from the other agencies shall provide support when appropriate and necessary.

RCW 28A.225.220
ADULTS, CHILDREN FROM OTHER DISTRICTS, AGREEMENTS FOR ATTENDING SCHOOL -- TUITION.

(1) Any board of directors may make agreements with adults choosing to attend school, and may charge the adults reasonable tuition.

(2) A district is strongly encouraged to honor the request of a parent or guardian for his or her child to attend a school in another district or the request of a parent or guardian for his or her child to transfer as a student receiving home-based instruction.

(3) A district shall release a student to a nonresident district that agrees to accept the student if:

(a) A financial, educational, safety, or health condition affecting the student would likely be reasonably improved as a result of the transfer; or

(b) Attendance at the school in the nonresident district is more accessible to the parent's place of work or to the location of child care; or

(c) There is a special hardship or detrimental condition.

(4) A district may deny the request of a resident student to transfer to a nonresident district if the release of the student would adversely affect the district's existing desegregation plan.

(5) For the purpose of helping a district assess the quality of its education program, a resident school district may request an optional exit interview or questionnaire with the parents or guardians of a child transferring to another district. No parent or guardian may be forced to attend such an interview or complete the questionnaire.

(6) Beginning with the 1993-94 school year, school districts may not charge transfer fees or tuition for nonresident students enrolled under subsection (3) of this section and RCW 28A.225.225. Reimbursement of a high school district for cost of educating high school pupils of a nonhigh school district shall not be deemed a transfer fee as affecting the apportionment of current state school funds.

[1995 c 335 § 602; 1995 c 52 § 2; 1993 c 336 § 1008; 1990 1st ex.s. c 9 § 201; 1969 c 130 § 10; 1969 ex.s. c 223 § 28A.58.240. Prior: 1963 c 47 § 2; prior: 1921 c 44 § 1, part; 1899 c 142 § 8, part; RRS § 4780, part. Formerly RCW 28A.58.240, 28.58.240.]

RCW 28A.150.305
ALTERNATIVE EDUCATIONAL SERVICE PROVIDERS -- STUDENT ELIGIBILITY.

(1) The board of directors of school districts may contract with alternative educational service providers for eligible students. Alternative educational service providers that the school district may contract with include, but are not limited to:

(a) Other schools;

(b) Alternative education programs not operated by the school district;

(c) Education centers;

(d) Skills centers;

(e) The Washington national guard youth challenge program;

(f) Dropout prevention programs; or

(g) Other public or private organizations, excluding sectarian or religious organizations.

(2) Eligible students include students who are likely to be expelled or who are enrolled in the school district but have been suspended, are academically at risk, or who have been subject to repeated disciplinary actions due to behavioral problems.

(3) If a school district board of directors chooses to initiate specialized programs for students at risk of expulsion or who are failing academically by contracting out with alternative educational service providers identified in subsection (1) of this section, the school district board of directors and the organization must specify the specific learning standards that students are expected to achieve. Placement of the student shall be jointly determined by the school district, the student's parent or legal guardian, and the alternative educational service provider.

(4) For the purpose of this section, the superintendent of public instruction shall adopt rules for reporting and documenting enrollment. Students may reenter at the grade level appropriate to the student's ability. Students who are sixteen years of age or older may take the GED test.

(5) The board of directors of school districts may require that students who would otherwise be suspended or expelled attend schools or programs listed in subsection (1) of this section as a condition of continued enrollment in the school district.

[2002 c 291 § 1; 1997 c 265 § 6.]

RCW 28A.150.310
NATIONAL GUARD YOUTH CHALLENGE PROGRAM -- ALLOCATION OF FUNDING -- RULES.

Basic and nonbasic education funding, including applicable vocational entitlements and special education program money, generated under this chapter and under state appropriations acts shall be allocated directly to the military department for a national guard youth challenge program for students earning high school graduation credit under *RCW 28A.305.170. Funding shall be provided based on statewide average rates for basic education, special education, categorical, and block grant programs as determined by the office of the superintendent of public instruction. The monthly full-time equivalent enrollment reported for students enrolled in the national guard youth challenge program shall be based on one full-time equivalent for every one hundred student hours of scheduled instruction eligible for high school graduation credit. The office of the superintendent of public instruction, in consultation with the military department, shall adopt such rules as are necessary to implement this section.

[2002 c 291 § 2.]

RCW 28A.150.262
Defining full-time equivalent student -- Students receiving instruction through alternative learning experience online programs -- Requirements -- Rules.

Under RCW 28A.150.260, the superintendent of public instruction shall revise the definition of a full-time equivalent student to include students who receive instruction through alternative learning experience online programs. As used in this section, an "alternative learning experience online program" is a set of online courses or an online school program as defined in RCW 28A.250.010 that is delivered to students in whole or in part independently from a regular classroom schedule. The superintendent of public instruction has the authority to adopt rules to implement the revised definition beginning with the 2005-2007 biennium for school districts claiming state funding for the programs. The rules shall include but not be limited to the following:

(1) Defining a full-time equivalent student under RCW 28A.150.260 or part-time student under RCW 28A.150.350 based upon the district's estimated average weekly hours of learning activity as identified in the student's learning plan, as long as the student is found, through monthly evaluation, to be making satisfactory progress; the rules shall require districts providing programs under this section to nonresident students to establish procedures that address, at a minimum, the coordination of student counting for state funding so that no student is counted for more than one full-time equivalent in the aggregate;

(2) Requiring the board of directors of a school district offering, or contracting under RCW 28A.150.305 to offer, an alternative learning experience online program to adopt and annually review written policies for each program and program provider and to receive an annual report on its digital alternative learning experience online programs from its staff;

(3) Requiring each school district offering or contracting to offer an alternative learning experience online program to report annually to the superintendent of public instruction on the types of programs and course offerings, and number of students participating;

(4) Requiring completion of a program self-evaluation;

(5) Requiring documentation of the district of the student's physical residence;

(6) Requiring that supervision, monitoring, assessment, and evaluation of the alternative learning experience online program be provided by certificated instructional staff;

(7) Requiring each school district offering courses or programs to identify the ratio of certificated instructional staff to full-time equivalent students enrolled in such courses or programs, and to include a description of their ratio as part of the reports required under subsections (2) and (3) of this section;

(8) Requiring reliable methods to verify a student is doing his or her own work; the methods may include proctored examinations or projects, including the use of web cams or other technologies. "Proctored" means directly monitored by an adult authorized by the school district;

(9) Requiring, for each student receiving instruction in an alternative learning experience online program, a learning plan that includes a description of course objectives and information on the requirements a student must meet to successfully complete the program or courses. The rules shall allow course syllabi and other additional information to be used to meet the requirement for a learning plan;

(10) Requiring that the district assess the educational progress of enrolled students at least annually, using, for full-time students, the state assessment for the student's grade level and using any other annual assessments required by the school district. Part-time students shall also be assessed at least annually. However, part-time students who are either receiving home-based instruction under chapter 28A.200 RCW or who are enrolled in an approved private school under chapter 28A.195 RCW are not required to participate in the assessments required under chapter 28A.655 RCW. The rules shall address how students who reside outside the geographic service area of the school district are to be assessed;

(11) Requiring that each student enrolled in the program have direct personal contact with certificated instructional staff at least weekly until the student completes the course objectives or the requirements in the learning plan. Direct personal contact is for the purposes of instruction, review of assignments, testing, evaluation of student progress, or other learning activities. Direct personal contact may include the use of telephone, e-mail, instant messaging, interactive video communication, or other means of digital communication;

(12) Requiring state-funded public schools or public school programs whose primary purpose is to provide alternative learning experience online learning programs to receive accreditation through the Northwest association of accredited schools or another national, regional, or state accreditation program listed by the office of the superintendent of public instruction after consultation with the Washington coalition for online learning;

(13) Requiring state-funded public schools or public school programs whose primary purpose is to provide alternative learning experience online learning to provide information to students and parents on whether or not the courses or programs: Cover one or more of the school district's learning goals or of the state's essential academic learning requirements or whether they permit the student to meet one or more of the state's or district's graduation requirements; and

(14) Requiring that a school district that provides one or more alternative learning experience online courses to a student provide the parent or guardian of the student, prior to the student's enrollment, with a description of any difference between home-based education as described in chapter 28A.200 RCW and the enrollment option selected by the student. The parent or guardian shall sign documentation attesting to his or her understanding of the difference and the documentation shall be retained by the district and made available for audit.

[2009 c 542 § 9; 2005 c 356 § 2.]

Chapter 28A.250 RCW
ONLINE LEARNING

RCW SECTIONS

28A.250.005 Findings -- Intent.

28A.250.010 Definitions.

28A.250.020 Multidistrict online providers -- Approval criteria -- Advisory committee.

28A.250.030 Office of online learning -- Duties.

28A.250.040 Duties of the superintendent of public instruction.

28A.250.050 Student access to online courses and online learning programs -- Policies and procedures -- Dissemination of information -- Development of local or regional online learning programs.

28A.250.060 Availability of state basic education funding for students enrolled in online courses or programs.

28A.250.070 Rights of students to attend nonresident school district for the purposes of enrolling in online courses or programs.

RCW 28A.250.005
Findings -- Intent.

(1) The legislature finds that online learning provides tremendous opportunities for students to access curriculum, courses, and a unique learning environment that might not otherwise be available. The legislature supports and encourages online learning opportunities.

(2) However, the legislature also finds that there is a need to assure quality in online learning, both for the programs and the administration of those programs. The legislature is the steward of public funds that support students enrolled in online learning and must ensure an appropriate accountability system at the state level.

(3) Therefore, the legislature intends to take a first step in improving oversight and quality assurance of online learning programs, and intends to examine possible additional steps that may need to be taken to improve financial accountability.

(4) The first step in improving quality assurance is to:

(a) Provide objective information to students, parents, and educators regarding available online learning opportunities, including program and course content, how to register for programs and courses, teacher qualifications, student-to-teacher ratios, prior course completion rates, and other evaluative information;

(b) Create an approval process for multidistrict online providers;

(c) Enhance statewide equity of student access to high quality online learning opportunities; and

(d) Require school district boards of directors to develop policies and procedures for student access to online learning opportunities.

[2009 c 542 § 1.]

RCW 28A.250.010
Definitions.

The definitions in this section apply throughout this chapter unless the context clearly requires otherwise.

(1)(a) "Multidistrict online provider" means:

(i) A private or nonprofit organization that enters into a contract with a school district to provide online courses or programs to K-12 students from more than one school district;

(ii) A private or nonprofit organization that enters into contracts with multiple school districts to provide online courses or programs to K-12 students from those districts; or

(iii) Except as provided in (b) of this subsection, a school district that provides online courses or programs to students who reside outside the geographic boundaries of the school district.

(b) "Multidistrict online provider" does not include a school district online learning program in which fewer than ten percent of the students enrolled in the program are from other districts under the interdistrict student transfer provisions of RCW 28A.225.225. "Multidistrict online provider" also does not include regional online learning programs that are jointly developed and implemented by two or more school districts or an educational service district through an interdistrict cooperative program agreement that addresses, at minimum, how the districts share student full-time equivalency for state basic education funding purposes and how categorical education programs, including special education, are provided to eligible students.

(2)(a) "Online course" means a course that:

(i) Is delivered primarily electronically using the internet or other computer-based methods; and

(ii) Is taught by a teacher primarily from a remote location. Students enrolled in an online course may have access to the teacher synchronously, asynchronously, or both.

(b) "Online school program" means a school program that:

(i) Is delivered primarily electronically using the internet or other computer-based methods;

(ii) Is taught by a teacher primarily from a remote location. Students enrolled in an online program may have access to the teacher synchronously, asynchronously, or both;

(iii) Delivers a part-time or full-time sequential program; and

(iv) Has an online component of the program with online lessons and tools for student and data management.

(c) An online course or online school program may be delivered to students at school as part of the regularly scheduled school day. An online course or online school program also may be delivered to students, in whole or in part, independently from a regular classroom schedule, but such courses or programs must comply with RCW 28A.150.262 to qualify for state basic education funding.

[2009 c 542 § 2.]

RCW 28A.250.020
Multidistrict online providers -- Approval criteria -- Advisory committee.

(1) The superintendent of public instruction, in collaboration with the state board of education, shall develop and implement approval criteria and a process for approving multidistrict online providers; a process for monitoring and if necessary rescinding the approval of courses or programs offered by an online course provider; and an appeals process. The criteria and processes shall be adopted by rule by December 1, 2009.

(2) When developing the approval criteria, the superintendent of public instruction shall require that providers offering online courses or programs have accreditation through the Northwest association of accredited schools or another national, regional, or state accreditation program listed by the office of the superintendent of public instruction after consultation with the Washington coalition for online learning. In addition to other criteria, the approval criteria shall include the degree of alignment with state academic standards and require that all teachers be certificated in accordance with Washington state law. When reviewing multidistrict online providers that offer high school courses, the superintendent of public instruction shall assure that the courses offered by the provider are eligible for high school credit. However, final decisions regarding the awarding of high school credit shall remain the responsibility of school districts.

(3) Initial approval of multidistrict online providers by the superintendent of public instruction shall be for four years. The superintendent of public instruction shall develop a process for the renewal of approvals and for rescinding approvals based on noncompliance with approval requirements. Any multidistrict online provider that was approved by the digital learning commons or accredited by the Northwest association of accredited schools before July 26, 2009, and that meets the teacher certification requirements of subsection (2) of this section, is exempt from the initial approval process under this section until August 31, 2012, but must comply with the process for renewal of approvals and must comply with approval requirements.

(4) The superintendent of public instruction shall make the first round of decisions regarding approval of multidistrict online providers by April 1, 2010. Thereafter, the superintendent of public instruction shall make annual approval decisions no later than November 1st of each year.

(5) The superintendent of public instruction shall establish an online learning advisory committee within existing resources that shall provide advice to the superintendent regarding the approval criteria, major components of the web site, the model school district policy, model agreements, and other related matters. The committee shall include a representative of each of the following groups: Private and public online providers, parents of online students, accreditation organizations, educational service districts, school principals, teachers, school administrators, school board members, institutions of higher education, and other individuals as determined by the superintendent. Members of the advisory committee shall be selected by the superintendent based on nominations from statewide organizations, shall serve three-year terms, and may be reappointed. The superintendent shall select the chair of the committee.

[2009 c 542 § 3.]

RCW 28A.250.030
Office of online learning -- Duties.

The superintendent of public instruction shall create an office of online learning. In the initial establishment of the office, the superintendent shall hire staff who have been employed by the digital learning commons to the extent such hiring is in accordance with state law and to the extent funds are available. The office shall:

(1) Develop and maintain a web site that provides objective information for students, parents, and educators regarding online learning opportunities offered by multidistrict online providers that have been approved in accordance with RCW 28A.250.020. The web site shall include information regarding the online course provider's overall instructional program, specific information regarding the content of individual online courses and online school programs, a direct link to each online course provider's web site, how to register for online learning programs and courses, teacher qualifications, student-to-teacher ratios, course completion rates, and other evaluative and comparative information. The web site shall also provide information regarding the process and criteria for approving multidistrict online providers. To the greatest extent possible, the superintendent shall use the framework of the course offering component of the web site developed by the digital learning commons;

(2) Develop model agreements with approved multidistrict online providers that address standard contract terms and conditions that may apply to contracts between a school district and the approved provider. The purpose of the agreements is to provide a template to assist individual school districts, at the discretion of the district, in contracting with multidistrict online providers to offer the multidistrict online provider's courses and programs to students in the district. The agreements may address billing, fees, responsibilities of online course providers and school districts, and other issues; and

(3) In collaboration with the educational service districts:

(a) Provide technical assistance and support to school district personnel through the educational technology centers in the development and implementation of online learning programs in their districts; and

(b) To the extent funds are available, provide online learning tools for students, teachers, administrators, and other educators.

[2009 c 542 § 4.]

RCW 28A.250.040
Duties of the superintendent of public instruction.

The superintendent of public instruction shall:

(1) Develop model policies and procedures, in consultation with the Washington state school directors' association, that may be used by school district boards of directors in the development of the school district policies and procedures required in RCW 28A.250.050. The model policies and procedures shall be disseminated to school districts by February 1, 2010;

(2) By December 1, 2009, modify the standards for school districts to report course information to the office of the superintendent of public instruction under RCW 28A.300.500 to designate if the course was an online course. The reporting standards shall be required beginning with the 2010-11 school year; and

(3) Beginning January 15, 2011, and annually thereafter, submit a report regarding online learning to the state board of education, the governor, and the legislature. The report shall cover the previous school year and include but not be limited to student demographics, course enrollment data, aggregated student course completion and passing rates, and activities and outcomes of course and provider approval reviews.

[2009 c 542 § 5.]

RCW 28A.250.050
Student access to online courses and online learning programs -- Policies and procedures -- Dissemination of information -- Development of local or regional online learning programs.

(1) By August 31, 2010, all school district boards of directors shall develop policies and procedures regarding student access to online courses and online learning programs. The policies and procedures shall include but not be limited to: Student eligibility criteria; the types of online courses available to students through the school district; the methods districts will use to support student success, which may include a local advisor; when the school district will and will not pay course fees and other costs; the granting of high school credit; and a process for students and parents or guardians to formally acknowledge any course taken for which no credit is given. The policies and procedures shall take effect beginning with the 2010-11 school year. School districts

shall submit their policies to the superintendent of public instruction by September 15, 2010. By December 1, 2010, the superintendent of public instruction shall summarize the school district policies regarding student access to online courses and submit a report to the legislature.

(2) School districts shall provide students with information regarding online courses that are available through the school district. The information shall include the types of information described in subsection (1) of this section.

(3) When developing local or regional online learning programs, school districts shall incorporate into the program design the approval criteria developed by the superintendent of public instruction under RCW 28A.250.020.

[2009 c 542 § 6.]

RCW 28A.250.060
Availability of state basic education funding for students enrolled in online courses or programs.

(1) Beginning with the 2011-12 school year, school districts may claim state basic education funding, to the extent otherwise allowed by state law, for students enrolled in online courses or programs only if the online courses or programs are:

(a) Offered by a multidistrict online provider approved under RCW 28A.250.020 by the superintendent of public instruction;

(b) Offered by a school district online learning program if the program serves students who reside within the geographic boundaries of the school district, including school district programs in which fewer than ten percent of the program's students reside outside the school district's geographic boundaries; or

(c) Offered by a regional online learning program where courses are jointly developed and offered by two or more school districts or an educational service district through an interdistrict cooperative program agreement.

(2) Criteria shall be established by the superintendent of public instruction to allow online courses that have not been approved by the superintendent of public instruction to be eligible for state funding if the course is in a subject matter in which no courses have been approved and, if it is a high school course, the course meets Washington high school graduation requirements.

[2009 c 542 § 7.]

RCW 28A.250.070
Rights of students to attend nonresident school district for the purposes of enrolling in online courses or programs.

Nothing in this chapter is intended to diminish the rights of students to attend a nonresident school district in accordance with RCW 28A.225.220 through 28A.225.230 for the purposes of enrolling in online courses or programs.

[2009 c 542 § 8.]

RCW 28A.250.005
Findings -- Intent.

(1) The legislature finds that online learning provides tremendous opportunities for students to access curriculum, courses, and a unique learning environment that might not otherwise be available. The legislature supports and encourages online learning opportunities.

(2) However, the legislature also finds that there is a need to assure quality in online learning, both for the programs and the administration of those programs. The legislature is the steward of public funds that support students enrolled in online learning and must ensure an appropriate accountability system at the state level.

(3) Therefore, the legislature intends to take a first step in improving oversight and quality assurance of online learning programs, and intends to examine possible additional steps that may need to be taken to improve financial accountability.

(4) The first step in improving quality assurance is to:

(a) Provide objective information to students, parents, and educators regarding available online learning opportunities, including program and course content, how to register for programs and courses, teacher qualifications, student-to-teacher ratios, prior course completion rates, and other evaluative information;

(b) Create an approval process for multidistrict online providers;

(c) Enhance statewide equity of student access to high quality online learning opportunities; and

(d) Require school district boards of directors to develop policies and procedures for student access to online learning opportunities.

RCW 28A.600.300 through 28A.600.400

RCW 28A.600.300
Running start program -- Definition.

(1) The program established in this section through RCW 28A.600.400 shall be known as the running start program.

(2) For the purposes of RCW 28A.600.310 through 28A.600.400, "participating institution of higher education" or "institution of higher education" means:

(a) A community or technical college as defined in RCW 28B.50.030;

(b) A public tribal college located in Washington and accredited by the northwest commission on colleges and universities or another accrediting association recognized by the United States department of education; and

(c) Central Washington University, Eastern Washington University, Washington State University, and The Evergreen State College, if the institution's governing board decides to participate in the program in RCW 28A.600.310 through 28A.600.400.

[2009 c 450 § 7; 2005 c 207 § 5; 2002 c 80 § 1; 1994 c 205 § 1; 1990 1st ex.s. c 9 § 401.]

RCW 28A.600.310
Running start program -- Enrollment in institutions of higher education -- Student fees -- Fee waivers -- Transmittal of funds -- Report on program financial support.

(1) Eleventh and twelfth grade students or students who have not yet received the credits required for the award of a high school diploma and are eligible to be in the eleventh or twelfth grades may apply to a participating institution of higher education to enroll in courses or programs offered by the institution of higher education. A student receiving home-based instruction enrolling in a public high school for the sole purpose of participating in courses or programs offered by institutions of higher education shall not be counted by the school district in any required state or federal accountability reporting if the student's parents or guardians filed a declaration of intent to provide home-based instruction and the student received home-based instruction during the school year before the school year in which the student intends to participate in courses or programs offered by the institution of higher education. Students receiving home-based instruction under chapter 28A.200 RCW and students attending private schools approved under chapter 28A.195 RCW shall not be required to meet the student learning goals, obtain a certificate of academic achievement or a certificate of individual achievement to graduate from high school, or to master the essential academic learning requirements. However, students are eligible to enroll in courses or programs in participating universities only if the board of directors of the student's school district has decided to participate in the program. Participating institutions of higher education, in consultation with school districts, may establish admission standards for these students. If the institution of higher education accepts a secondary school pupil for enrollment under this section, the institution of higher education shall send

written notice to the pupil and the pupil's school district within ten days of acceptance. The notice shall indicate the course and hours of enrollment for that pupil.

(2) In lieu of tuition and fees, as defined in RCW 28B.15.020 and 28B.15.041, running start students shall pay to the community or technical college all other mandatory fees as established by each community or technical college; and all other institutions of higher education operating a running start program may charge technology fees. The fees charged shall be prorated based on credit load.

(3) The institutions of higher education must make available fee waivers for low-income running start students. Each institution must establish a written policy for the determination of low-income students before offering the fee waiver. A student shall be considered low income and eligible for a fee waiver upon proof that the student is currently qualified to receive free or reduced-price lunch. Acceptable documentation of low-income status may also include, but is not limited to, documentation that a student has been deemed eligible for free or reduced-price lunches in the last five years, or other criteria established in the institution's policy.

(4) The pupil's school district shall transmit to the institution of higher education an amount per each full-time equivalent college student at statewide uniform rates for vocational and nonvocational students. The superintendent of public instruction shall separately calculate and allocate moneys appropriated for basic education under RCW 28A.150.260 to school districts for purposes of making such payments and for granting school districts seven percent thereof to offset program related costs. The calculations and allocations shall be based upon the estimated statewide annual average per full-time equivalent high school student allocations under RCW 28A.150.260, excluding small high school enhancements, and applicable rules adopted under chapter 34.05 RCW. The superintendent of public instruction, the higher education coordinating board, and the state board for community and technical colleges shall consult on the calculation and distribution of the funds. The funds received by the institution of higher education from the school district shall not be deemed tuition or operating fees and may be retained by the institution of higher education. A student enrolled under this subsection shall be counted for the purpose of meeting enrollment targets in accordance with terms and conditions specified in the omnibus appropriations act.

(5) The state board for community and technical colleges, in collaboration with the other institutions of higher education that participate in the running start program and the office of the superintendent of public instruction, shall identify, assess, and report on alternatives for providing ongoing and adequate financial support for the program. Such alternatives shall include but are not limited to student tuition, increased support from local school districts, and reallocation of existing state financial support among the community and technical college system to account for differential running start enrollment levels and impacts. The state board for community and technical colleges shall report the assessment of alternatives to the governor and to the appropriate fiscal and policy committees of the legislature by September 1, 2010.

[2009 c 450 § 8; 2005 c 125 § 1; 1994 c 205 § 2; 1993 c 222 § 1; 1990 1st ex.s. c 9 § 402.]

RCW 28A.600.320
Running start program -- Information on enrollment.

A school district shall provide general information about the program to all pupils in grades ten, eleven, and twelve and the parents and guardians of those pupils, including information about the opportunity to enroll in the program through online courses available at community and technical colleges and other state institutions of higher education and including the college high school diploma options under RCW 28B.50.535. To assist the district in planning, a pupil shall inform the district of the pupil's intent to enroll in courses at an institution of higher education for credit. Students are responsible for applying for admission to the institution of higher education.

[2009 c 524 § 4; 2008 c 95 § 3; 1994 c 205 § 3; 1990 1st ex.s. c 9 § 403.]

RCW 28A.600.330
Running start program -- Maximum terms of enrollment for high school credit.

A pupil who enrolls in an institution of higher education in grade eleven may not enroll in postsecondary courses under RCW 28A.600.300 through 28A.600.390 for high school credit and postsecondary credit for more than the equivalent of the course work for two academic years. A pupil who first enrolls in an institution of higher education in grade twelve may not enroll in postsecondary courses under this section for high school credit and postsecondary credit for more than the equivalent of the course work for one academic year.

[1994 c 205 § 4; 1990 1st ex.s. c 9 § 404.]

RCW 28A.600.340
Running start program -- Enrolled students not displaced.

Once a pupil has been enrolled in a postsecondary course or program under RCW 28A.600.300 through 28A.600.400, the pupil shall not be displaced by another student.

[1994 c 205 § 5; 1990 1st ex.s. c 9 § 405.]

RCW 28A.600.350
Running start program -- Enrollment for secondary and postsecondary credit.

A pupil may enroll in a course under RCW 28A.600.300 through 28A.600.390 for both high school credit and postsecondary credit.

[1994 c 205 § 6; 1990 1st ex.s. c 9 § 406.]

RCW 28A.600.360
Running start program -- Enrollment in postsecondary institution -- Determination of high school credits -- Application toward graduation requirements.

A school district shall grant academic credit to a pupil enrolled in a course for high school credit if the pupil successfully completes the course. If no comparable course is offered by the school district, the school district superintendent shall determine how many credits to award for the course. The determination shall be made in writing before the pupil enrolls in the course. The credits shall be applied toward graduation requirements and subject area requirements. Evidence of the successful completion of each course in an institution of higher education shall be included in the pupil's secondary school records and transcript. The transcript shall also note that the course was taken at an institution of higher education.

[1994 c 205 § 7; 1990 1st ex.s. c 9 § 407.]

RCW 28A.600.370
Running start program -- Postsecondary credit.

Any state institution of higher education may award postsecondary credit for college level academic and vocational courses successfully completed by a student while in high school and taken at an institution of higher education. The state institution of higher education shall not charge a fee for the award of the credits.

[1994 c 205 § 8; 1990 1st ex.s. c 9 § 408.]

RCW 28A.600.380
Running start program -- School district not responsible for transportation.

Transportation to and from the institution of higher education is not the responsibility of the school district.

[1994 c 205 § 9; 1990 1st ex.s. c 9 § 409.]

RCW 28A.600.390
Running start program -- Rules.

The superintendent of public instruction, the state board for community and technical colleges, and the higher education coordinating board shall jointly develop and adopt rules governing RCW 28A.600.300 through 28A.600.380, if rules are necessary. The rules shall be written to encourage the maximum use of the program and shall not narrow or limit the enrollment options under RCW 28A.600.300 through 28A.600.380.

[1994 c 205 § 10; 1990 1st ex.s. c 9 § 410.]

RCW 28A.600.400
Running start program -- Existing agreements not affected.

RCW 28A.600.300 through 28A.600.390 are in addition to and not intended to adversely affect agreements between school districts and institutions of higher education in effect on April 11, 1990, and in the future.

[1994 c 205 § 11; 1990 1st ex.s. c 9 § 412.]

Chapter 28A.245 RCW
SKILL CENTERS

RCW SECTIONS

28A.245.005 Findings.

28A.245.010 Skill centers -- Purpose -- Operation.

28A.245.020 Funding -- Equivalency and apportionment.

28A.245.030 Revised guidelines for skill centers -- Satellite and branch campus programs -- Capital plan -- Studies -- Master plan -- Rules.

28A.245.040 Expanded access -- Targeted populations -- Evaluation.

28A.245.050 Skill centers of excellence -- Running start for career and technical education grant program -- Career and technical programs of study.

28A.245.060 Director of skill centers.

28A.245.070 High school diplomas -- Agreements with cooperating school districts -- High school completion programs.

28A.245.080 Contracts with community or technical colleges -- Courses leading to industry certificates or credentials for high school graduates.

28A.245.090 Contracts with community colleges -- Enrollment lid -- Fees

RCW 28A.245.005
Findings.

The legislature finds that student access to programs offered at skill centers can help prepare them for careers, apprenticeships, and postsecondary education. The legislature further finds that current limits on how school districts and skill centers report full-time equivalent students and the time students are served provide a disincentive for school districts to send their students to skill centers. The legislature further finds that there are barriers to providing access to students in rural and remote areas but that there are opportunities to do so with satellite and branch campus programs, distance and online learning programs, and collaboration with higher education, business, and labor. The legislature further finds that skill centers provide opportunities for dropout prevention and retrieval programs by offering programs that accommodate students' work schedules and provide credit retrieval opportunities. The legislature further finds that implementing the recommendations from the study by the workforce training and education coordinating board will enhance skill center programs and student access to those programs.

[2007 c 463 § 1.]

RCW 28A.245.010
Skill centers -- Purpose -- Operation.

A skill center is a regional career and technical education partnership established to provide access to comprehensive industry-defined career and technical programs of study that prepare students for careers, employment, apprenticeships, and postsecondary education. A skill center is operated by a host school district and governed by an administrative council in accordance with a cooperative agreement.

[2007 c 463 § 2.]

RCW 28A.245.020
Funding -- Equivalency and apportionment.

Beginning in the 2007-08 school year and thereafter, students attending skill centers shall be funded for all classes at the skill center and the sending districts, up to one and six-tenths full-time equivalents or as determined in the omnibus appropriations act. The office of the superintendent of public instruction shall develop procedures to ensure that the school district and the skill center report no student for more than one and six-tenths full-time equivalent students combining both their high school enrollment and skill center enrollment. Additionally, the office of the superintendent of public instruction shall develop procedures for determining the appropriate share of the full-time equivalent enrollment count between the resident high school and skill center.

[2007 c 463 § 3.]

RCW 28A.245.030
Revised guidelines for skill centers -- Satellite and branch campus programs -- Capital plan -- Studies -- Master plan -- Rules.

(1) The office of the superintendent of public instruction shall review and revise the guidelines for skill centers to encourage skill center programs. The superintendent, in cooperation with the workforce training and education coordinating board, skill center directors, and the Washington association for career and technical education, shall review and revise the existing skill centers' policy guidelines and create and adopt rules governing skill centers as follows:

(a) The threshold enrollment at a skill center shall be revised so that a skill center program need not have a minimum of seventy percent of its students enrolled on the skill center core campus in order to facilitate serving rural students through expansion of skill center programs by means of satellite programs or branch campuses;

(b) The developmental planning for branch campuses shall be encouraged. Underserved rural areas or high-density areas may partner with an existing skill center to create satellite programs or a branch campus. Once a branch campus reaches sufficient enrollment to become self-sustaining, it may become a separate skill center or remain an extension of the founding skill center; and

(c) Satellite and branch campus programs shall be encouraged to address high-demand fields.

(2) Rules adopted under this section shall allow for innovative models of satellite and branch campus programs, and such programs shall not be limited to those housed in physical buildings.

(3) The superintendent of public instruction shall develop and deliver a ten-year capital plan for legislative review before implementation. The superintendent of public instruction shall adopt rules that set as a goal a ten percent minimum local project contribution threshold for major skill center projects, unless there is a compelling rationale not to do so, including but not limited to local economic conditions, as determined by the superintendent of public instruction. This applies to the acquisition or major capital costs of skill center projects as outlined in the ten-year capital plan.

(4) Subject to available funding, the superintendent shall:

(a) Conduct approved feasibility studies for serving noncooperative rural and high-density area students in their geographic areas; and

(b) Develop a statewide master plan that identifies standards and resources needed to create a technology infrastructure for connecting all skill centers to the K-20 network.

[2008 c 179 § 302; 2007 c 463 § 4.]

RCW 28A.245.040
Expanded access -- Targeted populations -- Evaluation.

Subject to available funding, skill centers shall provide access to late afternoon and evening sessions and summer school programs, to rural and high-density area students aligned with regionally identified high-demand occupations. When possible, the programs shall be specifically targeted for credit retrieval, dropout prevention and intervention for at-risk students, and retrieval of dropouts. Skill centers that receive funding for these activities must participate in an evaluation that is designed to quantify results and identify best practices, collaborate with local community partners in providing a comprehensive program, and provide matching funds.

[2007 c 463 § 5.]

RCW 28A.245.050
Skill centers of excellence -- Running start for career and technical education grant program -- Career and technical programs of study.

(1) The superintendent of public instruction shall establish and support skill centers of excellence in key economic sectors of regional significance. The superintendent shall broker the development of skill centers of excellence and identify their roles in developing curriculum and methodologies for reporting skill center course equivalencies for purposes of high school graduation.

(2) Once the skill centers of excellence are established, the superintendent of public instruction shall develop and seek funding for a running start for career and technical education

grant program to develop and implement career and technical programs of study targeted to regionally determined high-demand occupations. Grant recipients should be partnerships of skill centers of excellence, community college centers of excellence, tech-prep programs, industry advisory committees, area workforce development councils, and skill panels in the related industry. Grant recipients should be expected to develop and assist in the replication of model career and technical education programs of study. The career and technical education programs of study developed should be consistent with the expectations in the applicable federal law.

[2007 c 463 § 6.]

RCW 28A.245.060
Director of skill centers.

To the extent funds are available, the superintendent of public instruction shall assign at least one full-time equivalent staff position within the office of the superintendent of public instruction to serve as the director of skill centers.

[2009 c 578 § 7; 2007 c 463 § 7.]

RCW 28A.245.070
High school diplomas -- Agreements with cooperating school districts -- High school completion programs.

Skill centers may enter into agreements with one or more cooperating school districts to grant a high school diploma on behalf of the district so that students who are juniors and seniors have an opportunity to attend the skill center on a full-time basis without coenrollment at a district high school. To avoid competition with other high schools in the cooperating district, high school completion programs operated by skill centers shall be designed as dropout prevention and retrieval programs for at-risk and credit-deficient students or for fifth-year seniors. A skill center may use grant awards from the building bridges program under RCW 28A.175.025 to develop high school completion programs as provided in this section.

[2008 c 170 § 203.]

RCW 28A.245.080
Contracts with community or technical colleges -- Courses leading to industry certificates or credentials for high school graduates.

(1) Subject to the provisions of this section and RCW 28B.50.532, a skill center may enter into an agreement with the community or technical college in which district the skill center is located to provide career and technical education courses necessary to complete an industry certificate or credential for students who have received a high school diploma.

(2) To qualify for enrollment under this section, a student must have been enrolled in the skill center before receiving the high school diploma and must remain continuously enrolled in the skill center. A student may enroll only in those courses necessary to complete the industry

certificate or credential associated with the student's career and technical program.

(3) Students enrolled in a skill center under this section shall be considered community and technical college students for purposes of enrollment reporting, tuition, and financial aid. The skill center shall maintain enrollment data for students enrolled under this section separately from data on secondary school enrollment.

[2008 c 170 § 304.]

RCW 28A.245.090
Contracts with community colleges -- Enrollment lid--Fees.

The community colleges are encouraged to contract with skill centers to use the skill center facilities. The community colleges shall not be required to count the enrollments under these agreements toward the community college enrollment lid. Skill centers may charge fees to adult students under RCW 28A.225.220.

[1993 c 380 § 3. Formerly RCW 28C.22.020.]

Washington STEM Center

A Strategy for Transforming Teaching and Learning in Washington State

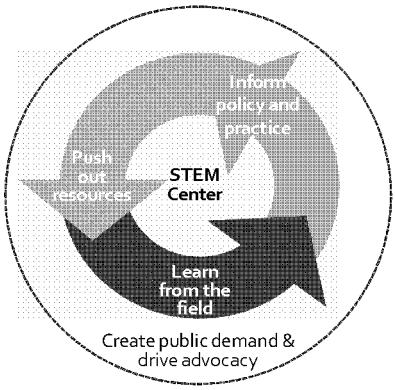
Creating an Innovation Pipeline to Prepare Every Student for Success

To succeed in the 21st-century knowledge economy, Washington students need the ability to create, design, innovate, and think critically to solve complex challenges. They need deep knowledge and strong skills in math, science, technology and engineering — and be excited and ready to use that knowledge in the real world. Our economy and our future depend on the degree to which we can make the leap from incremental improvement in math and science achievement to transformational change.

With unprecedented financial and political support from the private sector, the Washington STEM (Science, Technology, Engineering and Math) Center is being launched to provide a lasting infrastructure to catalyze changes in the state's education system to achieve that end. This dynamic start-up is currently being led by the Washington Roundtable—an organization whose membership is composed of CEOs of the top 40 largest employers in the state—and Partnership for Learning. Through bold and influential leadership, thoughtful implementation, and rigorous evaluation, the STEM Center and its partners will catalyze a paradigm shift in the way the state approaches teaching and learning in STEM and dramatically improve the educational outcomes for students.

Our Goal

The goal of the Washington STEM Center is to catalyze innovation in STEM teaching and learning and advocate for policies that will scale the development and dissemination of those innovations that benefit students throughout Washington state, particularly those students who have historically been underserved.



Our Strategy

The Washington STEM Center will achieve this goal through four key strategies:

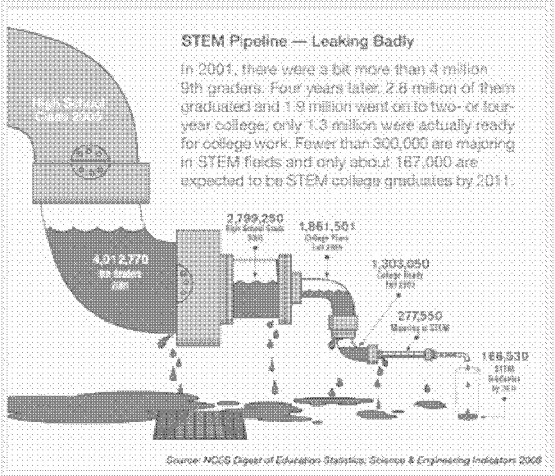
- Focus and share resources to advance teacher effectiveness and innovation.
- Learn from the field; share and scale up successes.
- Advocate for aligned policy changes.
- Build public demand and political will for improvement.

Why STEM? Why Now?

There are alarming disconnects between our education system and industry. Consider, right now in Washington:

- The state ranks 4th in the nation in the number of high-tech companies, but 46th in the number of STEM graduates.
- Despite Washington's 10.2% unemployment rate, there are at least 12,000 open jobs in STEM fields in the state.
- By 2014, 77% of family wage jobs in Washington will require education or training beyond high school, but half of students graduate high school unable to take college-ready math and only one-third meet basic standards in science.

The Washington STEM Center's bold vision for improving STEM teaching and learning can transform our education system and turn these numbers around.

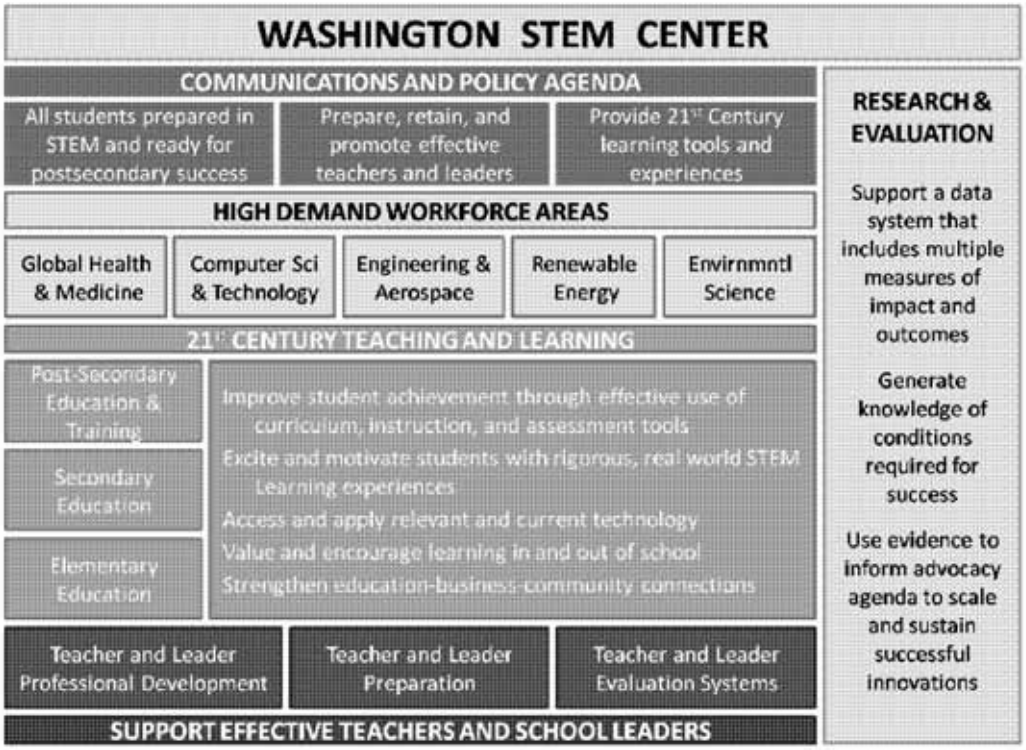


Washington STEM Center

A Strategy for Transforming Teaching and Learning in Washington State

Connecting to Workforce Needs and High-Demand Fields

The Washington STEM Center's focus on transforming teaching and learning not only responds to the need for more students to graduate college and work ready, but graduate prepared for the high-demand careers of tomorrow. By serving as a connector between industry and the classroom, the STEM Center will provide students with experiences to spark their interest and the tools necessary to tackle these challenging and much-needed roles, such as global health, computer science, engineering, renewable energy and environmental science.



What Success Looks Like

As a result of our efforts, the Center intends to accomplish the following outcomes:

- Every Washington student, especially low-income and minority students, experience STEM instruction that is exciting, rigorous, and grounded in the real-world. Students graduate prepared to succeed in college and careers.
- Our schools, especially those serving the students with the greatest needs, attract and retain the very best teachers. Teachers receive the training, ongoing support and incentives required to innovate and improve.
- State policies and funding will be revised and enhanced to enable, not prevent, student success in STEM disciplines and careers.
- Groundbreaking partnerships create a seamless community focused on improving STEM education and outcomes. The dots are connected among industry, k-12 and postsecondary, and after-school efforts.
- The Washington STEM Center becomes a national model for how to catalyze and scale educational innovations. Teaching and learning is grounded in a culture of continuous innovation, learning and improvement.

(b)(6)

"For years, local businesses have been working in the education sector. The STEM Center will unify that work, and add to it, so that the people in Washington who have an interest in education will also have a powerful vehicle for reforming it...The Center is the big bet on STEM in Washington state...nothing is more important than the success of the Washington STEM Center."

Jeff Raikes, CEO, The Bill & Melinda Gates Foundation

To find out more visit www.partnership4learning.org/stem

Washington STEM Initiative

Concept Paper

December 2009

Contents

- Part I: Introduction
- Part II: Program Design
- Part III: From Design to Implementation
- Part IV: Operations
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Imagine…

Thanks to a partnership with Clark College and Washington State University-Vancouver (WSU-V) to strengthen professional development, student performance in three schools in the Vancouver School District had steadily improved. But many students did not feel that their academics were relevant to their futures, and many students and families still didn't believe that success in STEM careers was within their grasp. In response, the Learning Coalition brought together the local MESA chapter, several leading engineering firms, and the Workforce Development Council.

Two years into their work, improvements are evident. The school schedule now allows all middle and high school students to spend one month at an engineering firm to complete a real-world design challenge. Practicum experiences for WSU-Vancouver preservice teachers also are being held in those company classrooms. MESA is providing company tours for families of students from under-represented groups to showcase local job opportunities. College faculty and admissions staff are visiting these families to discuss two- and four-year degree paths and scholarship options, while undergraduates are serving as STEM mentors to the K–12 students. As a result, 80 percent of students in the first cohort with STEM mentors have enrolled at Clark or WSU-V to become teachers or engineers.

In addition, teachers, students, parents, and administrators from neighboring schools are visiting the three Studio Sites in the Learning Coalition. Classroom observations and lesson studies are fostering discussions about instructional and collaborative practices that support student learning. In just two years, more than 250 teachers serving 16,500 students have engaged in learning experiences in the coalition. Evaluations detail significant improvements in classroom practice, and two more schools are interested in becoming Studio Sites. And results of time and resource audits are informing the STEM Center's policy agenda on using non-instructional time to support instructional effectiveness.

Meanwhile, elsewhere in the state yet another innovation has emerged. Students from Cape Flattery to Colville are expanding their horizons through the First Nations Opportunity Coalition. This coalition reached beyond geographic boundaries and invested heavily in a high-tech network to link schools serving Native American students together with STEM professionals of Native American ancestry all across the country. Through regular webinars and Internet discussions, these students are exploring how the values and beliefs from their ancestry intersect with contemporary ideas in ocean sciences, fisheries biology, and marine engineering. The results have been shared with tribal leaders as well as local, state, and national policy agencies. After only two years, dropout rates in the middle and high schools have decreased 40 percent, and enrollment in "elective" math and science courses increased 68 percent. Teams of teachers, students, parents, and administrators from neighboring districts visit the Studio Sites regularly to learn how to more effectively use technology and see how cultural sensitivity and proficiency can motivate and inspire students to achieve at high levels.

Thanks to efforts such as these spurred by the Washington STEM Initiative, the state's education policy is smarter, resources are being allocated to ensure maximum effectiveness, teachers have tools to support more relevant, research-based instruction, a culture of continuous improvement is taking hold in more schools, and successes are closely documented and widely shared.

The bottom line: Washington graduates more students at the high school and college levels with the science, technology, engineering, and mathematics know-how to succeed in careers, in communities, and as well-informed citizens.

PART I. INTRODUCTION

The Need

To succeed in the 21st-century knowledge economy, Washington students need the ability to create, design, innovate, and think critically to solve complex challenges. They need deep knowledge and strong skills in math, science, technology and engineering — and be excited and ready to use that knowledge in the real world.

Washington is not currently prepared to offer students the opportunities they deserve. For example, the state ranks fourth in the country in technology-based corporations, but 46th in participation in science and engineering graduate programs. Low-income and minority students are least represented in STEM fields; less than 5 percent of the STEM postsecondary degrees awarded in Washington are earned by students of color. The state falls short not just in producing graduates with high-level degrees; too few citizens have the skills to fill the jobs that require less than a degree from a four-year university or graduate school.

The challenges begin at the K–12 level. Since Washington adopted standards-based reforms and accountability in the mid-1990s, the significant gains in reading and writing have not been matched by similar improvements in math and science achievement. For example, only 44 percent of Washington's 4th graders and 36 percent of 8th graders scored proficient or above in math on the most recent National Assessment of Educational Progress, and only 29 and 33 percent, respectively, scored that well in science. Average scores were much lower for low-income, African American, Hispanic, and Native American students.

Students struggle, in part, because the state has too few adequately prepared math and science teachers. According to a recent study by the State Board of Education, nearly 500 new math teachers will need to be hired by 2013 in order to offer a third year of math — part of the new graduation requirements (known as "Core 24") recommended by the State Board of Education. A 2008 report from the Professional Educator Standards Board projected the state would need about 1 percent more math and science teachers a year until 2017, with a 15 increase in high school math teachers because of the new graduation requirements.

Washington State has numerous initiatives to strengthen STEM education. Some focus on policy, others on programs. Some have been successful in improving teacher effectiveness and student performance. Many have not. Still others never have been meaningfully evaluated. Lessons learned from classrooms and districts too rarely have been connected to changes in policy. While the state benefits from some promising STEM education programs, these efforts are not fully scaled or integrated into an overall STEM framework.

Partly as a result of these shortfalls, Washington currently is graduating only enough students with the credentials to fill 67 percent of the expected annual job openings from 2009 to 2014 in engineering, 56 percent in computer science, and 65 percent in the medical professions.

Our economy and our future depend on the degree to which we can make the leap from incremental improvement in math and science achievement to *transformational change*. We need fundamentally different results — and achieving them will require that we work in fundamentally different ways.

- We need *all* students — not just the top 5 or 10 percent — to graduate from high school with the math and science skills needed to succeed in college or to compete for family-wage jobs in the 21st century.
- We need high levels of course and degree completion — not high levels of remediation and drop-out.
- We need math and science teachers with demonstrated effectiveness in every classroom — not a "widget" assigned to a classroom because of convenience, seniority, or personal preference.

We need to bring the rigor of scientific inquiry into our education systems no less than in medicine or engineering. We need to learn from what we do and adapt and evolve from what we learn.

We need to engage and ignite the imaginations of young people, educators, and the public to achieve dramatic improvements in STEM teaching and learning.

The Solution

The Washington Science, Technology, Engineering and Math (STEM) Initiative will catalyze improvements in the state's K–12 education system, transform the teaching profession, and dramatically increase the number of Washington high school students who graduate ready to enter and succeed in STEM postsecondary degree programs and careers. The Initiative is intended to benefit every K–12 student in the state, with a particular emphasis on low-income, minority, and other under-represented students.

Through a statewide STEM Center, the Initiative will support and coordinate state, regional, and local STEM teaching programs, practices, and policies. The STEM Center will provide leadership in multiple areas that will help accelerate improvements in STEM instruction throughout the state:

Investor: Identify, evaluate and **leverage existing resources** so that they have a greater impact; secure and target resources to disseminate effective models to **benefit and serve all students**, as well as to generate knowledge where innovation is needed to drive transformative change.

Partnership-builder: Create and support an expanding **statewide STEM network** of practitioners, policymakers, and researchers with a shared vision and commitment to dramatically improve STEM instruction.

Coordinator: Ensure that the work of the Initiative is focused on strategic priorities that align with evidence of **best practice generated at the state and national level**.

Evaluator: Assess the quality and impact of various programs, policies, and interventions to support **a learning network that uses evidence** to guide its actions and communications.

Communicator: Create and use a state-of-the-art information network to proactively **facilitate knowledge sharing** among schools, districts, colleges, universities, and policy agencies, and to serve as a conduit to disseminate best practices from the national arena.

Champion: Advocate for **improved policies and practices** at the state and national level, especially those that will improve the achievement of groups historically underrepresented in STEM.

The catalysts for this effort are the Washington Roundtable, a nonprofit, 501(c)6 public policy organization comprised of chief executives representing major private sector employers throughout Washington state, and the Partnership for Learning (PFL), an independent 501(c)3 organization founded in 1994 to build public awareness, involvement, and support for vital education improvements.

Guiding Principles

As the Washington STEM Initiative enters the statewide community of STEM agencies, institutions, and programs, it is important to define not only the scope of work that the Initiative will pursue, but also the principles that will govern how that work is done. These six guiding principles articulate the values central to the Initiative as a dynamic learning organization responsive to its partners and committed to achieving its outcomes.

Focused on Strengthening Instruction. The focus of all improvements in practice and policy will be instructional effectiveness. Research demonstrates that the interactions between teachers and students around important content are the major determinant of student success - more than funding, home environment, the quality of curriculum materials, or many other variables. To that end, the Initiative will identify where great instruction is occurring and develop systematic strategies to ensure that many more teachers, administrators ,and higher education faculty can see for themselves what effective teaching looks like and can create the conditions for such teaching all across state at both the K12 and undergraduate level.

Scalable and Equitable. High-quality programs will be identified and designed with the expectation that they can and will be scaled statewide to benefit all students. "Spotlight" schools or even districts may provide proof-of-concept models but are unlikely to produce the number of well-educated STEM graduates the state needs. Therefore, the Initiative will go beyond creating just a few pockets of excellence and generate significant change to positively impact the state's public education system.

While the Initiative will ensure effective programs are scaled to ultimately serve all students, the significant and immediate needs of students or communities who traditionally have been underserved and shortchanged can not be overlooked or put off to the future. Washington

needs to dramatically accelerate the achievement of low-income and minority students and strengthen the capacity of schools, districts, and institutions of higher education to provide the quality instruction and to foster a culture that embraces a shared responsibility for student success. Grants, programs, and policies championed by the Initiative will be framed accordingly.

Collaborative. The Initiative will engage K–12 districts and schools, institutions of higher education, business and industry, and policymakers in ways that capitalize on their unique resources and expertise in support of a shared vision of effective STEM teaching and learning. The partnerships will maximize the potential impact of existing assets and develop new solutions where needed. Indeed, the development of this Initiative already has involved extensive input from hundreds of stakeholders from across the state who have played a critical role in shaping the proposed strategies and outcomes.

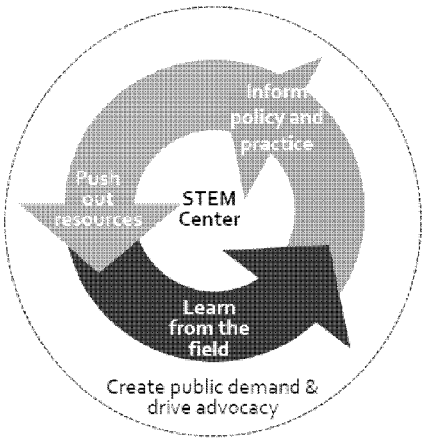
Outcomes-Driven and Research-Based. Objectives will be defined by high-level goals that are aligned to the state's education and economic development priorities. Strategies that relate to each objective will define each program, whose effectiveness, in turn, will be measured by comprehensive performance indicators. All stakeholders in the Initiative will regularly collect data, evaluate their programs, and commit to using the information to drive continuous improvements. It is essential to use evidence of effectiveness as a criterion for allocating resources and scaling up programs as well as take into account the local environments that made success possible. By collaboratively defining clear and measurable goals at the front end and then rigorously evaluating results at every level, the Initiative will put a premium on effectiveness and help break down the walls between research and practice and between practice and policy. By "connecting the dots" among practice, policy, and research, the Initiative will help ensure that all stakeholders are moving together to implement an aligned agenda of stronger STEM instruction.

Innovative. To drive lasting and transformative improvements in STEM teaching and learning, the Initiative will seek innovative solutions on issues such as teacher evaluation, teacher tenure and promotion policies, compensation, and alternative preparation routes. The Initiative will develop effective strategies to expand and scale "proven" innovations. With adequate investment, Washington could greatly expand the number of children served by school reform models with demonstrated effectiveness. The Initiative will also invest in creating a networked innovation infrastructure that 1) provides relevant data and information in a timely way to teachers, administrators, and policymakers; and 2) allows effective evaluations of the impact of various interventions. In addition, the Initiative will include in its portfolio of investments carefully selected high-risk/high-gain, early-stage innovations that will break new ground in understanding instructional effectiveness. By bringing a statewide approach to innovation, the Initiative will be in an excellent position to identify and retain effective partners and make the requisite investments to greatly expand the number of students served by K12 and higher education reform models with demonstrable effectiveness.

Coherent, Coordinated, and Comprehensive. Perhaps most important, the Initiative will bring a comprehensive, coordinated approach to reform. The policy agenda will both drive and be informed by lessons from the field. Intermediate and transformative goals will be clear and aligned. Effective local and statewide communications support will reinforce both the policy work and classroom practice — shedding light on quality instruction for teachers and school leaders and prompting policymakers to act. By assembling and managing a statewide group of education, business, civic, and policy partners, the Initiative will ensure that program and policy changes are coordinated, coherent, and focused. The Initiative's STEM Center will become a statewide focal point for leadership in STEM teaching and learning.

PART II. PROGRAM DESIGN

The Washington STEM Initiative will accelerate improvements in math and science achievement across the state, especially for low-income and other under-represented students. With leadership from the statewide STEM Center, four key strategies will create a dynamic network able to effectively implement programs and practices in the field, supported by a robust policy agenda and communications strategy to drive significant and lasting changes in the education system.



Strategy 1: Push Out Resources

Identify, develop, disseminate, and scale quality programs, practices, and policies

The STEM Center will support and coordinate state, regional, and local STEM teaching programs, practices, and policies. By establishing the STEM Center as a quality control clearinghouse of effective innovations, the Initiative will help create and sustain a culture of evidence in schools, higher education, and businesses. By identifying and sharing proven existing practices identified at the state or national level, the Center will be able to effectively disseminate what is known about effective instruction. By focusing on innovative partnerships in a supported network, the Center will ensure that effective innovations are shared, further strengthened and disseminated again.

Strategy 2: Learn from the field

Support and monitor implementation that maintains quality and sustainability

The key to sustainable changes that will strengthen instruction and improve student achievement in the STEM fields is to improve practices for recruiting, preparing, hiring, retaining, supporting, and evaluating higher-quality K–12 teachers. While research studies and existing programs have generated a wealth of knowledge effective teaching

and learning, this knowledge has yet to be put to practice at a scale sufficient to have a significant impact statewide. The Initiative will help bridge the chasm between research and practice; between what we know and what we do. By scaling up the dissemination of best practices while also creating structured opportunities for educators to observe and learn from schools, districts, institutions of higher education, and STEM businesses and industries, the Initiative will expand the capacity of more STEM educators to teach more students well.

Strategy 3: Inform policy and practice

Use evidence to support policies that will trigger lasting system improvements

The STEM Center will actively engage in state, and national initiatives to gather information on successful interventions and use the information to promote public policies and evidence-based practices that advance teacher effectiveness in the STEM fields. The policy and programmatic agendas of the STEM Center will be tightly linked to ensure practice-based evidence gathered from partners within the state is generated to inform discussions. By ensuring that policymakers learn from what is working in the field, the Initiative will help ensure that new policies and public investments will have the greatest impact on the most students.

Strategy 4: Create public demand for quality

Raise awareness and engender support

The STEM Center will develop and implement a coordinated statewide communications plan that will build public understanding and demand for higher-quality STEM education for all students. Communities will have access to relevant, reliable, and timely information to help students and families understand and take advantage of STEM education and career options. They will understand the benefits of high-quality STEM education, not just to individual students but to their communities and the state. They will have a clear view of what is possible when high-quality STEM educational opportunities are offered. And they will expect policymakers to ensure that all students, regardless of demography, have access to the effective teachers.

Commitment to Quality

Monitoring outcomes and impact

In accordance with the guiding principles of the Initiative, the STEM Center will implement a comprehensive evaluation plan to ensure all strategies are monitored for effectiveness, and that increases in student success in K12 and postsecondary education and the workforce remain the ultimate measure of effectiveness. The STEM Center will assure that what is valued is assessed and that results of those assessments drive adjustments to stay on course for long-term success. The STEM Center will break new ground in identifying, collecting, and sharing data on meaningful measures of student success that go beyond high-stakes state-level test scores and course enrollment. While any one indicator is insufficient, and some more difficult to measure,

the Initiative will construct a robust strategy that recognizes the complexities of the student learning experience. Appendix A offers a table of potential indicators under consideration.

An early priority of the STEM Center will be to define short-term measures that will provide an indication of progress toward the desired long-term impact. The STEM Center will collaborate with a nationally recognized evaluation firm to establish linkages between the proposed strategies and the desired outcomes to form the foundation the evaluation plan.

PART III. FROM DESIGN TO IMPLEMENTATION

To support the four strategies just described, the STEM will drive the formation of a statewide network of K-12 districts and schools, institutions of higher education, and businesses and communities with a common goal: dramatically scale up the development and dissemination of best practices in STEM instruction to benefit all students. To achieve this goal, the Center will focus the network on four priorities:

- **Significantly improve the quality of instruction** in STEM disciplines provided to all students to ensure success in post-secondary education or workforce, without need for remediation;
- Forge strong connections between business, industry, higher education, schools, and communities to provide students opportunities to learn from STEM professionals in classroom settings and in the workplace that **incorporate real-world STEM methods, tools, and technologies**;
- Establish a culture that ensures all partners take **personal responsibility for ensuring the success of each student**
- Create pathways that **maximize opportunities for students from underrepresented minority groups to succeed** in STEM education and careers, including STEM teaching.

All network participants will adopt and advance a culture of continuous learning, use data to measure progress, and openly share evidence with peers throughout the state. The STEM Center's communication and policy work will amplify the voices of the individual members of the network and create a common message that will be used to drive system changes needed to scale and sustain improvements statewide.

Strategy One Work Strand: Push Out Resources

1. **Dynamic and Interactive Internet Portal**. The Center will use state-of-the art technology to provide access to information on evidence-based practices, programs, and polices to support STEM teaching and learning to all schools, districts, institutions of higher education, businesses and communities. A dedicated Chief Information Officer will create and support a data-base driven website that catalogues, organizes, and stores information on leading resources related to improving instructional effectiveness in the STEM disciplines. The site

will be dynamic, based on user-input, and will create customized views and information based on interest. This internet portal will be freely accessible and support user comments, questions, discussion, and reviews. The site will also include detailed descriptions and profiles of the partners funded through the Center and support and provide a wide range of communication tools – webinars, videoconferences, discussion forums, synchronous and asynchronous consultancy dialogues - to foster communication among grantees.

2. **Technical Assistance Network**. The Center will help focus and leverage existing funding streams, as well as access and generate new revenue sources, to help scale and disseminate critical programs and resources needed to drive significant improvements in STEM teaching and learning. Across the state and the nation there are models that have been shown to have a positive impact on instruction and student outcomes. The STEM Center will conduct a survey to help identify effective local and national technical assistance programs and document what has made them successful, accounting for local contexts and examining what has prevented these successes from being scaled. The Center will foster the formation of a Technical Assistance Network to build the capacity of these programs and, where appropriate, expand the range of these programs to fill gaps for needed services.

   Technical Assistance Partners, typically based at universities, nonprofit, or for-profit organizations, will provide products, programs and services that will support schools, districts, colleges, universities or businesses throughout the state in their shared efforts to improve instructional effectiveness in STEM. While TA Partners may focus on long-term and more systemic issues such as coupled teacher evaluation and professional development practices, others may focus on more ad hoc, shorter-term issues, such as preparing business and industry partners to offer high-quality student or teacher STEM learning experiences in workforce settings.

   The Center will convene the Technical Assistance Partners quarterly, **not just to report on their work, but to build deeper understanding of their specific programs and approaches and to identify effective means to adapt, evolve, and connect their work to accelerate learning gains for students across the state. In this way, the** Technical Assistance Partners will develop into a collaborative network with a **broad-based, comprehensive approach for providing technical assistance to support all schools.**

   The STEM Center will use two mechanisms to award resources to Technical Assistance Partners. Existing programs that have a strong track record of effectiveness and that are focused on key priority strategies and outcomes consistent with the vision of the STEM Center will be awarded resources through contracts and memorandum of understanding to help scale their programs. Where new resources, programs or services are needed, and no program currently exists to fill that need, the STEM Center will use a competitive RFP process to select grantees for the design and development work required. By helping to

coordinate and focus existing resources, as well as generate new public and private funds, the Center will be able to both "expand the pie" and ensure that funds are spent on high-impact work, as well as target high-priority areas for new investments to spur innovation.

3. **STEM Learning Coalitions**. The STEM Center will invest in high-capacity partnerships among businesses, higher education, and K–12 school systems ready to develop model programs, practices, and policies to address current challenges related to preparing, recruiting, hiring, certifying, supporting, evaluating, and retaining high-quality STEM teachers to improve student success. The focus of the Coalitions will be tightly coupled with the policy agenda of the STEM Center. Coalitions will be expected to demonstrate high level institutional commitment as evidenced by agreement to full participation from key leaders, to discontinue participation in other initiatives that lack evidence of impact, to collect and submit data to monitor and measure progress, and to make institutional policy changes based on findings. The STEM Center will support a review and feedback system to ensure Coalitions learn from their individual and collective successes and failures and adjust their actions and strategies accordingly. Ultimately, the findings generated by Coalitions will serve as critical proof-points that will provide evidence to advocate for needed changes in state-level programs or policies.

   Generating New Knowledge. Leadership for launching and supporting a Learning Coalitions will come from organizations and institutions with a track record of effectiveness in a range of areas that correlate with positive student outcomes, such as administrative leadership, teacher content knowledge, and student growth on local or state assessments. Learning Coalitions will utilize the combined resources, knowledge, and skills available through their diverse institutions to develop innovative ideas for promising programs and to measure their efficacy and impact on instructional effectiveness. Their work will focus on authentic, large scale problems of practice that limit instructional effectiveness to help translate theoretical research findings into scalable operational models that work for teachers and students.

   Coalitions will be expected to demonstrate what is required for their innovation to be successful in their own setting, but also to identify what adaptations can be tolerated to allow those practices to be translated to other settings and still achieve similar results. Therefore, Coalitions will need to reach out to other schools and districts — both "early adopters", as well as those that who are more reluctant or less capable of participating – to support and monitor implementation. In addition, Coalitions will be required to give special attention to high-need classrooms, schools, and districts serving low-income and minority groups. Coalitions will help create the conditions for success in these settings, including building a culture that minimizes administrative and teacher turnover and works closely with families and community leaders to build ownership in the school. The intentional design, implementation, and dissemination strategy will ensure that effective models spread swiftly and effectively.

Fostering Collaborative Learning. As these model programs mature Coalitions will be asked to support "Studio Sites" in schools, districts, colleges and universities, or businesses to make their work accessible and viewable to others. Studio Sites will provide a clear image of the model as it is implemented in real time with real students to demonstrate what is possible and how to get there. These Studio Sites will promote practice-based, peer-to-peer learning to support dissemination of the model to new sites and continuous improvement in its original setting.

The STEM Center will describe the model programs and Studio Sites through its website. Field-based Program Managers distributed across the state will engage teams of educators, business, and community leaders — perhaps supplemented by parents and students — in learning experiences to identify an appropriate Studio Site for observation, based on their own needs and improvement goals (See Strategy 2 Work Strand).

Learning Coalitions will be funded through a competitive RFP process that aligns with the Center's policy priorities. While awards will be multiyear in nature, they will be reviewed annually through site visits, reports, and data analysis. Renewal will be contingent upon demonstrating measurable progress toward the stated goals. STEM Center Program Directors will actively monitor activities in the C oalitions through regular site visits, ongoing data collection, and annual reporting to maintain standards of quality.

As the STEM network grows, the Center will provide opportunities for collaboration and communication among Coalitions, Technical Assistance Partners, and the STEM Center to ensure coherence and widespread learning from their shared implementation efforts. As more model programs develop – and as more schools successfully implement them - new "Studio Sites" will be supported to expand the network and make observation experiences even more accessible to support ongoing learning and improvement.

4. Opportunity Coalitions: These specialized coalitions represent the Center's unwavering commitment to address the needs of students in high-risk settings. Opportunity Coalitions will invite partners with demonstrated expertise in supporting high-need populations to provide intensive support to transition struggling schools to successful schools. These partnerships will create stability in settings characterized by constant change and foster cultural shifts that promote community, ownership, and pride. Opportunity Coalitions will create place-based, culturally-responsive models that provide experiences that are meaningful and relevant to the target population and generate important insights into what is necessary to support high-need, at-risk populations.

   The STEM Center will reach out directly to leaders and communities in high-need settings

and extend invitations to form an Opportunity Coalition. Schools must commit to full participation and agree to make significant and lasting changes to ensure that improvements are generated and sustained. Opportunity Coalitions will engage in collaboration and learning experiences with other Coalitions to ensure ideas are shared effectively.

Strategy Two Work Strand: Learn from the Field

As the STEM CENTER internet portal, Technical Assistance Network, and Coalitions take form, Field-based Program Managers will help districts, college and universities, and STEM business and industry leaders around the state learn more about the STEM Center and facilitate access to its programs and resources. These field-based efforts will play a significant role in helping the STEM Network grow and will provide valuable insights into factors that influence how to ensure that high-quality resources are implemented with quality and achieve the intended results when disseminated beyond their site of origin.

Teachers on Special Assignment (TOSAs) will be released from their home districts to serve one to two year appointments as Field-based Program Managers and will be housed on-site in regional STEM business or industry workplace settings. These appointments will give experienced, master teachers an intensive year-long learning experience that will further enhance their already well-developed understanding of teaching and learning, expand their network to other STEM sectors and leaders around the state, and renew and refresh their professional commitment to teaching.

As the STEM Center identifies or develops resources related to the network priorities, the TOSAs will reach out to a range of partners: (1) School districts to support STEM teaching and learning; (2) College and universities to support introductory STEM undergraduate coursework or STEM Teacher preparation; and (3) Business and industry to provide real-world connections to STEM and strengthening school to work pathways. Experiences facilitated by the TOSAs will create multiple entry points for diverse organizations with varied degrees of readiness and capacity.

1. **Create STEM Profiles**. Initial meetings with the TOSA and interested partners will focus on generating a reflective assessment on policies, programs, and practices related to STEM teaching and learning using an audit tool provided by the Center that is also used in the Coalitions. The TOSA will help participants use the audit tool and create an accurate "STEM Profile" that describes their current system strengths and limits. Using the STEM Profile, the TOSA will help the participants identify areas of improvement and map them to resources available from the Center. This initial assessment will be provided by the Center at low (no?) cost and as just an exploration of the Center's services.

2. **Expand Access to the STEM Learning Network**. After an initial experience creating a STEM Profile, an institution (e.g. school district, college, university, or business) or a coalition of institutions may wish to engage more deeply in the STEM Network. To be awarded services

from the internet portal, the Technical Assistance Network or the Coalitions will require a significant level of commitment. They will agree to post their Practice Profile on the internet portal to make their assessment, targeted areas to improve, and action plans visible to others within the STEM Network. They will commit to significant levels of participation over time by key stakeholders, including leaders and administrators. They will commit to growth outcomes consistent with the level of participation and the extent of services awarded. They will report on progress toward these outcomes over time and make their progress visible by regular updates to their STEM Profile.

In exchange for these commitments new partners will receive access to assistance in accessing and implementing programs, practices, and policies supported by the Center. Partners will be access support from the Technical Assistance Partners at subsidized rates (variable between programs). They will also be able to access the Studio Sites available at the Coalitions. The TOSAs will facilitate learning experiences before, during and after visits to the Studio Sites to ensure observations are focused, rich, and relevant. They will become active participants in the STEM Network and have access to ongoing face-to-face and on-line dialogue among all the other partners within the network working toward similar goals.

3. **Learn Through Peer Networks**. Once partners have formally joined the network, they will be eligible to access the Studio Sites (See Strategy 1 Workstrand) to support practice-based, peer-to-peer learning. Teams will engage in structured protocols, including pre-observation briefings and extensive debriefings, to ensure that the Studio Site observations are closely aligned to each learning team's specific instructional goals. Subsequent to the Studio Site visit, the Field-based Program Managers will help visiting teams prepare action plans to ensure that the observations result in meaningful changes that drive improvements. STEM Center Staff and Coalitions will provide direct support for those plans, but will also broker connections to Technical Assistance Partners to ensure successful implementation.

   As the STEM Network grows and the proficiency of partners who enter it also grows, the STEM Center will facilitate the formation of new Coalitions or Studio Sites to reward those who have shown significant growth and to ensure their path to improvement and lessons learned are made available to others. In this way the STEM Network allows multiple pathways for entering the network and multiple pathways for expanding the network.

Strategy Three Work Strand: Inform Policy and Practice

A dedicated, full-time Policy Director will manage a multifaceted policy advocacy and engagement strategy to leverage and sustain the impact of its other programmatic investments. The STEM Center will actively engage in state and national policy discussions aligned with current and projected state priorities for STEM education and workforce. Priorities include:

- Statewide standards, assessments, graduation requirements, and linked longitudinal data systems, that reflect both academic and economic priorities and are aligned with the Common Core Standards and the Data Quality Campaign;
- More effective pre-service preparation that provides prospective educators with real-world and practice-based learning, not just coursework, and that differentiates the course of study based on the expertise and experience of the candidate;
- Statewide funding and incentives to ensure STEM is a priority for the core competencies expected of all students at all grade levels and to leverage needed improvements in teaching and leadership.
- Improved curriculum tools, such as high-quality curriculum frameworks, lesson plans, and anchor assignments, in all grades and all STEM subjects that make the standards actionable and that link academic rigor with real-world application;
- Better diagnostic assessments that teachers can use to strengthen instruction in real time, accompanied by better classroom- and school-based assessment data storage and analysis tools that are accessible to teachers, administrators, and families;
- Fairer, meaningful, and actionable teacher evaluations that include multiple measures of teacher and student growth to inform teacher support and professional development;
- Professional development models that help teachers engage students and families in rigorous and relevant learning of STEM content that creates opportunities for students to succeed in postsecondary education, secure careers based on workforce projections, and engage as informed citizens in the world of tomorrow;
- Career ladders that help effective teachers advance professionally without having to leave the classroom and compensation plans that recognize and reward excellent teaching and leadership;
- Internships, curricula, practica, and other tools to strengthen school-business-community connections and make learning more relevant.
- Introductory undergraduate STEM courses that reflect projected workforce needs, with demonstrated increases in student success and retention, particularly for underrepresented groups;
- Articulated high school-to-postsecondary education pathways coordinated to meet needs in high-demand fields.

The STEM Center will build coalitions with other organizations (e.g. Stand for Children, League of Education Voters, etc) around these priorities to develop common messaging and strategies for disseminating those messages. The STEM Center will generate policy briefs on critical issues and host policy forums and legislator institutes to ensure policy makers are well informed on issues related to STEM education and workforce needs. The STEM Center will help ensure that policymakers learn from what is working in the field so that new laws, regulations, and public investments will have the greatest impact on the most students.

Strategy Four Work Strand: Create Public Demand

A full time Communications Director will support a robust communication strategy to ensure effective communication internally and externally. Initial efforts will focus on building strong communication materials and messages to raise awareness about the STEM Center, its vision and resources. At the same time, the STEM Center will build effective means of communicating among grantees, using print, electronic, and face-to-face strategies, to optimize opportunities for exchanging ideas and resources, facilitating learning and collaboration, and break down isolationism and fragmentation. The Center will coordinate just-in-time interactions among grantees to create dynamic learning networks based on topic, audience, or geography all nested within the overall statewide STEM learning network. As the Center matures, the communications strategies will expand and use broad media campaigns to reach out to parents, students, and communities to build support for STEM education and effective pathways leading into the STEM workforce, including STEM teaching.

PART IV. OPERATIONS

Board of Directors

The Initiative calls for a sea change in K–12 and higher education. This will require a dedicated, focused, and powerful team — from the board to the staff to the partners. The board of directors will not function purely for fiduciary oversight, but also as a core strategic resource that adds great value in advancing the organization's mission. The primary responsibilities of the board will include:

- *Resource Development*: Contribute financially to the Center and/or assist with fund-raising.
- *Message Development*: Adopt a mission statement that helps focus Board activities and communications and support the Center's outreach with introductions to mission-critical civic, business, political, and educational leaders.
- *Leadership Development*: Attract and retrain a world-class leader to direct the STEM Center.
- *Operational Oversight*: Fulfill core oversight responsibilities, including monitoring program implementation and quality, fiscal responsibility, and effective governance.

A high-profile board of nine to thirteen members will be drawn from the business, education, STEM, and philanthropic communities. Members will have a lasting commitment to math and science education, local and national credibility, and experience transforming complex systems or organizations. Members will be diverse ideologically, geographically, racially/ethnically, and experientially to ensure the STEM Center has access to various perspectives and constituencies needed to advance the mission. Members will meet quarterly, serving two year terms, renewable for up to three terms.

Staff

Initial staff hired during 2010 will include:

- Chief Executive Officer to have chief responsibility for fundraising, visibility, policy, communications, and outreach
- Chief Programs Officer to have chief responsibility for program design, implementation, research, evaluation, and quality assurance
- Chief Information Officer to develop and oversee a state-of-the-art internet portal for internal and external communications and dissemination
- Program Directors to oversee the initial awards for Technical Assistance Partners, Learning Coalitions, and Opportunity Coalitions and to provide technical assistance to grantees and unsuccessful grantees with potential
- Field-based Program Managers distributed regionally to provide support and oversight of Coalitions and to broker and facilitate learning experiences for new partners as they access programs and resources supported by the STEM Center. Teachers on Special Assignment (TOSAs) will be used to fill these roles
- Communications Director to oversee documentation, dissemination, and visibility
- Policy Director to identify and manage opportunities to influence state and federal policies and budgets
- Two administrative and one financial staff to provide operational support

Budget

Given the program design articulated above, we propose a three-year budget that significantly ramps up the STEM Center's activities by the third year:

- $9.28 million in year 1,
- $18.6 million in year 2, and
- $26.8 million in year 3.

Of these totals, we are planning for grants and contracts (for Technical Assistance Partners, Learning Coalitions, Opportunity Coalitions, and partnering districts and schools and evaluation) of approximately $7.5 million in year 1, $12.8 million in year 2, and $19.0 million in year 3. Additional program expenditures (for activities such as publications, dissemination, meetings, communications, policy advocacy, etc.) will be roughly $775,000 in year 1, $2.4 million in year 2, and $3.7 in year 3. Together, estimated grants and program expenditures will comprise more than 85 percent of the budget.

Staffing costs will be $655,000 in year 1 (reflecting the staggered hiring schedule throughout the course of the year), $3.4 million in year 2, and $4.3 million in year 3.

Overhead costs (rent, utilities, legal, accounting, etc.) will be kept very low — less than 5 percent of the total budget in year 1, 3 percent in year 2, and 2 percent in year 3.

An itemized budget detail is included in the appendix.

APPENDIX A: Considerations for Evidence of Impact

POTENTIAL INDICATORS OF SUCCESS — STAKEHOLDERS AND DESIRED OUTCOMES
Students ▪ Proficiency in content areas represented by internationally benchmarked standards increases. ▪ Evidence of significant relationships with adults (outside of family) related to STEM increases. ▪ Students can create, innovate, and solve problems, such as being able to describe and apply design process and recognition of the value and meaning of "failed" designs and predictions. ▪ Number and level of STEM courses completed successfully increases. ▪ Understanding of relevance of STEM learning experience in school to life and careers increases. ▪ STEM careers increasingly seen as accessible choice/option.
K–12 School Systems ▪ Instruction reflects practices shown by research to help students become proficient in STEM disciplines and attain 21st-century knowledge, skills, and dispositions. ▪ Teacher performance evaluation systems inform professional development decisions for individual teachers, reward growth and effectiveness, and drive continuous school improvement. ▪ Teacher assignments reflect attention to teacher effectiveness and student needs. ▪ Partnerships with higher education, business, or community organizations create culture of shared responsibility for student success and infuse relevance to school-based learning for college, work, and life.
Higher Education ▪ University-based and alternative certification pathways increase the (1) quantity of STEM teachers and placement in shortage areas typically underserved; (2) quality of teachers with strong content knowledge instructional skills, and the ability to make classroom learning relevant; (3) diversity of STEM teachers. ▪ Model teacher evaluation systems assess the level of proficiency in newly certified teachers and inform professional development needs during induction period. ▪ Undergraduate enrollment in STEM courses without need for remediation increases. ▪ Retention of freshmen with expressed interest in STEM increases. ▪ Number of STEM undergraduate majors (two- or four-year degrees) increases. ▪ Partnerships with K–12 school systems, business, and community organizations create (1) teacher preparation programs that understand and support schools to meet local needs and (2) seamless pathways for postsecondary study of STEM disciplines that are accessible to a diverse population of students and reflect workforce needs.
STEM Business and Industry ▪ Experiences with diverse sectors of STEM business and industry are accessible and available to students and teachers throughout their K–20 experience in both school and workplace settings. ▪ Number of STEM graduates who pursue STEM professions increases. ▪ Local STEM businesses and industries employ increasing number of Washington state graduates. ▪ Number of new STEM businesses/industries/patents/products emerging from local innovations increases. ▪ Partnerships with K–12 school systems, higher education, and community organizations create seamless pathways to employment in STEM professions that are accessible to diverse students with different levels of educational attainment.

WEB PORTAL FOR STEM RESOURCES

Summary: Development, implementation, and ongoing support for an interactive web portal providing a comprehensive, user friendly guide of STEM teaching and learning resources for teachers, students, parents, and community partners.

Description: In partnership with OSPI, Partnership for Learning's Washington State STEM Center (STEM Center) will lead the development of the Web Portal for STEM Resources (Portal) using state-of-the art technology to create and support a data-base driven website that catalogues, organizes, and stores information on leading resources related to improving instructional effectiveness in the STEM disciplines. The site will be dynamic, based on user-input, and will create customized views and information based on interest. This internet portal will be freely accessible and support user comments, questions, discussion, and reviews.

Key program goals and expected outcome(s)

Goals:
- Provide teachers with research-based, high quality resources for STEM teaching and learning.
- Provide students with resources related to opportunities to do applied learning (internships, field-based studies, etc.).
- Provide parents with information on STEM teaching and learning as it relates to their children.
- Provide community partners a place to offer STEM teaching and learning opportunities.
- Provide teachers a place to network with other teachers across the State and with STEM content experts.
- Provide students a place to network with other students on STEM related learning.

Expected outcomes:
- Improved rigorous and relevant STEM teaching and learning in WA State
- Increase in the quality of STEM teaching and learning
- Increase number of student accessing STEM application opportunities

Timeline

Year 1
- MOU between OSPI and STEM Center
- Develop detailed outline of Portal components, outcomes, and operating protocols
- Develop Portal and populate with a small number of example resources
- Beta test Portal with teachers, students and community partners
- Populate with additional resources
- Launch version 1.0 and conduct usability testing
- Track use and effectiveness through embedded tracking system and real time feedback

Year 2
- Develop version 1.1 based on usability testing, feedback and other input
- Continue to populate Portal with resources
- Maintain and update Portal
- Track use and effectiveness

Year 3
- Develop version 1.2 if necessary based on feedback and other input
- Continue to populate Portal with resources
- Maintain and update Portal
- Track use and effectiveness

Year 4
- Continue to populate Portal with resources
- Maintain and update Portal
- Track use and effectiveness

Parties responsible for implementing the initiative

The state (OSPI) will:
- In collaboration with the STEM Center, develop and sign the MOU
- Provide funding to the STEM Center to develop the Portal
- Assist with all tasks, as appropriate
- Promote the site with all districts in Washington state

The STEM Center will:
- In collaboration with OSPI, develop and sign the MOU
- Develop the Portal
- Maintain and update the Portal

Performance measures

Performance measures will include the number of:
- Resources on the Portal
- Users to the Portal (downloads, etc)
- Teacher networks (social networks)
- Application opportunities on the Portal
- Students accessing application opportunities

Budget

	Year 1	Year 2	Year 3	Year 4	Total
	70,000	30,000	20,000	10,000	130,000
Task	•Develop MOU •Develop Portal outline and protocols •Develop beta site •Test beta site	•Develop version 1.1 •Populate Portal with resources •Maintain and update Portal •Track use and effectiveness	•Develop version 1.2 •populate Portal with resources •Maintain and update Portal •Track use and effectiveness	•Populate Portal with resources •Maintain and update Portal •Track use and effectiveness	

MESA BRIDGE PROGRAM FOR UNDERSERVED STUDENTS

- **Key program goals and expected outcomes**

The Washington MESA College Readiness Initiative takes a comprehensive approach to narrowing the achievement gap and preparing underrepresented students for college. The initiative is comprised of tested programs that meet students immediate needs for academic support, challenges them to achieve at high levels of mathematics and science, and inspires them to excel and envision their own success in the future.

The initiative will expand the impact of the highly effective MESA Ninth Grade Bridge, after school tutoring, Tenth Grade MESA Science class, and Saturday Academy programs for underrepresented students across the state. It will increase the numbers of African American, Native American, and Latino youth who successfully transition from middle school to high school, equip them to excel in gateway coursework, and assist them to keep on track for college and careers in STEM. A 2006 analysis of data from the National Educational Longitudinal Study completed for the Bill & Melinda Gates Foundation by the Bridgespan Group, identifies five areas necessary to increase the odds that students will graduate from high school ready for college. These areas are the key to student success in the MESA College Readiness Initiative.

- **Academic Preparation:** Beginning with a summer math intensive for rising ninth graders, MESA students will enter high school at or above grade level in mathematics. Ongoing academic enrichment both in school and in out-of-school programs will result in four full years of rigorous math and science coursework. Currently, only 33% of high school graduates take the rigorous math and science needed for success in college. 58% of Washington MESA high school seniors in Washington State complete the full four year complement of rigorous math (at least through pre-calculus) and science (including biology, chemistry, and physics). The goal of this initiative is to increase that to 80% by 2014.

- **High Expectations:** Throughout the initiative, MESA students will engage with and receive mentoring from role models, including professional engineers, college professors, undergraduate and graduate students in engineering and science. These role models form the link between education and careers. They not only increase relevance of high school coursework, but demonstrate by example that people of color and women succeed in STEM careers.

- **College Prep:** Many low-income students and their families expect to go to college, but they need a plan to take the courses that will prepare them for college acceptance and success. Beginning in middle school, students will complete the MESA Individualized Academic Plan (IAP) with their parents. Developed to meet or exceed standards for admissions to the states universities, students will meet with advisors each term to review progress toward the plan.

- **College-Going Culture:** The MESA College Readiness Initiative will develop cohorts of students who plan to attend college and who support and reinforce each other's goals.

MESA assists parents to support college expectations with academic planning and college visits.

- **College Affordability:** MESA curriculum enrichment is culturally relevant, addressing social barriers to academic success, and support parents and families.

Washington ranks fourth in the country in technology-based corporations, but 46th in participation in science and engineering graduate degree programs. As a result, too many young people do not have the skills required to fill the family wage jobs available in Washington. The challenges begin at the K–12 level. Only 44 percent of 4th graders and 36 percent of 8th graders in Washington State scored proficient or above in math on the 2009 National Assessment of Educational Progress, and only 28 and 33 percent scored proficient or above in science. Average scores are much lower for low-income, African American, Hispanic, and Native American students. [http://nces.ed.gov/nationsreportcard/states/]

The gap between low income and non-low income 8th grade scores has been increasing since 2003. Over the past nine years the gap has increased from 23 to 28 points, the twelfth largest in the nation in 2009. Washington is one of nine states where the white-African American gap is growing; one of seven states where the white-Hispanic gap is growing; and one of eighteen where the gap between low-poverty and high-poverty students is growing. Washington is fourth in the country in technology-based corporations and workforce needs, but is 46th in participation in science and engineering graduate degree programs. [Prosperity Partnership Highlights: www.prosperitypartnership.org]

The MESA College Readiness Initiative will result in an expanded pool of diverse students to help grow the Washington state economy. Employers today must hire from outside the state, indeed the country, to meet the needs MESA will increase the number of students served from 4,100 in 2010, to 10,000 by 2014. Students will build aspirations and abilities through a solid academic foundation and college to career connections. Outcomes for students include:

- Increase the number of African American, Native American, Latino, and female students who earn at least a 3.0 GPA each year of high school
- At least 80% of MESA College Readiness students pass all freshmen courses
- At least 90% of MESA College Readiness students enroll in high school at or above grade level in mathematics
- At least 80% of MESA students complete four full years of high school math and four full years of high school science

- **Activities to be undertaken which will bring about the change envisioned.**

To succeed in the 21st-century knowledge economy, Washington students need innovative instructional strategies to promote and support creativity, design, innovation, and critical thinking, all necessary skills to devise novel approaches to solving complex challenges. Every young person should possess deep knowledge and strong skills in math, science, technology and engineering — and be excited and ready to use that knowledge in the real world. Washington MESA College Readiness begins with the critical transition from middle to high school and provides a continuous support structure through college admission, with the following activities:

Academic tutoring	Individual college counseling and mentoring
College visits	Culturally based student organization involvement (SHPE, NSBE, AISES)
Guest speakers and role models	Scholarships and incentives
Leadership development	One-to-one mentoring and advising
PSAT, SAT, and ACT test prep	STEM career internships and job shadows
Peer study groups	In-class MESA Science course
STEM enrichment projects	Individualized academic planning linked to college requirements
Saturday Academies	Rigorous mind-on enrichment activities
College admissions advising	Help with finding and applying for scholarships
Career and college exploration	FAFSA (Free Application for Federal Student Aid) preparation workshops
	College application and essay writing assistance

- **Ninth Grade: Build an academic foundation and a successful transition to high school**

The MESA Ninth Grade Bridge will kick off with Summer Math, a three-week summer mathematics intensive that engages students through creative, individualized learning activities designed to match diverse learning styles. Students will work and learn in classes of 20-25, small groups, and individual tutorials. Classes will be team taught by MESA staff and ninth grade math teachers from the high school the students will attend in the fall. MESA prepares teachers with professional development emphasizes cultural competency as well as experiential learning. Experienced MESA teachers are paired with teachers of limited experience. High school and university student facilitators and role models provide mentoring and tutoring. Local universities will offer field trips, science and engineering workshops, and opportunities for students to become familiar and comfortable in a college setting.

Students leave MESA Ninth Grade Bridge motivated, prepared, and eager to learn more. Participants become leaders and develop peer groups of pre-college students who encourage each other to excel and celebrate academic success.

- **Ninth and Tenth Grade: Maintain rigor and strengthen academic aspirations**

In the fall, MESA Ninth Grade Bridge will reinforce concepts learned in Summer Math with an after school program at the participants' high school. Led by a high school teacher and a university student facilitator, students will receive individualized instruction through small groups and build supportive relationships with peers and mentors. Partner universities will host monthly Saturday Academies in which MESA youth experience hands-on math, science, and engineering activities. Career professionals and college mentors will meet with students to discuss career possibilities and college life. Students will develop leadership skills, challenge each other to solve problems creatively, and present their findings before their peers.

In tenth grade, the initiative offers MESA Science, a one-semester course that students take to enrich the regular science and math sequence. Through project learning, the laboratory-based curriculum integrates science, technology, engineering, and mathematics principles. Students fully engage through a rigorous process of design, build, test, analyze, and redesign. Field trips and guest speakers highlight the relevance of the content to the real world, providing students with a greater understanding of how STEM shapes their lives, and the role they can play as innovators.

- **Eleventh Grade and Twelfth Grade: Advance to college and STEM fields**

The MESA STEM pathway continues with Saturday Academies that provide rigor and relevance. One Saturday per month, a partnering university hosts these intense, project-based day-long workshops that provide students with opportunities to work with professors, scientists, colleges students and mentors from such corporate partners as Boeing, Microsoft, Amazon, and Battelle. Saturday Academy offers a career exploration element that is driven by student interests. Examples include:

  - MESA CSI: Students investigate such topics as medicine, genome science, forensic science, and bioengineering.
  - Robotics: Students gain experience in computer programming and mechanical engineering in preparation for an end-of-year robotics competition.
  - MESA WebTech: Students engage in interactive projects to explore Computer Science and Engineering, culminating in building their own computer.

After completing their junior year with Saturday Academy, students enroll in the MESA SAT prep course, followed by college application workshops to ensure they are on track for college admissions and financial aid deadlines. MESA connects students with university representatives of universities and encourages them to submit multiple college applications.

- **Parent and Community Engagement**

The Washington MESA College Readiness Initiative will continue to build Washington MESA's reputation for engaging parents of color to serve as advocates and champions for their children's education. The MESA work with parents and families is guided by the following principles:

  - Appreciating and recognizing different learning and communication styles
  - Becoming a presence in the community (inside and out of schools) at festivals and events
  - Building trusting relationships
  - Becoming central point of resource for parents

MESA parents have high expectations that their children will go to college, but many lack the tools and connections to help make it happen. While still in middle school, all MESA students and their parents prepare the MESA Individual Academic Plan. The plan is a roadmap that clearly outlines coursework and activities students need to follow to ensure access to college. Each student and parent revisits the plan quarterly with MESA teachers and advisors.

MESA offers college applications and financial aid workshops for both students and parents. The MESA staff will keep parents informed and provides opportunities and encouragement to participate in their children's academic success. MESA provides information for the parents in a number of ways, so they can use what is most appropriate and works best for them. Washington MESA College Readiness Initiative materials are available in English and Spanish.

- **Implementation Timeline**

Fall 10 – Spring 11	Recruit and hire a Math/Bridge Coordinators
	Finalize program details
	Communicate program to parents, MESA students and teachers; Work with school districts appropriate director to begin aligning math curricula; and continue retention efforts to MESA 7th& 8th grade students.
Late Fall 10– Spring 11:	Ad-hoc committee assembled; Eighth grade math exercises conducted; identify and train student mentors/tutors.
Spring – summer 11	Confirm students/teachers; Pilot summer session(s)
Summer 2011	Program analysis and evaluation
Fall 11	disseminate results/determine if project will be expanded to include additional school districts; Participate in annual conferences to share results

- **Implementation Responsibilities**

MESA will build on current partnerships with 123 teachers in 75 schools and 19 districts. Services are delivered through regional MESA Centers and lead by a center director and the host institution's responsible administrator, which is typically at the host universities Vice Provost or Engineering Dean levels. They bring together local businesses, k-12 (schools and districts) and higher education institutions to support the pathway to STEM careers, with a focus on pre-college services and activities. Each MESA Center is sponsored by a university partner:

- Seattle MESA, University of Washington Seattle
- Spokane MESA, Washington State University Spokane and Eastern Washington University
- Tacoma/South Puget Sound MESA, Pacific Lutheran University
- Yakima Valley/Tri-Cities MESA, Washington State University Tri-Cities
- First Nations MESA, University of Washington
- First Nations MESA, Heritage University
- Vancouver MESA, Washington State University Vancouver (WA)

The initiative will deepen MESA's partnerships with informal science and cultural centers, including the Pacific Science Center, Museum of Flight, Yakama Tribal Cultural Center, and Hanford LIGO (Laser Interferometer Gravitational-wave Observatory). Industry partners

include Boeing, Microsoft, Battelle (Pacific Northwest National Labs), Amazon, Intel, and Weyerhaeuser.

- **Measurement of Performance**

MESA studies have found that only 20 percent of all African-American, Native American, and Latino students in the public schools earn a 3.0 or higher GPA during their freshman year; the percentage is even lower for disaggregated males within these ethnic groups. The Ninth Grade Bridge project in Seattle resulted in nearly 70 percent of MESA ninth graders finishing their freshman year with a 3.0 or higher GPA, compared to only 20 percent of their peers.

The evaluation effort will be a joint effort of the MESA Research, Evaluation and Information Management (RE&IM) division and the MESA Center for Curriculum Advancement (MECCA). The evaluation will be planned and conducted in adherence to the Program Evaluation Standards of the Joint Committee on Standards for Educational Evaluation. To better determine how well the project activities have been integrated into the experiences and attitudes of program participants, a matrix will be used combining two methodological approaches and four levels of evaluation. The levels to be employed are: front-end evaluation, formative evaluation, summative evaluation, and remedial evaluation. The project's stage of development is essential when undertaking an assessment and each of these evaluative levels is appropriate at different points in the four-year plan of the project. The two methodologies are quantitative and qualitative. In addition, through a remedial evaluation, unanticipated consequences of the project's implementation will be documented and efforts will be made to make final adjustments to overcome any negative program effects that are uncovered.

Assessment will include teacher and student focus groups, training evaluations, and annual pre- and post- evaluations of all professional development participants. It will evaluate the activities that supplement course curriculum, relevance for all students, teacher skill development and comfort with activities, mentor participation, etc. Evaluation of student programs will assess such items as the student engagement level, interest and awareness in STEM related activities, as well as their performance in math and science courses. Pre and post evaluation of volunteers (faculty, student and professional), will include their familiarity with the curriculum, student activities, time committed and delivery and/or instructional recommendations. The academic year will end with teachers gathering to share lessons learned in classroom experiences using the using the college readiness activities. Information gathered will be used to improve and update curriculum and teaching strategies.

Dissemination: Teachers and MESA staff will present findings to their peers in schools, professional associations, and OSPI conferences. MESA will post all activities and instructional guidelines on the MESA intranet and website specific to teachers and staff. The MESA curriculum coordinator and master instructors will present project framework and findings to the National MESA community during the annual MESA USA conference. Results will also be shared with school principals, district superintendents, the State Superintendent of Public Instruction, and with State legislators in presentations to education sub-committees.

Findings will be submitted to the National Action Council for Minority Engineering/Education (NACME), the American Society of Engineering Education (ASEE), the American Association of Math and Science Teachers and National Association of Multicultural Engineering Program Advocates (NAMEPA).

By the final year the project will have:

- Increased the knowledge and skills of participating teachers and provided effective instructional methods that engage students. Analyze responses from Bi-annual provider/participants surveys, and evaluation reports.
  Use student performance data.
- Formed STEM alliances among stakeholders – industry professionals, universities, science centers, K-12 schools and school districts. Set up annual review and checklist of projected participants use evaluation matrix to determine number of active participants and partnerships created yearly.
- Improved student participants' ability to think critically and solve problems in a cooperative environment. Use results log of pre/post evaluation and program reports.
- Directly served 10,000 students and 300 teachers in 100 schools with enhanced STEM subject matter that is relevant to the real world. Create matrix of number of students served, number of teacher participants and the number of schools involved. Work from the current baseline of 4100 student, 123 teachers, 75 schools and 19 districts.
- Increased the knowledge and skill of MESA regional center staff in math and science content areas and provided them with new enrichment activities for in-class and after school MESA programs, impacting students, their teachers, and their families. Conduct annual participants satisfaction survey, use checklist to track the number of families engaged and conduct internal and external staff effectiveness survey.

By 2014, more underrepresented students will take the courses necessary for college admissions as a result of participating in the Washington MESA College Readiness Initiative, as demonstrated by the following:

STUDENTS

Objective: 65 percent of Ninth Grade Bridge students will achieve a 3.0 GPA or higher during their freshman year.

Measurement method: MESA staff will prepare quarterly reports, generated from school district data, comparing Ninth Grade Bridge student grades with a comparison group of students not participating.

Objective: 100 percent of students will enroll in math at or above grade level.
Measurement method: School district enrollment data will be collected and analyzed, confirmed by lead tutors and the Math/Bridge Coordinator during the first two weeks of school.

Objective: 100 percent of Ninth Grade Bridge students will enroll in four years of math classes.
Measurement method: School district enrollment data will be collected; confirmed by lead tutors and the Ninth Grade Coordinator during the first two weeks of school.

Objective: 90 percent of MESA students will be from demographic groups most underrepresented in math, engineering and science.
Measurement method: Student participation reports will be generated in July of each year, based on MESA enrollment data, managed through the Washington MESA web database.

Objective: 100 percent will complete an Individualized Academic Plan (IAP) to ensure students take the required courses for college.
Measurement method: Lead tutor reports will be submitted and confirmed through one-on-one contact with students during the first two weeks of the school year.

Objective: Quantify the short-term and long-term impacts on students' interest in STEM careers due to their level of participation in the MESA college readiness activities.
Measurement method: Analyze the number of hours of participation and number of science and mathematics courses taken in high school. Online surveys will be delivered to student participants each spring.

Objective: 80 percentage of students will enroll in college.
Measurement method: Assess student graduation data by cohort will be generated through the WA MESA database. Students will also be tracked through discipline enrollment at 2 and 4 year universities and through career placement.

TEACHERS

Objective: Increase MESA teacher leadership programs to strengthen quality of instruction
Measurement method: Assess effectiveness using participants' feedback and surveys. Analyze performance from annual questionnaire responses.

Objective: Improve cultural sensitivity training for teachers to strengthen academic experience of students.
Measurement method: Participants surveys and mid-year reviews.

Objective: Establish a community forum among teachers, administrators and parents to promote culturally relevant STEM instruction.
Measurement method: Program surveys, and participant's interviews.

Objective: Implement partnerships to transform MESA teachers' instructional approach to using technological resources in STEM instruction.
Measurement method: Pre/post assessment and evaluation reports of technology use in STEM instruction.

PARENTS

Objective: Improve teacher/parent partnership to promote parent teacher collaboration

Measurement method: On-site feedback surveys and annual review questionnaire.

Objective: Increase opportunities and incentives for parents and students to engage in out of school STEM activities.
Measurement method: Use feedback surveys and monthly parent and student forums.

Objective: Increase opportunities and incentives for parents and students to engage in out of school STEM activities.
Measurement method: Use surveys and monthly parent and student survey.

DATA MANAGEMENT

Washington MESA maintains a secured web server based data management system developed in SQL. The system is utilized to collect and track enrollment and socio-economic indicators for MESA students across Washington State for the purpose of longitudinal cohort study. MESA Centers and staff have been trained to use the tool and receive ongoing technical support throughout the academic year. Effective tracking and monitoring of MESA participants is core to measuring the overall impact and delivery of programming to participants and reporting to stakeholders and this process is reviewed and refined on an annual basis. The system is safeguarded in accordance with university, state, and federal privacy guidelines.

- **Evidence to support the initiative**

MESA Ninth Grade Bridge has been piloted for the last six years in Seattle Public Schools. Results from the 2008-2009 school year are typical for the duration of the program, and the reason why demand has grown among students and parents:

- 89% of Ninth Grade Bridge students passed all six freshman courses, compared to 39% of a comparison group.
- 61% of Ninth Grade Bridge students earned at least a 3.0 GPA, compared to 19% of the comparison group.
- 42% of African-American males in Ninth Grade Bridge earned at least a 3.0 GPA, compared to 27% of African-American males in the comparison group. (Ensuring that African-American males achieve at or above the same academic levels as other groups is one of the goals for the Seattle MESA program.)

RECEIVED

...rtment of
Early Learning

CHRISTINE O. GREGOIRE
Governor

STATE OF WASHINGTON
OFFICE OF THE GOVERNOR
P.O. Box 40002 • Olympia, Washington 98504-0002 • (360) 753-6780 • www.governor.wa.gov

RE...ED

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Early Learning

June 8, 2009

The Honorable Randy Dorn
Superintendent of Public Instruction
Post Office Box 47200
Olympia, WA 98504-7200

Ms. Betty Hyde, Director
Washington Department of Early Learning
Post Office Box 40970
Olympia, WA 98504-0970

Dear Superintendent Dorn and Director Hyde:

On May 19, 2009, I asked you both to start the very important work of developing a proposal for the 2010 legislative session to ensure that all Washington children and their families have the benefit of early childhood education. I would like to share some of my thoughts with you as you undertake the task of developing this proposal for all of our early learners defined as birth through five years old.

The goals for early learning developed through the 18-month Washington Learns process are crucial. These goals include supporting parents as their children's first and most important teachers, as parents help their children learn. Striving for all children to enter kindergarten healthy, and emotionally and cognitively ready to succeed in school and life is equally important.

I am asking you to work on a proposal about the state's role in providing early learning opportunities for all children birth to five, their families, early learning caregivers and educators. I believe children should have early learning opportunities from birth. These opportunities must include both recognizing the role of the parent as the child's first and most important teacher, and that the opportunities should be available to all children and families.

I would also like you to consider the resources that could be available to support your recommendations and provide recommendations identifying where to start programs and how to develop them to scale. For example, with all-day kindergarten, we started with providing all-day kindergarten for all children in the schools with the highest levels of poverty and are working towards all-day kindergarten available for all kindergarten students. When funded, all-day kindergarten will be part of basic education.

As you conduct your work, I expect you will involve Thrive by Five and the early learning stakeholders. I would like to see a work plan, including a timeline and a date for a preliminary report, leading to a final report by December 1, 2009. I am also asking you to look beyond current programs and service delivery systems and address the questions: "What early learning opportunities should all children and their families have in Washington from birth until they enter kindergarten?" and "What are the roles of communities, non-profits and government?"

I also ask for your recommendations about how your proposal should intersect with basic education and what other mechanisms might provide a stable revenue source for your proposal. There may be current education programs besides all-day kindergarten and special education preschool that should begin at early years. Again, I am firmly committed to the principle that a basic education program should be open to any child needing the program regardless of income.

Your work will be conducted along with other efforts to improve early learning. Children and families have different needs and more intensive programs are crucial. The state-funded Early Childhood Education and Assistance Program and the federally funded Head Start program serve at-risk three and four year olds. How should these programs function to ensure efficiency, cost effectiveness and accountability? In these tough economic times, I and the Legislature have protected the services to at-risk three and four year olds in Washington through both state funds and increased federal funding.

Early learning home visiting programs are available to some of our youngest, most at-risk children. We are piloting a quality rating and improvement system to provide better information to parents and to improve the quality of child care programs. As the Early Learning Advisory Council continues to work on the state early learning plan, I anticipate recommendations on how these programs should grow and expand over time. I encourage the Early Learning Advisory Council to work with the newly created Quality Education Council as it develops its recommendations for a program of early learning for at-risk children.

I believe that we can create early learning environments in public places such as public schools and libraries where families and children from different backgrounds can gather together and learn from each other. By creating such a program, we may reduce the number of children and families needing more intensive services.

I am excited about your work to develop a broad proposal about what early learning opportunities should be available to every child and their families from cradle to kindergarten in Washington.

Sincerely,

Chris

Christine O. Gregoire
Governor

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Chris

Christine O. Gregoire
Governor

APPENDIX P3-2
WASHINGTON STATE

The Washington State Early Learning Partnership Joint Resolution
Between
The Washington State Department of Early Learning
And
The Washington State Office of Superintendent of Public Instruction
And
Thrive By Five Washington, the Early Learning Fund

Whereas, The Washington State Department of Early Learning, the Washington State Office of Superintendent of Public Instruction, and Thrive by Five Washington (the Early Learning Fund) are committed to collaborate on behalf of all young children and families in Washington State in developing a strong, comprehensive early learning system for all children birth to age eight; and

Whereas, we believe that this will only be achieved through a commitment to share responsibility and accountability towards this vision; and

Whereas, we commit to jointly support the development of a high-quality, aligned early learning system that respects and reflects the rich diversity of children and families throughout our state; and

Whereas, at the heart of our shared efforts is our understanding that "school readiness" encompasses four concepts:

Ready Children + Ready Schools + Ready Parents and Families
+ Ready Communities

Ready children are healthy and socially, emotionally, and cognitively prepared for success in school and life;

Ready schools are prepared to meet the individual needs of the diverse children who enter kindergarten;

Ready parents and families have the information and resources needed to be their children's first and most important teachers; and

Ready early learning professionals and communities have the information and resources needed to support parents, children and schools; and

Whereas, The Department of Early Learning, the Office of Superintendent of Public Instruction, and Thrive by Five Washington are committed to working together to create an environment of cooperation and an early learning system in Washington State that is capable of supporting readiness of children and schools and of engaging parents and families, and communities; and

Whereas, we agree that by working collaboratively and in partnership, all children in Washington may reach their full potential and will have the best opportunity to succeed in school and life;

Now, Therefore, Be It Resolved, that the leaders of the Washington State Early Learning Partnership acknowledge and honor the prior work and involvement of families and children, local community groups, organizations, schools, and individuals throughout the state that have passionately and diligently moved early learning programs forward; and

Be It Further Resolved, that development of an aligned statewide early learning system requires us to continue to engage stakeholders and leaders to work together toward a common vision; and

Be It Further Resolved, that in order to assure accountability and better communicate a common vision, the leaders of the Washington State Early Learning Partnership will develop an accountability framework identifying the organizational lead for each priority area and key actions of partners, and furthermore the Partnership leaders agree to meet quarterly to assess the progress in each of the priority areas; and

Be It Further Resolved, that the Washington State Early Learning Partnership defines "lead responsibility" to mean convening interested parties, including but not limited to parents, early learning and K-12 professionals, and the primary responsibility for document production; and

Be It Finally Resolved, that key roles of partners will include participation of staff from each agency to support development and assure alignment of each priority area with programs and resources to ensure the advancement of a seamless, learner-focused, world-class early learning system in Washington State.

Signed now this day, August 11, 2009

Bette Hyde

Dr. Bette Hyde
Director, Department of Early Learning

Randy Dorn

Randy Dorn
State Superintendent of Public Instruction

(b)(6)

Nina Auerbach
President and CEO, Thrive by Five Washington

Plan for the Washington Early Learning System, 2010 - 2020

DRAFT
December 1, 2009

DRAFT

Washington State Department of Early Learning

ThrivebyFive WASHINGTON

Executive Summary

Washington is poised to take bold action on one of the most strategic and important investments we can make in our children, our state, our economy and our future. Early learning is a smart investment and upstream solution to some of the biggest problems facing our state that produces great gains by investing in early and equal development of human potential.

In 2007 the Washington State legislature charged the Department of Early Learning (DEL) and its Early Learning Advisory Council (ELAC) with developing a statewide early learning plan that ensures school readiness for all children in Washington. For the past two years parents, caregivers, early learning professionals, teachers, advocates, state departmental staff and early learning funders have been engaged in discussions about: first, how to create a statewide plan for early learning, and second, what should be included in that plan. The result is this draft document—a 10-year plan for an early learning system in Washington to ensure that all children in our state start life with a solid foundation for success in school and in life. The plan will guide the work of everyone who cares for, works with or is concerned about young children, so that the adults in children's lives work collaboratively and toward unified goals.

The Framework

The framework for this plan uses a nontraditional construct for addressing the early learning needs of our children. It encourages breaking down the barriers created by traditional silos based on children's narrow age ranges, old funding patterns, different types of development (i.e., physical, mental, social-emotional, etc.), and the historic distinctions between the preschool and school years. The plan recommends the creation of a comprehensive system of care, education, supports and services that recognizes that a child's success in school and life is strongly influenced by the foundations that begin with a woman's pregnancy and continue from birth through third grade. These are the formative years that shape a child's growth, development and learning. Each stage of a child's development builds the platform for success in the next stage.

This plan is based on the premise that efforts to ensure an opportunity for every child to succeed in school and in life must address the needs of the whole child—i.e., physical and mental health and well being, as well as intellectual and social-emotional development skills.

The plan is built upon the important work of previous planning efforts. Washington Learns identified important outcomes for early learning as part of the overall system of educating children. The report identified five initiatives for a world-class education system and 10 reform strategies. Several of the strategies have been accomplished and others are underway. Kids Matter was developed in 2005 as a comprehensive, strategic framework for building the early childhood system of care in Washington. The Kids Matter report served as the starting point for discussions about outcomes and strategies to include in this plan. The Kids Matter Framework is included in Appendix C.

This plan includes a vision for the future of early learning in Washington, guiding principles that define the values behind the plan, outcome statements that describe the desired outcomes that we seek for children, and numerous strategies suggesting near- and long-term actions to create a comprehensive early learning system. The strategies attempt to identify those available to ***all***

children, parents, families, providers and teachers, those available to ***some*** who may need extra support, and those available to ***few*** for whom special programs are needed.

It is hoped that these recommendations will provide guidance and direction for priority setting, staffing and budget decisions, advocacy agendas and partnership opportunities during the next decade. This document also includes recommendations to the Governor on a set of policy initiatives and strategic steps to begin the implementation of this plan.

Historical and Social Context for this Plan

Several important developments in the past 30 years influence the need for a comprehensive early learning plan: changes in family life, demographic changes, advances in scientific understanding about children's early learning and development, and a growing awareness of a gap for some children in preparation for success in school.

The 1970s saw the start of a trend of women entering the work force and continuing their careers even after they became mothers. In 1975, when the U.S. census started tracking the number of working mothers, 47 percent of mothers with children under the age of 18 were in the labor force. Today, their labor force participation has risen to 71 percent (Galinsky, Aumann & Bond, 2009, pp. 4-5). Two-wage-earner families and single, working mothers have become the norm. This trend of working parents has led to an increased need for child care and after-school programs for young children.

Washington's population also is becoming more diverse. In 2000, all people of color represented one in five people in Washington. By 2030, one in three residents will be a person of color. New births and immigration of young adults play a large part in the growth of many racial and ethnic communities. It is estimated that over 80 percent of the increase in the number of children (0 – 17 years) between 2000 and 2030 will be among children of color (Office of Financial Management, 2006). The majority of immigrants to our state are young adults in their child-bearing years.

With advances in imaging and scanning technologies, a great deal has been learned about the development of a child's brain. A major report from the National Research Council in 2000, *From Neurons to Neighborhoods,* summarized current scientific understanding of early childhood development. The report concluded that development of the brain is the most intense from birth to age 3 years. The brain builds itself in response to the child's experiences. Brain circuits that the child uses in daily life are strengthened. Those that the child doesn't use fade away. Research also found that the nurturing a child receives and responsive relationships with parents and caregivers help to build the child's brain structure.

Researchers have also identified the factors that put young children's well-being and learning at risk. The key risk factors are: poverty or low income; disparities because of race, ethnicity or language; the education level of their parents, particularly their mother; having under- or unemployed parents; and living in a single-parent household. Children with these risk factors start showing poor outcomes as early as 9 months of age. By 24 months, the gap is widening between children with these risk factors and children who don't face these risks.

These disparities show up across the board in children's development—in cognition, social skills, behavior and health. Researchers have found that children with several risk factors are less likely to be ready for kindergarten than their peers. Children who are not ready for kindergarten often have trouble succeeding in school. This gap in preparation leads to a gap in achievement in school. Compounding the challenge from the risk factors in a child's circumstances, many children and families in communities of color in our state bear the brunt of the tremendous variation in the quality of early care and preschool services available—if they can get access to early learning programs at all.

Current Profile of Children, Families and the Early Learning Community

Children. Children aged 0 to 9 years old now number 859,727 in Washington. The state projects that by 2030 there will be 1.06 million children ages 0 to 9 years. Sixty-two (62) percent of children in our state under age five are white, and 38 percent are children of color. Sixty-five (65) percent of children in the K-12 public schools are white, and 35 percent are children of color.

Families and Poverty. Unmarried mothers in our state now account for 33 percent of all births. One-third of all single mothers with children under age 18 live below poverty, as compared to the overall statewide poverty rate of 11 percent. Eighteen percent of children under 18 years live in households receiving Supplemental Security Income (SSI), cash public assistance income or food stamps (U.S. Census, 2008).

Health. The rate of infant mortality (children who died before reaching their first birthday) is 5.1 per 1,000 live births (3-year average for 2004-06). Just over 6 percent of babies born each year have low birth weight. Low birth weight is associated with a variety of later health problems. State data indicate that 14 percent of all children have special health care needs. The three leading diagnostic categories among children served in the state's special health care needs program are: developmental delay and mental retardation, congenital anomalies and perinatal conditions. The state Department of Social and Health Services (DSHS) estimates that up to 75,000 Washington children are uninsured, even though many of them are eligible for the state health insurance program—Apple Health for Kids.

Early Learning Settings and Schools. There are 7,449 licensed and 95 exempt (mainly school age care) early learning facilities in Washington. These providers serve approximately 174,000 children. There are an estimated 35,000 child care providers and early learning teachers who work with children in these facilities. Licensed care includes centers, preschools and nursery schools, along with "family child care," where a caregiver serves a small group of children in that caregiver's home. In addition, many parents choose to put their children in the care of people they know and trust who are not licensed caregivers. This care option is called family, friend and neighbor (FFN) care.

In 2006, 250,000 children were enrolled in first, second and third grades in public and private schools. There are 1,307 elementary schools with kindergarten classes in the state, with 80,613 children enrolled in public and private kindergartens. The number of school-age children has remained fairly stable since 1999. However, the state forecasts a wave of enrollment increases

beginning in 2011, as the grandchildren of baby boomers reach school age (Office of Financial Management, 2005; SRI International, 2008).

For children younger than 6 years, half are cared for by a parent or guardian on a regular basis. Thirty (30) percent are cared for in licensed center-based care, and 15 percent are cared for by family, friends and neighbors.

Needs Expressed by Parents and Providers. Recent statewide surveys found that 80 percent of parents would like information on activities, events and places in the community designed for families. Approximately two-thirds of parents surveyed would like information about ways to support children's early reading and school readiness skills, ways to help children's social-emotional development, and how to use positive discipline. More than half of the parents want information on ways to keep children healthy and to support children's overall development. The surveys also found that there is no one source of information on early learning that all parents trust and want to use.

A survey that included providers found that parents and providers recognize the importance of early learning, but are not as clear on the importance to learning of the birth to age 2 years period. Many providers are uncertain about the activities they should be doing with infants and younger children to prepare them for school.

School Readiness and Achievement. There is currently no common measure nor common agreement in Washington for children's kindergarten readiness. The best estimate available is from a 2004 statewide survey of kindergarten teachers. The teachers reported that less than half (44 percent) of children are ready when they enter kindergarten (OSPI, 2005).

By the time children finish third grade, they need to have formed the learning skills they will need to put to use for the rest of their school years. Therefore, their scores on the statewide Washington Assessment of Student Learning (WASL) test indicate not only how well their early learning has prepared them, but their likelihood of succeeding in their school career. In 2008-09, 71 percent of third graders met or exceeded the standard for reading, and 66 percent met or exceeded the standard for math. But that means that more than a quarter of students are not reading at third grade level, and more than a third are not able to do third grade math.

Teacher Training and Professional Development. The State Department of Early Learning (DEL) oversees licensing of child care/early learning providers. A child care center operator needs to have education or professional experience in child development, and either a Child Development Associate (CDA) certificate or at least 10 college quarter credits in early childhood education or child development. A center lead teacher needs a high school diploma and some child development education or work experience. A family home provider needs a CDA or at least 12 college quarter credits in early childhood education/development. Center directors, lead teachers and family home providers need to complete 20 hours of training listed in the State Training and Registry System (STARS) within the first six months of becoming an operator/ teacher.

The Office of Superintendent for Public Instruction (OSPI) oversees certification of K-12 teachers. Kindergarten and primary grade teachers in public schools need a state certification in K-8 (elementary education) and a college degree or to have completed a state-approved teacher preparation program or equivalent. It is common for elementary teachers to have had only one course in child development. There is a P-3 (early childhood) endorsement that tests teachers' knowledge for teaching kindergarten through third grade students, but gaining this is voluntary.

Need to Close the Preparation Gap and Achievement Gap

Many children arrive at kindergarten without the knowledge, skills and good health they need to succeed in school (the "preparation gap"). As mentioned earlier, a 2004 survey of Washington kindergarten teachers reported that less than half (44 percent) of children are ready when they enter kindergarten. More startling, the teachers reported that among low-income children, only one out of four is ready on the first day of kindergarten (OSPI, 2005). This serious gap for children from large segments of society is also seen in the disparities in achievement in later school years (the "achievement gap"). In other words, the gap in children's preparation for kindergarten often becomes a gap in achievement between the less prepared students and their peers as they move through school.

Washington academic achievement data once children start school also reflect a pattern of inequity across racial and ethnic groups. This inequity includes lower performance on math, reading and writing standardized tests, as well as lower graduation rates and higher rates of high-school drop-out for children of color. There is a gap between whites and other racial/ethnic groups in most subjects and grades, and considerably lower graduation rates for some groups.

High-quality early learning experiences have the proven potential to provide all children with a solid foundation for success and to change the course of the cycle of inequity (Hanover Research Council, 2009). That potential is currently unrealized. The current inequities in young children's learning opportunities instead are likely to continue the cycle of disparities (Kagan, 2009).

The Need for a System of Early Learning

Early learning takes place in many places—home, child care, preschool, kindergarten through third grade, libraries, faith organizations, parks, play groups and many other community settings. Early learning also is shaped by many people—parents, guardians, grandparents, other relatives, child care providers, teachers, health care providers and a variety of caring adults—and programs—including those of government agencies, nonprofits, private businesses, faith-related organizations and community groups.

This variety offers choices for families according to their own values, culture and interests, and organizations to offer programs they believe are important. However, when everything takes place in separate silos, families have a harder time finding the services and information they want. Resources can be wasted because of duplication of effort.

There have been a number of efforts to build bridges between existing programs, but the pieces are still disjointed. In a system each piece is independent. But each piece also interacts with the other pieces to form a stronger, unified whole. An early learning system is the various policies, programs and services for young children, and for the adults who care for and teach them. When

these elements each work well *and* align with the other elements, children will have the best opportunity to reach their full potential.

Vision and Principles

The first step in creating this plan was to craft a statement that describes a long-range vision for the state early learning system, and the guiding principles, or values, that would shape the work in drafting this plan.

The following ***vision statement*** was drafted by those participating in the development of the plan:

> In Washington, we work together so that all children start life with a solid foundation for success, based on strong families and a world-class early learning system for all children prenatal through third grade. Accessible, accountable, and developmentally and culturally appropriate, our system partners with families to ensure that every child is healthy, capable and confident in school and in life.

Guiding Principles:

1. Be child-focused and family-centered. Promote meaningful partnerships with parents and families, since they are children's first teachers.
2. Promote alignment of early learning services and programs as a continuum that is comprehensive, supports whole child development, and is available to all children.
3. Be flexible, culturally responsive, accessible, relevant and respectful, and reflect the needs of local communities and individual children.
4. Be developmentally appropriate and, where applicable, evidence based (as available), and address each stage of child development from prenatal through grade 3.
5. Build on strengths—of children, parents, families, providers, programs, communities and prior planning efforts, such as Kids Matter and Washington Learns.
6. Develop a tiered approach to addressing the early learning needs of all children in the state, identifying those strategies that apply to all, some and few children.
7. Provide supports, services and programs for at-risk children and families to close the preparation gap.
8. Promote high-quality early learning to increase school readiness and success in school and in life.
9. Include professional development and support for early learning and care providers.
10. Promote transparency and accountability in all policies, services and programs.
11. Provide ways to measure progress over time.
12. Identify funding sources and promote adequate financing of the system.
13. Provide for meaningful stakeholder review and comment on the Washington State Early Learning Plan as it is being developed and on the system's performance over time.

Outcomes and Strategies

The outcomes and strategies in this section were developed by four work groups. Each work group focused on one subject area in the Kids Matter framework: Child Health and Development; Early Care and Education; Family and Community Partnerships; and Social, Emotional and Mental Health. (See Appendix C for the Kids Matter Framework chart.) Each group developed a list of outcome statements to describe what the system of early learning

should be trying to achieve. They also developed more detailed strategies, comprising specific ideas for accomplishing those outcomes. What follows is a list of the recommended outcomes and strategies. More detailed explanations are provided in the plan.

Ready and Successful Children:

List of Outcomes

A. All children have optimal physical health, mental health, oral health and nutrition.
B. Pregnant and postpartum women receive health, nutrition and support services to optimize the pregnancy and the health of their newborns.
C. All children have developmentally appropriate social-emotional, language, literacy, and cognitive skills, and demonstrate positive mental health and well being.
D. Families have access to high-quality early learning programs and services that are culturally competent and affordable for those who choose them.
E. All children enter kindergarten healthy and emotionally, socially and cognitively ready to succeed in school and in life.

List of Strategies

#1. Optimize Existing Nutrition in Pregnancy and Early Childhood Services and Programs	#7 Add At Risk Children to Early Intervention Services (Part C)
#2. Ensure Insurance and Medical Home	#8. Access to Mental Health Services – Develop Access to Care Standards
#3. Improve Early Childhood Oral Health	#9. Access to Mental Health Services – Increase Availability of Assessment, Diagnosis
#4. Build Continuum of Infants and Toddlers Services and Programs	#10. Increase Use of Early Literacy Services and Programs
#5. Home Visiting Available to At-Risk Families	#11. Expand and Enhance ECEAP
#6. Ensure Developmental Screening	#12. Implement Voluntary, Universal Pre-kindergarten

Ready and Successful Parents, Families and Caregivers:

List of Outcomes

F. Parents are their children's first and most important teachers, and have the support they need to help their children "learn to learn" in their first years of life.
G. A comprehensive, culturally and language-appropriate information and referral system about all aspects of child health, development and early learning is accessible to all pregnant women, parents, families and caregivers.
H. Parents, families and caregivers have the knowledge and skills needed, along with culturally appropriate services and supports, to act and respond in ways that promote optimal child health, development and early learning.
I. Parent, family and caregiver voice shapes policies and systems.

List of Strategies

#13. Create Statewide System of Access to Information and Resources	#17. Support Strong Families Policies and Programs
#14. Provide More Parenting Learning Opportunities	#18. Increase Screening for Maternal Mood Disorder
#15. Ensure Social-Emotional Learning – Parents, Caregivers, Early Learning Professionals, and School Staff	#19. Identify and Support Parent Leadership
#16. Support Family, Friend and Neighbor (FFN) Care	#20. Create Formal Pathways for Parent Participation

Ready and Successful Early Learning Professionals:

List of Outcomes

J. All early learning professionals and teachers can demonstrate the competencies to provide children birth through third grade with developmentally and culturally appropriate early learning experiences in healthy and safe environments.
K. All families have access to high-quality, affordable child care and early education programs staffed by providers and teachers who are adequately trained and compensated.
L. A fully-developed Quality Rating and Improvement System (QRIS) is established and maintained so that early learning and school-age providers have the support and resources necessary to improve the quality of their programs and environments, and so that families have the information they need to make the best early learning choices for their children.

List of Strategies

#21. Enhance Licensing and Subsidy Policies	#23. Implement Quality Rating and Improvement System
#22. Implement Comprehensive Professional Development and Compensation System	#24. Provide Health, Mental Health and Social-Emotional Consultation in Early Learning Settings

Ready and Successful Schools:

List of Outcomes

M. All children and families make smooth transitions among home, early learning settings and school.
N. All schools are ready for the children who attend, including preparing for their individual gifts and needs, level of knowledge, skills, social-emotional and physical development, and their cultural background and language.
O. All students transition from third grade with the abilities to read well, to do basic math, and to actively participate in the learning environment.

List of Strategies

#25. Ensure Continuum of Social-Emotional Learning – Children	#28. Implement Phased-In Full-Day Kindergarten
#26. Align Prekindergarten and K-3 Instructional & Programmatic Practices	#29. Expand Compassionate Schools – Reducing Effects of Complex Trauma
#27. Implement Kindergarten Assessment	

Ready and Successful System and Communities:

List of Outcomes

P. The early learning system in Washington uses evidence-based and/or demonstrated best practices (as available) to support families in fostering children's healthy development and learning and build high-quality early learning programs for children birth through third grade.
Q. The early learning system in Washington works to close the preparation gap.
R. The early learning system supports children with developmental disabilities and other special needs, and their families, to optimize each child's health, development and educational outcomes.
S. Governance and accountability systems ensure progress toward achieving the vision for a high-quality, accessible, early learning system for all children in Washington.

T. Communities support families and promote children's learning and healthy development.
U. The public understands the critical economic and social value of high-quality early learning for *every* child from birth through third grade, and actively supports related policies and investments.

List of Strategies

#30. Revise and Promote Use of Early Learning and Development Benchmarks	#33. Build Statewide Infrastructure for Partnerships and Mobilization
#31. Expand Registry for Early Learning Professionals	#34. Strengthen Public Awareness and Commitment
#32. Expand P-20 Longitudinal Data System	

System Infrastructure

Sharon Lynn Kagan of Teachers College, Columbia University, states that: "systems and infrastructure are what make the pieces function, what enables investments to yield returns, and what glues together varied, cross-purposed efforts on behalf of young children and their families." Attending to early learning systems work—developing the infrastructure, resources, and leadership necessary to create a coordinated system of services and supports to address the many needs of young children and their families—is paramount to expanding and enhancing the quality of services.

Governance . There is no single authority or expert that can deliver the "early learning" solution. Governance for early learning in Washington will have to be an organized structure that is charged with certain responsibilities to achieve goals that require collaboration or integration of activities across existing organizational entities that normally have separate lines of decision-making authority. A new term for this type of governance is Collaborative Governance, an emerging set of concepts and practices that offer prescriptions for inclusive, deliberative and often consensus-oriented approaches to planning, problem solving and policymaking. This will require the establishment of collaborative governance mechanisms at both the state and local/regional levels.

Public will and awareness are critical to providing access to quality early learning and must be incorporated into the governance structure. Local/regional needs, values and perspectives are important ingredients to creating a coherent early learning system that functions well for policymakers, administrators, and for the communities, families and children it impacts. Ensuring that people are engaged at all levels in conversation, coordinating systems, building capacity and decision-making, will help to strengthen community leadership across Washington.

Quality Assurance. Citizens and policymakers want to be certain that their investments are paying off in terms of children's outcomes, overall readiness for school and success in kindergarten through third grade. As a result, accountability in early learning, though only mandated nationally in elementary and secondary school, has become a new force in early learning. The recommendations to the Governor for implementation of this plan include:

- Revise, per constituent feedback, and implement the Washington State Early Learning and Development Benchmarks (common early learning standards);
- Develop and implement a Kindergarten Assessment Process (a common metric for measurement and reporting); and

- Fund the continued development of a seamless P-20 longitudinal data system (a common repository and process for data collection covering preschool through age 20).

Financing. Current funding sources for early learning (prenatal through third grade) are administered in at least five different state agencies, and numerous federal agencies. Systems and accountability for each funding source has created silos, which have resulted in fragmented early childhood/early learning services. This fragmentation makes coordination and collaboration across agencies difficult and complicates statewide planning. It also misses the opportunity to ensure that money being spent on young children and their families is set in a strategic direction toward school readiness and early success in school, and children's overall health and well being.

Public agencies using a unifying policy and funding framework, in partnership, could be a significant part of the school readiness/early success in school "coordination" solution. While there is currently no overarching school readiness framework guiding early childhood and early learning efforts at the cabinet agency level, there is a foundation and progress is being made. In August 2009 DEL, OSPI and Thrive by Five Washington signed the Joint Resolution, formalizing a relationship between significant cross-sector partners. This plan can create a roadmap and collective mind about what it is Washington hopes to achieve for young children and their families, and how to get there.

The following actions are recommended:

- A governance authority focused on financing that sets the strategic direction for funding, assesses results, and holds agencies and programs accountable;
- Financing standards;
- A funding planning tool—for both public and private sector use—that can guide Washington in planning and acting toward a more effective use of funds;
- A technical assistance network for agencies, communities and programs on how to braid, blend and orchestrate an optimized funding approach;
- Attending to early learning financing systems work—developing the infrastructure, resources and leadership necessary to create a coordinated system of services and supports—is paramount to financing the expansion and enhancement of high-quality services; and
- Creating an outcomes-based orientation to financing—a focus on results, which drives both funders and programs to think more realistically about the connections between investments and outcomes.

Evaluation

Finally, this document includes a number of indicators intended to provide a high-level overview of the well-being and development of young children, and to serve as one tool for monitoring the progress and implementation of the Early Learning Plan. The indicators are divided into two categories: easily available and needing development.

Washington State Department of Early Learning

ThrivebyFive WASHINGTON

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Priority	Action(s) Taken	Indicators	Next Steps
Improve safety and well being of children in community and district-based early learning programs	DEL: • Initiated a "Licensing Reboot" to ensure the licensing process supports quality child care	DEL: • Draft format of the proposed licensing regulations	DEL: • Seek comments and feedback from DEL staff and stakeholders on licensing strengths and areas for improvement.
Make parenting information readily available and ensure materials reflect the cultural and linguistic diversity of families in WA	DEL: • Continue to partner with Department of Health CHILD Profile program to share "You Have a Choice! A Guide to Choosing Quality Child Care" pamphlet with new parents in English and Spanish. TB5: • Raise awareness through our *Learning for Life* series • Share the latest news, research, ideas and breakthroughs in early learning on the Birth to Thrive Online blog • Work with Talaris to provide parent materials to each of the 10 early learning coalitions Thrive helps to support.	TB5: • http://www.king5.com/news/learning-for-life • http://birthtothrive.thrivebyfivewa.org/	DEL: • Increase staff support for parenting initiatives (April 1, 2010) • Launch Facebook page and blog to promote more interaction with stakeholders and families TB5: • Begin development of a statewide public awareness/ parent outreach campaign directed at parents of children birth-5 (primarily focused on birth -2)
Develop and implement a voluntary quality rating and improvement system (QRIS), that is culturally sensitive, linguistically responsive and gives parents better information about child care quality, and provides incentives to expand the	DEL/TB5: • Submitted application for Technical Assistance on QRIS to the National Governor's Association (NGA) • Made commitment to continue to co-lead QRIS and to jointly evolve the model so that it: defines quality; promotes quality; ensures that	DEL/TB5: • Submitted application to NGA in February 2010	DEL/TB5: • Evolve the QRIS field test design for FY2011 • Design and implement a series of stakeholder meetings – for site coordinators and for larger community of stakeholders – to gather input and feedback

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availability of high-quality early learning opportunities	quality is transparent; and works to demonstrate that children are ready for school DEL: • Convened a joint meeting between DEL and TB5 to discuss initial lessons learned from the first year of the field test, and to plan next steps for the second year of the field test TB5: • Continued to implement the Seeds to Success modified field test in five communities • Completed the Randomized Control Trial (RCT) in the two Demonstration Communities	DEL: • Meetings held on 1/11/10 and 3/2/10 TB5:	DEL: • Develop and execute contract for second year of the field test TB5: • Develop and distribute the report on findings from the RCT
Develop and implement a kindergarten readiness assessment process that is culturally sensitive	DEL/ OSPI/TB5: • Named the project – WaKIDS • Secured funding to design and implement a kindergarten readiness assessment pilot • Completed a work plan for the project • Hired a project coordinator • (Washington Kindergarten Inventory of Developing Skills) • Convened an advisory group of parents, teachers, principals, early learning providers, assessment and developmental experts and key stakeholders to guide the planning and development of this process	DEL/ OSPI/TB5: • Convened Advisory Group meetings on 1/21/10 and 2/18/10	DEL/ OSPI/TB5: • Develop/finalize parameters of pilot program (number of schools, school characteristics, evaluation design, etc) • Finalize list of assessments/tools to be piloted • Finalize pilot sites • Develop an outreach and training plan for teachers and districts participating in the pilot • Collect data and report findings to the Legislature in December 2010

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	• Created a Web presence to share information and updates on the project (www.del.wa.gov/development/kindergarten/pilot.aspx)		
Develop and implement a comprehensive, seamless early learning system for all kids birth through grade three, including but not limited to: • Infant/toddler services • Expand pre-K • Continued phase-in of full day kindergarten • Joint Professional Development gathering for early learning professionals and K-4 educators • Enhanced K-4 funding	DEL/ OSPI/TB5: • Submitted draft Early Learning Plan (ELP) and Recommendations for the 2010 Legislative Session to the Governor on 12/1/09 • Continued to solicit statewide feedback to inform and improve the draft ELP and finalize it by 7/1/10 • Continued to engage specific communities in discussing and gathering input regarding the ELP (i.e., OSPI Dream Team, Asian/Pacific Islander Commission, WA Library Directors Association, Center for the Hearing Impaired, etc.) • Created outreach toolkit to assist Steering Committee members and other stakeholders in facilitating outreach meetings	DEL/ OSPI/TB5: • Both the draft plan and the recommendations can be found online at www.del.wa.gov/partnerships/elac/elp.aspx. • Online survey: http://www.surveymonkey.com/s/3SJ2WZN	DEL/ OSPI/TB5: • Continue strategic outreach across the state to gather input and feedback on the draft ELP • Finalize the ELP by 7/1/10 • Produce and distribute the plan broadly • Promote the use the ELP to guide and shape early learning policy decisions
Continue to build public private partnership and support the strategic use of resources focused on engaging the public and improving the quality of early learning	TB5: • Continued to build the capacity as the private-public partner by approaching new corporate and philanthropic funders • Began development of a major donors giving program • Promoted the creation of a	TB5:	TB5: • Ongoing conversations with legislators, funders and home visiting stakeholders to develop a home visiting matching fund

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	matching fund for home visiting		
Explore creative funding opportunities to strengthen the early learning system and promote specific early learning priorities and goals OLD LANGUAGE Explore funding opportunities to promote creativity to enhance the early learning priorities and goals	DEL/ OSPI/TB5: • Distributed an RFP for the early learning grants; reviewed proposals; and selected 13 proposals to fund DEL: • Convened a group of stakeholders to discuss the State Advisory Council (SAC)grant; began creating the grant application • Hosted an "Infant Toddler Think Tank" to discuss ways to use economic stimulus and move state forward with greater focus on infant/toddler care OSPI: • Continued to develop Race to the Top (RTTT) application; early learning is represented in the form of competitive grants TB5: • Promoted the creation of a matching fund for home visiting with funders, stakeholders, and legislators	DEL/ OSPI/TB5: • Reviewed proposals 2/17/10; notified selected recipients 2/26/10 DEL: • SAC Task Force meetings held 12/10/09; 02/04/10 • Think Tank held 12/17/09 OSPI: • Convened RTTT meetings regularly in OSPI and with partners to develop application TB5: • HB 2687 – creating a home visiting services account	DEL/ OSPI/TB5: • Coordinate and disseminate the early learning grants to school districts and early learning coalitions DEL: • Submit SAC grant application by3/31/10 OSPI: • Submit RTTT grant application by June 2010 TB5: • Continue implementation conversations with funders, stakeholders, and legislators regarding the home visiting matching fund (if passed by the legislature)
Promote early literacy programs and strategies so that every child reads at grade level by third grade	DEL/OSPI/TB5: • Provided funding to support P-3 Implementation Grants to FDK school districts that focus on enhancing literacy and numeracy	DEL/OSPI/TB5: • Reviewed proposals 2/17/10; notified selected recipients 2/26/10	DEL/ OSPI/TB5: • Coordinate and disseminate the early learning grants to school districts and early learning coalitions

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	outcomes for children TB5: • Reviewed proposals and visited five coalitions and selected four to fund with both public and private money • Supported the statewide work of Reach Out and Read Washington	TB5: • Selected coalitions: Walla Walla Valley Early Learning Coalition; Olympic-Kitsap Peninsula Early Learning Coalition; Inland Northwest Alliance for Early Learning; and the Partnership for Children and Families	TB5: • Selected coalitions will begin to implement their proposals; TB5 will offer technical assistance and support with evaluation
Review, revise and support statewide implementation of the Washington State Early Learning and Development Benchmarks	DEL: • Gathered feedback from nearly 600 individuals through online Benchmarks survey • Met with Tribal Nations and communities across WA to discuss concerns and opportunities in updating the Benchmarks	DEL:	DEL: • Create plan for updating/enhancing/supplementing the Benchmarks in 2010. • Bring plan to Early Learning Advisory Council, share plan with stakeholders, begin implementing
Build an integrated system of preparation and ongoing professional development for the state's early learning and school-age program workforce	DEL: • Convened monthly meetings of the Professional Development Consortium (PDC) • Established new work groups for the PDC: Core Knowledge, Qualifications, Credentials and Pathways; Access and Outreach; Quality Assurance; Infrastructure, Governance and Financing; and	DEL: • Submitted update to the Legislature and Governor on 12/1/09	DEL: • Continue development of core competencies for professional caring for infants and toddlers • Final recommendations due to Legislature and Governor by 12/31/10

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	Funding		
Support and implement initiatives to strengthen and integrate K-3 efforts into the early learning system	DEL/OSPI/TB5: • Provided funding to support P-3 Implementation Grants to FDK school districts • Supported efforts of ESD 105 and ESD 121 in developing the 2010 Starting Strong Conference (August 2010 in Seattle and Yakima) OSPI: • Coordinated Harvard University/Kristie Kauerz visit to Washington to support P-3 efforts across the state	DEL/OSPI/TB5: • Reviewed proposals 2/17/10; notified selected recipients 2/26/10 OSPI: • Meetings and events held March 1-5, 2010 (Nooksack Valley, Seattle, Yakima)	DEL/ OSPI/TB5: • Coordinate and disseminate the early learning grants to school districts and early learning coalitions • Continue to support efforts of ESD 105 and ESD 121 in developing the 2010 Starting Strong Conference OSPI: • Continue to work in partnership with the Gates Foundation and Harvard University in supporting P-3 efforts in school districts across WA
Support and implement an effective governance model for early learning in Washington State	DEL: • Convened ELAC meetings in November 2009 and February 2010 • Continued to develop federal State Advisory Council application to support the development of a governance model for WA • Submitted application to the National Governor's Association (NGA) for technical assistance on building a governance model in WA and received a successful award TB5: • Continued to provide funding and support to early learning coalition efforts across WA	DEL: • 11/5/09;2/1/10 • Convened Advisory Group meetings on 1/21/10 and 2/18/10 • Submitted NGA application on 1/26/10 TB5: • Convene regular conference calls with the local coalitions	DEL: • ELAC meetings to continue on quarterly schedule in 2010 • SAC application to be submitted by 3/31/10 • Continue to work with NGA on technical assistance related to developing an early learning governance plan for WA (March thru August 2010) TB5: • Continue to act as a bridge between the local coalitions and the state to ensure coordination and communication between both