

*Washington's*  
Race to the Top

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Submitted June 1, 2010

**Race to the Top**  
**Application for Phase 2 Funding**  
CFDA Number: 84.395A



U.S. Department of Education  
Washington, D.C. 20202  
OMB Number: 1810-0697  
Expiration Date: 06/30/2010  
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**APPLICATION FOR INITIAL FUNDING UNDER RACE TO THE TOP**

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Dear Colleague:

On July 24, President Obama and I released the proposed priorities, requirements, definitions, and selection criteria for the \$4.35 billion Race to the Top Fund. That announcement precipitated a vigorous national dialogue about how to best reform our schools and educate our Nation's children. With your assistance, that dialogue is beginning to generate far-reaching reforms that will help America boost student learning, narrow achievement gaps, and increase college and career readiness. Today, the U.S. Department of Education is releasing the final priorities, requirements, definitions, and selection criteria, along with the application for the Race to the Top competition.

Race to the Top provides an unprecedented opportunity to reform our schools and challenge an educational status quo that is failing too many children. President Obama and Congress have provided more money for school reform than ever before in history. This is a once-in-a-lifetime chance to change our schools and accelerate student achievement. And everyone committed to education reform can be partners in promoting the success of our children.

Through Race to the Top, we are asking States to advance reforms around four specific areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Awards in Race to the Top will go to States that are leading the way with ambitious yet achievable plans for implementing coherent, compelling, and comprehensive education reform. Race to the Top winners will help trail-blaze effective reforms and provide examples for States and local school districts throughout the country to follow as they too are hard at work on reforms that can transform our schools for decades to come.

The momentum for reform is already building. Some 1,161 commenters submitted thousands of unique comments, ranging from one paragraph to 67 pages. Educators and members of the public from every State and the District of Columbia submitted comments, and the commenters included parents, teachers, principals, superintendents, school board members, chief state school officers, and governors. This outpouring of thoughtful input prompted the Department to make numerous changes and improvements to the final application. But just as important, the overwhelming volume of comments demonstrates the potential for Race to the Top to propel the transformational changes that students and teachers need.

I hope this process becomes a model – one where transparent and candid dialogue informs our policies and your work, enabling all stakeholders to act in the best interests of children. I am heartened by and grateful for your participation to date. And I invite you to continue that conversation as we move forward in the effort to build an education system that our students deserve, one that ensures that our country is ready to compete in the global economy of the 21<sup>st</sup> Century.

Sincerely,

/s/

Arne Duncan

## I. APPLICATION INTRODUCTION AND INSTRUCTIONS

### **Introduction**

Race to the Top is authorized under section 14006 of the American Recovery and Reinvestment Act (ARRA). The purpose of the Race to the Top Fund, a competitive grant program, is to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring student preparation for success in college and careers; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

### **General Instructions**

The Department encourages all potential applicants to read through the entire application package – including the notice inviting applications; the notice of final priorities, requirements, definitions, and selection criteria; and this application – before beginning to prepare the application proposal.

This application includes sections that require response or action by the State, as well as several sections of background information that are directly relevant to the program. For example, Section II includes definitions that are used throughout the application.

### **Page Length Recommendation**

The Department recommends a page length for the State’s response to each selection criterion; these are indicated in the application next to each criterion. We recommend that States limit their total page count (that is, the narrative responses to all selection criteria in Section VI) to no more than 100 pages of State-authored text, and that they limit their appendices to no more than 250 pages. For all responses, we request that the following standards be used:

- A “page” is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Each page has a page number.
- Line spacing for the narratives is set to 1.5 spacing, and the font used is 12 point Times New Roman.

The Secretary strongly requests that applicants follow the recommended page limits, although the Secretary will consider applications of greater length.

## **Instructions for Responding to Selection Criteria**

The application provides space for the State to address the selection criteria, including performance measures and supporting evidence. As required by the Absolute Priority (explained in more detail below), the State must address all education reform areas. It need not address every individual selection criterion. However, a State will not earn points for selection criteria that it does not address. There are two types of selection criteria – State Reform Conditions Criteria and Reform Plan Criteria—to which the State may respond.

**State Reform Conditions Criteria** are used to assess a State’s progress and its success in creating conditions for reform in specific areas related to the four ARRA education reform areas. The State must provide, for each State Reform Conditions Criterion addressed, a description of the State’s current status in meeting that criterion, and at a minimum, the information requested as supporting evidence that the State has met the criterion. The State may also submit additional information that it believes will be helpful to reviewers in judging the criterion.

**Reform Plan Criteria** are used to assess a State’s plan for future efforts in the four ARRA education reform areas. The State must provide, for each Reform Plan Criterion that the State chooses to address, a detailed plan for use of grant funds that includes, but need not be limited to—

- The key goals;
- The key activities to be undertaken and rationale for the activities, which should include why the specific activities are thought to bring about the change envisioned and how these activities are linked to the desired goals;
- The timeline for implementing the activities;
- The party or parties responsible for implementing the activities;
- The State’s annual targets for this plan, where applicable, with respect to the performance measures, if any. Where the State proposes plans for reform efforts not covered by a specified performance measure, the State may propose performance measures and annual targets for those efforts; and
- The information requested as supporting evidence, if any, for the criterion, together with any additional information the State believes will be helpful to reviewers in judging the credibility of the State’s plan.

**Responding to Selection Criteria:** For each criterion, there are up to three parts: the narrative, the performance measures, and the evidence.

- **Narrative:** For each criterion the State addresses, the State writes its narrative response in the text box below the selection criterion (in the space marked, “Enter text here”). In this space, the State describes how it has addressed or will address that criterion. Response lengths are indicated in the directions.
- **Performance Measures:** For several selection criteria, the State is asked to provide goals and annual targets, baseline data, and other information; these are indicated in the application. In addition, the State may provide additional performance measures, baseline data, and targets for any criterion it chooses. Reviewers will consider, as part of their evaluations of the State’s application, the extent to which the State has set ambitious yet achievable annual targets for the performance measures in support of the State’s plan.

Tables for all of the performance measures are provided in the application. For criteria to which a State is responding, the State must complete the tables or provide an attachment in the Appendix responding to the performance measures. If there are data the State does not have, the State should indicate that the data are not available and explain why.

Some data elements may require States to collect information from participating LEAs. It may be helpful to begin gathering this information as early as possible (see especially criteria (A)(1), (D)(2), and (D)(3)).

To minimize burden, performance measures have been requested only where the Department intends to report nationally on them and for measures that lend themselves to objective and comparable data gathering. In the future, the Department may require grantees to submit additional performance data as part of an annual report, program evaluation, or other mechanism.

For optional performance measures, no submission of the measures is required; however if the State wishes to include performance measures in these optional cases, it may use the templates provided in the application or it may submit attachments.

- **Evidence:** Some selection criteria require the State to provide specific evidence; this is indicated in the application. In addition, the State may provide additional evidence for any criterion it chooses.

The State must provide the evidence in the narrative text below each selection criterion or provide an attachment in the Appendix.

**Appendix:** The Appendix must include a complete Table of Contents. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and a notation of its location in the Appendix.

**Competition Priorities:** The Race to the Top competition includes absolute, competitive, and invitational priorities. The competition priorities can be found in Section VII of this application. The absolute priority will be addressed under State Success Factors, section A, and through the State's comprehensive approach to addressing the four education reform areas, selection criteria sections B, C, D and E. A State that is responding to the competitive preference priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below the priority in Section VII. Applicants responding to the invitational priorities may address them throughout their applications or in the text boxes below each priorities in Section VII. Responding to the competitive and invitational priorities is optional.

### **Competition Description and Scoring Rubric**

For information on the competition review and selection process, see (a) the section entitled, Review and Selection Process, in the notice inviting applications; and (b) Section XI, Scoring Rubric (Appendix B in the notice). In addition, point values have been included throughout the application.

### **Technical Assistance Planning Workshops**

To assist States in preparing the application and to respond to questions, the Department will host a Technical Assistance Planning Workshop for potential Phase 2 applicants on April 21, 2010, in Minneapolis, Minnesota. The purpose of the workshop is for Department staff to review the selection criteria, requirements, and priorities with teams of participants responsible for drafting State applications; for Department staff to answer technical questions about the Race to the Top program; and for potential Phase 2 applicants to hear from and ask questions of successful Phase 1 applicants. For more information about the workshop please visit <http://www2.ed.gov/programs/racetothetop/phase2-tech-assistance-workshop.html>; updates about all events will be available at the Race to the Top website [www.ed.gov/programs/racetothetop](http://www.ed.gov/programs/racetothetop). Attendance at the workshop is strongly encouraged. For those who cannot attend, transcripts of the meeting will be available on our website. Announcements of any other conference calls or webinars and Frequently Asked Questions will also be available on the Race to the Top website [www.ed.gov/programs/racetothetop](http://www.ed.gov/programs/racetothetop).

### **Frequently Asked Questions**

The Department has also prepared frequently asked questions in order to assist States in completing an application. Frequently Asked Questions are available at [www.ed.gov/programs/racetothetop](http://www.ed.gov/programs/racetothetop).

## II. DEFINITIONS

**Alternative routes to certification** means pathways to certification that are authorized under the State's laws or regulations, that allow the establishment and operation of teacher and administrator preparation programs in the State, and that have the following characteristics (in addition to standard features such as demonstration of subject-matter mastery, and high-quality instruction in pedagogy and in addressing the needs of all students in the classroom including English language learners<sup>1</sup> and student with disabilities): (a) can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education; (b) are selective in accepting candidates; (c) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (d) significantly limit the amount of coursework required or have options to test out of courses; and (e) upon completion, award the same level of certification that traditional preparation programs award upon completion.

**College enrollment** refers to the enrollment of students who graduate from high school consistent with 34 CFR 200.19(b)(1) and who enroll in an institution of higher education (as defined in section 101 of the Higher Education Act, P.L. 105-244, 20 U.S.C. 1001) within 16 months of graduation.

**Common set of K-12 standards** means a set of content standards that define what students must know and be able to do and that are substantially identical across all States in a consortium. A State may supplement the common standards with additional standards, provided that the additional standards do not exceed 15 percent of the State's total standards for that content area.

**Effective principal** means a principal whose students, overall and for each subgroup, achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that principal effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, high school graduation rates and college enrollment rates, as well as evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement.

**Effective teacher** means a teacher whose students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.

**Formative assessment** means assessment questions, tools, and processes that are embedded in instruction and are used by teachers and students to provide timely feedback for purposes of adjusting instruction to improve learning.

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<sup>1</sup>The term English language learner, as used in this notice, is synonymous with the term limited English proficient, as defined in section 9101 of the ESEA

**Graduation rate** means the four-year or extended-year adjusted cohort graduation rate as defined by 34 CFR 200.19(b)(1).

**Highly effective principal** means a principal whose students, overall and for each subgroup, achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that principal effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, high school graduation rates; college enrollment rates; evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement; or evidence of attracting, developing, and retaining high numbers of effective teachers.

**Highly effective teacher** means a teacher whose students achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

**High-minority school** is defined by the State in a manner consistent with its Teacher Equity Plan. The State should provide, in its Race to the Top application, the definition used.

**High-need LEA** means an LEA (a) that serves not fewer than 10,000 children from families with incomes below the poverty line; or (b) for which not less than 20 percent of the children served by the LEA are from families with incomes below the poverty line.

**High-need students** means students at risk of educational failure or otherwise in need of special assistance and support, such as students who are living in poverty, who attend high-minority schools (as defined in this notice), who are far below grade level, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who have been incarcerated, who have disabilities, or who are English language learners.

**High-performing charter school** means a charter school that has been in operation for at least three consecutive years and has demonstrated overall success, including (a) substantial progress in improving student achievement (as defined in this notice); and (b) the management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school.

**High-poverty school** means, consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the highest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.

**High-quality assessment** means an assessment designed to measure a student’s knowledge, understanding of, and ability to apply, critical concepts through the use of a variety of item types and formats (*e.g.*, open-ended responses, performance-based tasks). Such assessments should enable measurement of student achievement (as defined in this notice) and student growth (as defined in this notice); be of high technical quality (*e.g.*, be valid, reliable, fair, and aligned to standards); incorporate technology where appropriate; include the assessment of students with disabilities and English language learners; and to the extent feasible, use universal design principles (as defined in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002) in development and administration.

**Increased learning time** means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects, including English; reading or language arts; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.<sup>2</sup>

**Innovative, autonomous public schools** means open enrollment public schools that, in return for increased accountability for student achievement (as defined in this notice), have the flexibility and authority to define their instructional models and associated curriculum; select and replace staff; implement new structures and formats for the school day or year; and control their budgets.

**Instructional improvement systems** means technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as: instructional planning; gathering information (*e.g.*, through formative assessments (as defined in this notice), interim assessments (as defined in this notice), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in this notice) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data

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<sup>2</sup> Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. “The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School.” *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in-school and out-of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. “When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program.” <[http://www.mathematica-mpr.com/publications/redirect\\_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296](http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296)> *Educational Evaluation and Policy Analysis*, Vol. 29 (4), December 2007, Document No. PP07-121.)

with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.

**Interim assessment** means an assessment that is given at regular and specified intervals throughout the school year, is designed to evaluate students' knowledge and skills relative to a specific set of academic standards, and produces results that can be aggregated (*e.g.*, by course, grade level, school, or LEA) in order to inform teachers and administrators at the student, classroom, school, and LEA levels.

**Involved LEAs** means LEAs that choose to work with the State to implement those specific portions of the State's plan that necessitate full or nearly-full statewide implementation, such as transitioning to a common set of K-12 standards (as defined in this notice). Involved LEAs do not receive a share of the 50 percent of a State's grant award that it must subgrant to LEAs in accordance with section 14006(c) of the ARRA, but States may provide other funding to involved LEAs under the State's Race to the Top grant in a manner that is consistent with the State's application.

**Low-minority school** is defined by the State in a manner consistent with its Teacher Equity Plan. The State should provide, in its Race to the Top application, the definition used.

**Low-poverty school** means, consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the lowest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.

**Participating LEAs** means LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's agreement with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the ARRA. Any participating LEA that does not receive funding under Title I, Part A (as well as one that does) may receive funding from the State's other 50 percent of the grant award, in accordance with the State's plan.

**Persistently lowest-achieving schools** means, as determined by the State: (i) Any Title I school in improvement, corrective action, or restructuring that (a) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (ii) Any secondary school that is eligible for, but does not receive, Title I funds that (a) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years. To identify the lowest-achieving schools, a State must take into account both (i) The academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of

the ESEA in reading/language arts and mathematics combined; and (ii) The school’s lack of progress on those assessments over a number of years in the “all students” group.

**Rapid-time**, in reference to reporting and availability of locally-collected school- and LEA-level data, means that data are available quickly enough to inform current lessons, instruction, and related supports.

**Student achievement** means—

(a) For tested grades and subjects: (1) a student’s score on the State’s assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms.

(b) For non-tested grades and subjects: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

**Student growth** means the change in student achievement (as defined in this notice) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms.

**Total revenues available to the State** means either (a) projected or actual total State revenues for education and other purposes for the relevant year; or (b) projected or actual total State appropriations for education and other purposes for the relevant year.

**America COMPETES Act elements** means (as specified in section 6401(e)(2)(D) of that Act): (1) a unique statewide student identifier that does not permit a student to be individually identified by users of the system; (2) student-level enrollment, demographic, and program participation information; (3) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs; (4) the capacity to communicate with higher education data systems; (5) a State data audit system assessing data quality, validity, and reliability; (6) yearly test records of individual students with respect to assessments under section 1111(b) of the ESEA (20 U.S.C. 6311(b)); (7) information on students not tested by grade and subject; (8) a teacher identifier system with the ability to match teachers to students; (9) student-level transcript information, including information on courses completed and grades earned; (10) student-level college readiness test scores; (11) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and (12) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

# Washington's Race to the Top

**Achievement gap** refers to the observed disparity on a number of educational measures between the performance of groups of students defined by gender, race/ethnicity or socioeconomic status.

**American Recovery and Reinvestment Act of 2009 (ARRA)** - On Feb. 13, 2009, Congress passed the American Recovery and Reinvestment Act of 2009 at the urging of President Obama, who signed it into law four days later. A direct response to the economic crisis, the Recovery Act has three immediate goals: Create new jobs and save existing ones; Spur economic activity and invest in long-term growth; Foster unprecedented levels of accountability and transparency in government spending. The ARRA authorizes over \$100 billion in funds for education including \$4.35 billion for the Race to the Top program.

**Advanced Placement** – Series of advanced coursework offered in high school that can qualify student for college credit.

**AVID** – Advancement via Individual Determination, a program to assist students to become college ready through the attainment of study skills, increased content knowledge and through self-determination.

**Building Bridges Program** - The 2007 legislative session created Building Bridges (H.B. 1573), a state level workgroup to develop recommendations for the legislature and a grant program for partnerships of schools, families, and communities to build a comprehensive dropout prevention, intervention and retrieval system. The primary purpose of the Building Bridges legislation is to increase the number of Washington state students who graduate from high school on time and re-engage students who have already dropped out of school.

**CEDARS** - Comprehensive Education Data and Research System is a longitudinal data warehouse of educational data. Districts report data on courses, students, and teachers. Course data includes standardized state course codes. Student data includes demographics, enrollment information, schedules, grades, and program participation. Teacher data includes demographics, certifications, and schedules.

**Class Acts** - CLASS is an acronym for Communities of Learning and Student Success. Based on rising test scores and diverse student populations -- including numbers of low-income and minority students – the state has created a pilot excellence in schools program called CLASS Acts. To date, nine schools - three elementary, three middle schools and three high schools - have been chosen to participate in the guided, self-analysis process and will share their practices with other schools.

**Classroom Based Assessments (CBAs)** – Assessments based on the state’s learning standards and help guide day-today-instruction.

**College Ready Assessments:** A common vision of a well-integrated educational system extending from birth through postsecondary education is essential. To be considered “college ready” students should demonstrate the knowledge and skills required for placement in credit-bearing college coursework with the likelihood of successful completion

**Core 24** – Core 24 is the new graduation requirements framework being considered by the Washington State Board of Education (SBE) to prepare all students to be college and career ready. Core 24 will require students to develop a high school and beyond plan, complete a culminating project, and choose courses to help them achieve their goals. The SBE has already increased the math requirement; Core 24 increases the science, English, arts, and social studies requirements, as well.

**Common Core Standards** – This is a national initiative by the Council of Chief State School Officers (CCSSO) and the National Governor’s Association to develop a core set of academic standards in mathematics and English language arts. The standards will be offered to states to consider for adoption.

**CRMT** – College Readiness Math Test measures high school student math skills to let know in advance, if they are ready for college level mathematics courses without remediation.

**CTE** – Career and Technical Education provides students with skills necessary for a successful transition to postsecondary education or work and a desire for life-long learning in a global society.

**Cultural competency** - the ability to interact effectively with people of different cultures.

**Data Coach** - term used to refer to a person who provides detailed guidance for helping schools move away from unproductive data practices and toward examining data as a catalyst for systematic and continuous improvement in instruction and student learning.

**Department of Early Learning (DEL)** – The Washington state agency charged with policy implementation and programs in support of early learning.

**DEWIS** – A Dropout Early Warning and Intervention system provides a framework for educational planning that is outcome oriented and promotes greater involvement and ownership in the decision making process by key stakeholders. The primary benefit of this type of systematic planning includes the ability to identify and describe, in consistent terms, those students who are at greatest risk of academic failure so that intervention can occur early.

**Early Learning and Development Benchmarks** are a guide to young children’s learning and development from birth to Kindergarten entry.

**ERDC** – The Education Research and Data Center is housed within the Washington State Office of Financial Management (OFM) and is charged with conducting analyses of cross-cutting education issues for the P-20 system.

**EMO** – Education Management Organization is an organization or firm that manages at least one school that receives public funds and operates the public school(s) it manages under the

same admission rules as regular public schools. EMO's can be for profit or not for profit organizations.

**Even Start** - an education program for the nation's low-income families that is designed to improve the academic achievement of young children and their parents, especially in the area of reading.

**Exhibit I** – The section of the Partnership Agreement that defines the required components of the state education reform plan that a school district must agree to support and implement to become a participating school district and receive a RTTT sub-grant. Exhibit I is also referred to as the Preliminary Scope of Work.

**FERPA** – Family Educational Rights and Privacy Act. This 1974 federal law provides students with access to their education records and protects student identity and privacy when educational records are transmitted and transferred.

**GEAR-UP** – Gaining Early Awareness and Readiness for Undergraduate Programs. This federally funded discretionary grant program is designed to increase the number of low-income students who are prepared to enter and succeed in college.

**Growth model** – a statistically valid method of measuring growth in student, group, school and district performance over time. Change is reported over time rather than by grade level performance in one year.

**Grade Level Standards and Resources** – <http://www.standards.ospi.k12.wa.us>. This website provides user-friendly access to the state's learning standards along with aligned resources.

**HECB** – The Higher Education Coordinating Board administers the state's student financial aid programs and provides strategic planning, coordination, monitoring and policy analysis for higher education in Washington.

**Innovation Cluster(s)** are groups of likeminded schools or school districts and/or partner organizations that share interests, research and new strategies for improving student achievement and outcomes or closing achievement gaps and serve as models for other schools or districts. As part of the state Race to the Top plan, the purpose of an innovation cluster is to support, reward, catalyze and scale the innovative strategies to the larger state or national level.

**Instructional Improvement Systems** are coordinated data systems and related resources used by school districts to provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness.

**LASER** – Washington State Leadership and Assistance for Science Education Reform is a statewide partnership program designed to implement an inquiry based K-12 science education program aligned with Washington State learning standards.

**Local Education Agency (LEA)** – Federal terminology for a local education entity such as a school district or an educational service district.

**Local School Improvement 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. (Referred to as 90-day plan in early materials).

**MESA** – Math Engineering Science Achievement is a nationally recognized, effective academic development program that engages educationally disadvantaged students so that they excel in Math, science and graduate with math-based degrees.

**NAEP** – National Assessment of Education Progress is a program of the U.S. Department of Education. It is the only nationally representative and continuing assessment of what students in the United States know and can do in various subject areas. Commonly called The Nation’s Report Card, NAEP is the only test in the United States that allows comparisons of the performance of students in Washington with performance of students nationally.

**Navigation 101** – An internet based life skills and planning curriculum for students in grades 6 - 12. Students are engaged and supported and take ownership of their own planning for post-secondary success.

**NBCT** –National Board Certified Teachers are highly accomplished educators who meet high and rigorous standards. Teachers who achieve National Board Certification have met rigorous standards through intensive study, expert evaluation, self-assessment and peer review.

**Optional/Competitive Components** - The portions of the state education reform plan (listed on Exhibit I of the Race to the Top Partnership Agreement) that are elective. By checking one or more of these components, a school district indicates an interest in being considered for participation. Districts will only be considered for these components if they are also committing to all required components. These components are supported by additional funds and will be delivered through competitive grant programs or special selection processes, if the state receives a Race to the Top grant award. Indicating an initial interest does not guarantee a school district will be selected for participation nor does it bind the district to participation at a later date. Depending on the expression of district interest and federal funding levels, Washington’s Race to the Top program administrators will determine if a district can participate in more than one component. The Innovation Clusters described in the Race to the Top Partnership Agreement are for the most part components of the state plan. (Also see Required Components).

**OSPI** –The Office of Superintendent of Public Instruction is the primary agency charged with overseeing K-12 public education in Washington state. The OSPI works with the state’s 295 school districts to administer basic education programs and implement education reform on behalf of more than one million public school students.

**P-13** – Pre-Kindergarten through the first year of college.

**PK-3 grade alignment** – State and local effort underway to bring together and align educational opportunities within communities and schools for young children entering Kindergarten.

**PK-20** - Pre-Kindergarten through postsecondary education.

**Partnership Agreement** – States the terms of the agreement between the Office of Superintendent of Public Instruction and a school district for the implementation of specific portions of the state education reform plan funded through the Race to the Top Program. A school district becomes a “participating school district” upon signing of the Partnership Agreement.

**PESB** – Professional Educator Standards Board is a 12 member board that addresses teacher and administrator preparation, certification and continuing education and assignment policy issues.

**Persistently lowest-achieving school** means, as determined by a state, a school in need of improvement, corrective action or restructuring. (See federal definition section regarding models and Tiers).

**Project Lead the Way** is a non-profit organization which offers curriculum to prepare students to be the most innovative and productive leaders in Science, Technology, Engineering and Math (STEM).

**Race to the Top** – The Race to the Top program is a federal competitive grant program funded under American Recovery and Reinvestment Act of 2009. Race to the Top encourages and rewards States that are implementing significant reforms in the four education areas: Adopting standards and assessments that prepare students for success; Recruiting, rewarding and retaining effective teachers and principals; Improving the collection and use of data and inform and improve practice; Turning around the lowest performing schools.

**Reading First** - 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.

**Readiness to Learn Program (RTL)** - The Readiness to Learn program was enacted as a part of Washington State's Education Reform in 1993. The intent of the program is to reduce barriers to learning through the formation of school, community, 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 ready to learn.

**Response to Intervention (RTI)** is a multi-level prevention system to maximize student achievement and to reduce behavior problems.

**Required Components** - The portions of the state education reform plan (listed on Exhibit I of the Race to the Top Partnership Agreement) that a school district must agree to implement,

support or accomplish to be considered a “participating district” in the State’s Race to the Top grant application. If Washington State receives a Race to the Top grant award, participating school districts will receive sub-grant awards to help support the implementation of the required components. (Also see Optional/Competitive Components).

**SBE** – State Board of Education is a 16 member board that addresses high school graduation requirements, basic education compliance, statewide accountability and oversight and advocacy of the K-12 system.

**SBCTC** –The State Board for Community and Technical Colleges is responsible for administering the Community and Technical College Act and providing leadership and coordination for Washington's public system of 34 community and technical colleges. The SBCTC is governed by a nine-member board appointed by the Governor.

**School Improvement Models** – There are four school improvement models defined by the U.S. Department of education. They are: Turnaround model; Restart model; Transformational model and school closure. See the federal definitions for a description of each of these models.

**STEM** – an abbreviation for Science, Technology, Engineering and Math – refers to courses, programs, or other activities to: 1) improve science and mathematics achievement, and 2) integrate and apply science and mathematics skills through engineering, technology, and other applications.

**Student Growth** means the change in student achievement for an individual student between two or more points in time.

**SIG** – School Improvement Grant and or the funding available to support the school improvement process.

**State Education Agency (SEA)** – Federal terminology for the governmental entity in each state that is authorized to administer education policies and programs. In Washington, this is the Office of Superintendent of Public Instruction.

**STEM** – Science, Technology, Engineering and Mathematics

**Student Growth Model** - See Growth Model.

**State Education Reform Plan or State Plan** – The state plan for achieving significant improvement in student outcomes including making substantial gains in student achievement, closing the achievement gap, improving high school graduation rates and ensuring student preparation for success in college and careers and implementing core reforms in the four ARRA areas.

**TFA** – Teach for America is a non-profit organization which recruits recent college graduates and professionals to teach for two years in low-income communities. The goal of Teach for America is for its corps of members to not only to make a short-term impact on their students, but also to become life-long leaders in pursuing educational equality. Corps members do not

have to be certified teachers, although certified teachers may apply. Uncertified corps members receive alternative certification through coursework taken while completing the program.

**Title I, Part A** - A federal program that provides financial assistance to local educational agencies and public schools with high numbers or high percentages of poor children to help ensure that all children meet challenging state academic standards. Title I, Part A is a formula grants program for "improving the academic achievement of the disadvantaged."

**TNTP** –The New Teacher Project (TNTP) is a national nonprofit dedicated to closing the achievement gaps by ensuring that high-needs student get outstanding teachers. Founded by teachers in 1997, TNTP partners with school districts and states to implement scalable responses to their most acute teacher quality challenges.

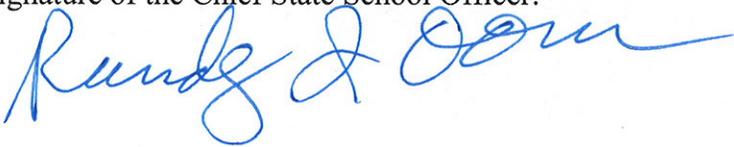
**Transitions Math Project** – Transition Mathematics Project is a Washington non-profit which is designed to help students successfully progress from high school to college-level math. TMP works with educators to identify the math skills and knowledge high school students need to complete college-level work, meet minimum admission requirements and avoid remediation upon enrolling in college.

**Troops to Teachers Program** - helps eligible military personnel begin a new career as teachers in public schools, elementary, secondary, or vocational, where their experience, knowledge and skills are most needed. The primary objective of TTT is to help recruit quality teachers for schools that serve students from low-income families throughout America.

**Washington Performance Management Framework (WPMF)** - is used to identify the range of services and supports to which districts and schools across the state may gain access. The system enables the District and School Improvement and Assistance unit to analyze both performance and growth data to assign districts and schools to segments which align with guidelines for federal School Improvement Grants, and are based on greatest need, strongest commitment, and willingness to engage in change processes.

**WTECB** – The Workforce Training and Education Coordinating Board is a board of nine voting members that oversees a workforce development system that includes 18 education and training programs.

**III. RACE TO THE TOP APPLICATION ASSURANCES  
(CFDA No. 84.395A)**

Legal Name of Applicant (Office of the Governor): Office of the Governor	Applicant's Mailing Address: P.O. Box 4002 Olympia, Washington 98504-0002
Employer Identification Number: 91-6001090	Organizational DUNS: 808972970
State Race to the Top Contact Name: (Single point of contact for communication) Judy Hartmann	Contact Position and Office: Executive Policy Advisor Governor's Executive Policy Office
Contact Telephone: 360.902.0638	Contact E-mail Address: Judy.Hartmann@gov.wa.gov
<p>Required Applicant Signatures:</p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Governor or Authorized Representative of the Governor (Printed Name): Christine Gregoire	Telephone: 360.902.4111
Signature of Governor or Authorized Representative of the Governor: 	Date: May 28, 2010
Chief State School Officer (Printed Name): Randy I. Dorn	Telephone: 360.725.6004
Signature of the Chief State School Officer: 	Date: May 28, 2010
President of the State Board of Education (Printed Name): Jeff Vincent	Telephone: 206.464.5244
Signature of the President of the State Board of Education: 	Date: May 28, 2010

**State Attorney General Certification**

I certify that the State's description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.

*(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)*

I certify that the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

State Attorney General or Authorized Representative (Printed Name):

ROBERT M. MCKENNA

Telephone:

(360) 753-6200

Signature of the State Attorney General or Authorized Representative:

*Robert M. McKenna*

Date:

May 25, 2010

#### **IV. ACCOUNTABILITY, TRANSPARENCY, REPORTING AND OTHER ASSURANCES AND CERTIFICATIONS**

##### **Accountability, Transparency and Reporting Assurances**

The Governor or his/her authorized representative assures that the State will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top program, including the following:

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
  - the uses of funds within the State;
  - how the State distributed the funds it received;
  - the number of jobs that the Governor estimates were saved or created with the funds;
  - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and students with disabilities; and
  - if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008)
- The State will cooperate with any U.S. Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps (ARRA Division A, Section 14009)
- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to [www.Recovery.gov](http://www.Recovery.gov). A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)
- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))
- The State will cooperate with any appropriate Federal Inspector General's examination of records under the program. (ARRA Division A, Section 1515)

## **Other Assurances and Certifications**

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the State's application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment, recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).
- Any local educational agency (LEA) receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- The State and other entities will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74—Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75—Direct Grant Programs; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part

80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

Governor or Authorized Representative of the Governor (Printed Name):	
Christine Gregoire	
Signature of Governor or Authorized Representative of the Governor:	Date:
	May 28, 2010

## V. ELIGIBILITY REQUIREMENTS

A State must meet the following requirements in order to be eligible to receive funds under this program.

### **Eligibility Requirement (a)**

The State's applications for funding under Phase 1 and Phase 2 of the State Fiscal Stabilization Fund program must be approved by the Department prior to the State being awarded a Race to the Top grant.

*The Department will determine eligibility under this requirement before making a grant award.*

### **Eligibility Requirement (b)**

At the time the State submits its application, there are no legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

*The certification of the Attorney General addresses this requirement. The applicant may provide explanatory information, if necessary. The Department will determine eligibility under this requirement.*

(Enter text here.)

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## A. STATE SUCCESS FACTORS

### (A)(1) Articulating State's education reform agenda and LEAs' participation in it (65 points)

The extent to which –

- (i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)
- (ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D) or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)
  - (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;
  - (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and
  - (c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and
- (iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for— (15 points)
  - (a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
  - (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
  - (c) Increasing high school graduation rates (as defined in this notice); and
  - (d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

**Evidence for (A)(1)(ii):**

- An example of the State's standard Participating LEA MOU, and description of variations used, if any.
- The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).
- The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).

**Evidence for (A)(1)(iii):**

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty (see Summary Table for (A)(1)(iii), below).
- Tables and graphs that show the State's goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

**Evidence for (A)(1)(ii) and (A)(1)(iii):**

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).

**Recommended maximum response length: Ten pages (excluding tables)**

## **(A)(1)(i) The State's Comprehensive and Coherent Reform Agenda**

### **Introduction**

Washington's steady and consistent 30-year commitment to reform positions the state well for receipt of this \$250 Million federal Race to the Top Program grant award. This application conveys how Washington's approach to education reform is paying off—how the legislative, policy and public-private partnership agenda has laid the foundation for significant and rapid statewide student, educator and system improvements. Furthermore, the state's education leaders are committed to an ambitious, multi-year reform agenda – formalized through an Education Reform Plan Framework – and four student-achievement goals that align the state's P-20 work on education. Washington's leaders are committed to pursuing the agenda and goals even in the absence of federal Race to the Top Program dollars.

The four goals reflect the importance of aligning statewide P-20 education practices and systems; shifting from a compliance monitoring to a customized technical assistance and professional support approach; addressing ongoing student achievement gaps; enhancing student and educator prowess in Science, Technology, Engineering and Mathematics (STEM); and preparing students for success in college and beyond. The four state goals are for all Washington students to: (1) enter kindergarten prepared for success; (2) compete in math and science nationally and internationally; (3) attain high academic standards regardless of race, ethnicity, income or gender; and (4) graduate able to succeed in college, training and careers.

This Race to the Top Program application and supporting documents will demonstrate how the next four years are critical to Washington's students and future economic success.

The uniqueness of Washington's approach to reform warrants highlighting. First, many of Washington state's strengths, accomplishments and initiatives in support of student achievement are noted in Table A-1 and further discussed in a full overview of Washington's education reform history, up through the present, in Appendix (A)(1)-1. Table A-1, this entire application and the reform history appendix are designed to demonstrate the complementary relationship among the four federal Reform Criteria, Washington's reform efforts and Washington's Education Reform Plan Framework. (See *Appendix (A)(1)-1* for the reform history, *Washington Education Reform Past and Present – Foundation for the 2010 State Education Reform Plan*, and *Appendix (A)(1)-2* for Reform Plan Framework).

<b>Table A-1: Washington's Strengths</b>		
<b>Students</b>	<b>State Commitments</b>	<b>Standards, Curriculum, Assessment &amp; Data</b>
<ul style="list-style-type: none"> <li>• Significant student progress in reading and writing achievement</li> <li>• Commitment to provide early learning opportunities: full-day kindergarten, pre-school for 3 and 4 year olds, and public-private partnerships</li> <li>• Increase in numbers of students – especially students of color – taking AP courses and exams</li> <li>• Ability for high school students to earn college credit</li> <li>• Numerous career readiness programs</li> <li>• Flexibility for students to earn high school credits through alternative learning, online courses, and competency-based options</li> <li>• Extensive student support programs and strategies for school success</li> </ul>	<ul style="list-style-type: none"> <li>• Fundamental teacher and principal evaluation changes based on instructionally focused criteria</li> <li>• Provisional teaching status increased from two to three years for new teachers</li> <li>• Multiple alternative routes to teacher and principal certification</li> <li>• Implementation of student evidence-based standards and assessments for educator preparation and certification</li> <li>• Bonuses for National Board Certified Teachers, with extra bonus for high-need schools</li> <li>• Significant revisions to Basic Education funding formulas</li> <li>• Ability to intervene in struggling schools implemented through required action and state support</li> <li>• Research into achievement gap issues and strategies for closing the gap</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive system of standards and assessments</li> <li>• Leadership in multi-state assessment consortia</li> <li>• Increased support for rigorous math and science standards and aligned instructional materials</li> <li>• Provisional adoption of Common Core Standards (summer 2010)</li> <li>• Recent increases in high school graduation credit (math) requirements</li> <li>• New end-of-course assessments in math and science for Class of 2013</li> <li>• Robust state, district and school longitudinal data systems to allow for monitoring student and instructional progress</li> <li>• Development of Early Learning Benchmarks and implementation of kindergarten readiness assessment process</li> <li>• Award of two Statewide Longitudinal Data Systems grants</li> </ul>

Second, a centerpiece of the state's Race to the Top Program application is a series of innovation clusters. These innovation clusters will promote and support local district and partner initiatives and spur improvements in student achievement through shifts in practice in classrooms, schools and districts. Washington has adopted the innovation cluster concept to catalyze and accelerate statewide education change in four distinct areas: improving Science,

Technology, Engineering and Math (STEM); developing great teachers and leaders; jumpstarting improvement in struggling schools; and improving college and career readiness, as well as reducing achievement gaps. Fifty percent of districts that signed Washington's Partnership Agreement – which is Washington's name for the Memorandum of Understanding with participating districts – expressed a commitment to participate in at least one optional/competitive innovation cluster. (See *Appendix (A)(1)-3* for Washington's Partnership Agreement.)

Third, Washington's process of engagement includes a feature unique among Race to the Top applicants. Believing that a principal's leadership is important to meaningful school change, Washington's Partnership Agreement includes a signature line for a local district principal representative. In the true spirit of acknowledging great teachers *and* leaders, this Partnership Agreement formalizes and recognizes principal involvement in school improvement and overall school-level change. Eighty-six percent of the districts that signed the Partnership Agreement also included a principal representative signature.

Fourth, this application's delivery of technical assistance and professional development includes the launch of the Washington State Professional Development Cooperative. The evolution of multiple professional development and technical assistance delivery mechanisms into one cooperative signals a significant step forward in state support for teaching and learning. By using a coherent system of research-based services and supports, emphasis is placed squarely on building capacity at the district and school level to raise student achievement statewide as well as to turn around the state's low-achieving schools.

Fifth, this application builds on the significant number of i3 grants submitted from Washington. In essence, Washington's i3 awardees will become an additional innovative cluster, adding an immense contribution to the state's education reform effort. State recipients of i3 grants will have their own project resources and implementation plans and timelines; however, the grantees will be invited to share their ideas, methods, strategies, lessons and recommendations to boost state reform implementation.

Sixth, Washington's Race to the Top Program application demonstrates broad participation from 90% of districts, representing 97% of students and 98% of students in poverty across the state as well as substantial stakeholder commitment from multiple sectors, organizations and leaders. There is also a mutual commitment to extend stakeholder

involvement through a formalized process that uses the Education Reform Plan Framework as a foundation for building a 2010 State Education Reform Plan. The plan links all state education efforts and establishes clear accountability for student, educator and system improvements.

### **2010 State Education Reform Plan**

The Education Reform Plan Framework is designed to not only address the four Race to the Top Reform Criteria, but also to recognize Washington's unique conditions, strengths and challenges.

The state bases its goals, key capacities and outcome measures on several research activities: the results from a fall 2009 diagnostic of the state's various strengths and weaknesses relative to the four Reform Criteria; an analysis of recent student performance data; input from work teams organized around Reform Criteria and Washington priority areas; and new education reform legislation.

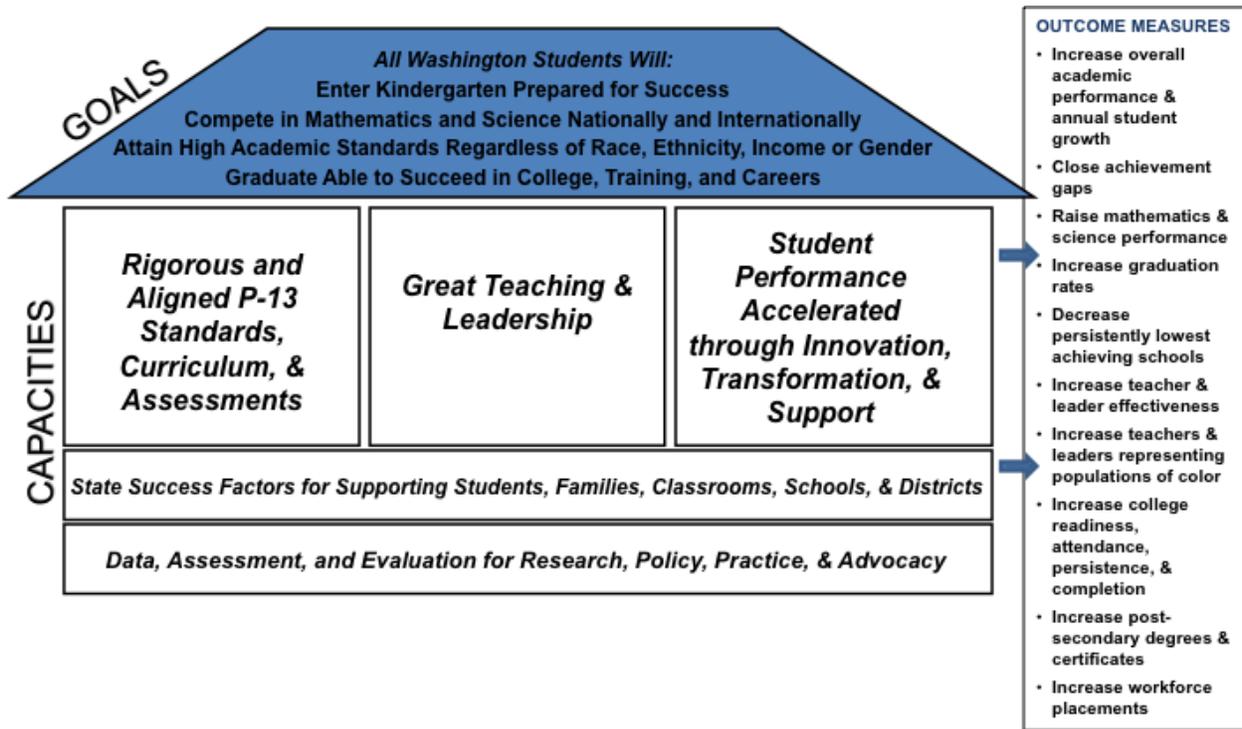
State leader see a need to implement the legislation and to: (1) further bolster school, district, regional and state implementation and sustainability capacity in five essential areas; and (2) ensure that four, long-standing goal areas are prioritized throughout the state education system and through policy boards, commissions, partnerships and state level stakeholders.

The framework and final 2010 State Education Reform Plan includes a vision, four goals, five capacities and nine outcome measures (note that additional development of some strategies and measures, particularly in the post-secondary and early childhood arenas, will occur as the 2010 Education Reform Plan is finalized and vetted with stakeholders during 2010 (See *Appendix (A)(1)-4* for the Work Plan for finalizing the 2010 Education Reform Plan). Figure A(1)-1 depicts the Education Reform Plan Framework.

The state's education vision builds on a solid constitutional history. The State Constitution proclaimed in 1889 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." The 2010 vision is consistent with the state's 19<sup>th</sup> century Constitution, but espoused in 21<sup>st</sup> century prose:

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

Figure A-1: Education Reform Plan Framework



**Essential Capacities**

Five essential capacities characterize what school, district, regional, state, agency, board and commission staff need to excel at. Furthermore, the capacities highlight strategies for enabling, or implementing, comprehensive and deep education reform. Washington’s five essential capacities are:

1. Rigorous and Aligned P-13 Standards, Curriculum and Assessments
2. Great Teaching and Leadership
3. Student Performance Accelerated through Innovation, Transformation and Support
4. State Success Factors for Supporting Students, Families, Classrooms, Schools and Districts
5. Data, Assessment, and Evaluation for Research, Policy, Practice and Advocacy

Each of the five essential capacities is defined and explained below. Furthermore, reform strategies – designed to help Washington educators and service deliverers build up sufficient strength and prowess within each essential capacity – are identified based on Washington’s unique conditions, strengths, results and challenges.

The first essential capacity – Rigorous and Aligned P-13 Standards, Curriculum and Assessments – is defined as “creating a common framework and solid foundation to support educators and boost students to the highest levels of academic achievement.” As highlighted in Figure A-1 above, this capacity has been developed through legislation, policy and consortia. In Section (B) of this application, plans to employ many of the following strategies are articulated:

- a) Raising academic standards, increasing expectations, and providing rigorous curricula for students to attain the standards, including adopting and implementing the *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 assessments into a comprehensive system

The second essential capacity – Great Teaching and Leadership – is defined as “promoting the highest levels of expertise, excellence, professionalism, and accountability among educators.” This is an important component of the overall plan and one in which Washington has built a solid foundation, recently strengthened through the 2010 education reform legislation. In Section (D) and through the STEM Competitive Preference Priority, the application highlights the importance of undertaking the following strategies to make additional progress through:

- a) Providing multiple, high-quality pathways for teacher and principal preparation and 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 STEM instruction that is appropriately integrated in all grades and for all students

The detail and deliverables behind these strategies and work over the next four years is further explained in Section D; however; it should be noted that the professional development elements of this capacity are infused in Washington’s entire Race to the Top application. The Professional Development Cooperative – highlighted in (A)(2) and (D)(5) and in each assurance area – is the keystone that binds the various professional development strategies outlined in this application and provides the means for strengthening the state system. The central mission of the cooperative is to build individual and collective capacity at the local, regional and state levels to implement and sustain evidence-based practices and innovations that: (1) eradicate chronic low achievement in schools and districts, and (2) ensure continued growth and performance among middle and high achieving schools and districts.

The third capacity essential to Washington’s reform implementation is Student Performance Accelerated through Innovation, Transformation and Support. This capacity is defined as “generating support and options for delivering innovative, evidence-based school and instructional models to spur student academic achievement and support social-emotional growth.” Combined, Section (A)(3), the *Outcome Measures and Targets* (below), Section (E) on school improvement goals, and the STEM Competitive Preference Priority unequivocally establish the additional progress Washington plans to make through the following strategies:

- 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) Employing early warning systems and using data to keep students in school
- f) Acknowledging local school district initiative and work through four key innovation clusters and collaboration with i3 grantees

This third capacity – Student Performance Accelerated through Innovation, Transformation and Support – cuts across the entire Race to the Top application both as a STEM Competitive Preference Priority and as a means of stimulating innovation and accelerating implementation of the 2010 State Education Reform Plan. The innovation clusters are a centerpiece of the state’s Race to the Top Program application. They are designed to help forward thinking districts and schools to implement optional/competitive reform efforts and proven practices that extend beyond the required sections of Washington’s Partnership Agreement. The innovation clusters’ concept and plans for implementation are described in detail in this section, following the presentation and discussion of the state outcome measures.

The fourth essential capacity – State Success Factors for Supporting Students, Families, Classrooms, Schools and Districts – is defined as “building a strong foundation for supporting and delivering Washington’s education reform agenda.” This capacity is the focus of Section (A)(2). Its supporting strategies address issues central to Washington’s reform success so that Washington can continue to implement its comprehensive reform agenda successfully. The strategies supporting this essential capacity include:

- 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 of student achievement 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

The fifth essential capacity – Data, Assessment and Evaluation for Research, Policy, Practice and Advocacy – is designed to “enable real-time, informed P-20 decision-making based on integrated student, educator, human resource, program and fiscal data.” As noted in the strengths section (Table A-1), as well as in Section (C) and the *Washington Education Reform Past and Present – Foundation for the 2010 State Education Reform Plan*, this capacity is one in which Washington has a record of accomplishment. The supporting strategies to continue building this state strength include:

- 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) Supporting and/or providing local instructional improvement data systems
- e) Developing and supporting the use of “dashboard tools” for accessing and interpreting data from state systems for monitoring common outcomes measures and performance targets
- f) Supporting public and researcher authorized access to Washington student, educator, school, district, higher education and statewide data
- g) Ensuring the equitable distribution of effective teachers and leaders and other resources

### ***Outcome Measures and Targets***

Washington’s Race to the Top Program application illustrates the steps necessary for reaching the four state goals through student focused outcome measures. As such, the state’s ambitious targets through 2013 and 2018 appear in Tables A(1)-2 through A(1)-5.

**Table A-2  
Goal One Performance Targets**

Goal	Performance Targets
<b>Students enter kindergarten prepared for success</b>	<p>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**</p> <p>*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</p> <p>**2018 is used because that is that the new definition of Basic Education, which includes statewide implementation of full-day kindergarten, is expected to be fully funded as per Engrossed Substitute House Bill 2261 and Substitute House Bill 2776.</p>

**Table A-3  
Goal Two Performance Targets**

Goal	Performance Targets
<b>Students compete in mathematics and science nationally and internationally</b>	<p>Raise math and science performance levels overall by four percentage points per year between 2009 and 2018</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Eighth grade, increase passing rates on state science exams from 51% overall in 2009 to 67% in 2013 and 87% in 2018</li> <li>• Eighth grade increase passing rates on state mathematics exams from 50.8% in 2009 to 66.8% in 2013 and 86.8% in 2018</li> <li>• Tenth grade, increase passing rates on state science exams from 38.8% in 2009 to 54.8% in 2013 and 74.8% in 2018</li> <li>• Tenth grade, increase passing rates on state mathematics exams from 45.4% in 2009 to 61.4% in 2013 and 81.4% in 2018</li> </ul>

**Table A-4**  
**Goal Three Performance Targets**

Goal	Performance Targets
<p><b>Students attain high academic standards regardless of race, ethnicity, income or gender</b></p>	<p>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) (See <i>Appendix (A)(I)</i>-5 and Section A(3) for detail.)</p> <p>Increase absolute student performance (and eventually student growth once those measures are in place) by three percentage points per year between 2009 and 2018</p> <ul style="list-style-type: none"> <li>• For science and mathematics, see above</li> <li>• 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</li> <li>• Eighth grade, increase passing rates on state reading exams from 67.5% in 2009 to 79.4% in 2013 and 94.4% in 2018</li> <li>• Seventh grade, increase passing rates on state writing exams from 69.8% in 2009 to 81.8% in 2013 and 96.8% in 2018</li> <li>• 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</li> </ul>

**Table A-5  
Goal Five Performance Targets**

Goal	Performance Targets
<p><b>Students graduate able to succeed in college, training, and careers</b></p>	<p>Increase AP course and exam participation rates of students of color by five percentage points in each subgroup each year between 2009 and 2018 (See <i>Appendix (A)(1)-5</i> and Section A(3) for detail.)</p> <p>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 (See <i>Appendix (A)(1)-5</i> and Section A(3) for detail.)</p> <p>Raise cohort (four-year) graduation rates from 73.6% overall in 2009 to 80% in 2013 and 87% in 2018</p> <p>Reduce cohort dropout rates from 19.4% overall in 2009 to 16% in 2013 and 10% in 2018</p> <p>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</p> <p>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</p> <p>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)</p> <p><u>Note:</u> Post Secondary degree completion for Washington high school students will be included when the longitudinal data system is fully implemented.</p>

**Innovation Clusters**

*“Just as energy is the basis of life itself and ideas the source of innovation, so is innovation the vital spark of human change, improvement and progress.”~Ted Levitt*

As indicated above, the third major capacity required to achieve Washington’s four goals, emphasizes accelerating student performance through innovation, transformation and support. Change will be fostered in two ways: through planned state and school district action (required elements), and through innovation clusters (optional/competitive elements). The required elements that will move the state forward with measured progress toward its vision and goals are outlined in Exhibit I of the Partnership Agreement. The required elements are aligned with the four Reform Criteria; support the Education Reform Framework, and ultimately the 2010 State

Education Reform Plan; and use a comprehensive, systemic approach to improvement. However, planning team members and key stakeholders recognize that attaining state education goals will take more than required elements driven by law and policy. They seek to spur innovation and local initiative.

As the Levitt quote suggests, to capture that “vital spark of human change,” Washington’s innovation cluster approach reflects the fact that creativity, ideas, initiatives and practices make a difference for students and schools. The required elements in Washington’s Partnership Agreement (*Appendix (A)(1)-3*) are enhanced and enriched by the addition of the optional/competitive elements known as “innovation clusters,” which will provide opportunities for Washington to make great progress through unique and creative approaches to reform focused on: (1) closing achievement gaps, reducing the dropout rate and increasing college readiness; (2) accelerating student achievement in STEM-related courses and areas; (3) accelerating teacher and leader development through local practices; and (4) rapidly turning around the state’s lowest performing schools through transformation and innovation.

The concept of an innovation cluster originated in the field of business economics. Professor William Porter of Harvard University introduced terminology and related ideas in 1990 that have given rise to a large body of theory and practice related to the development of competition strategies used in states, regions and by nations. Porter suggests that clusters – geographic concentrations of related industries, specialized suppliers and service providers in a particular field – are an important component in understanding how competition works in positive ways to foster creativity while reducing costs.

Today the concept is commonly used to refer to those geographic areas that support innovation and economic development because of their dynamic mix of researchers, entrepreneurs, investors and infrastructure with support from universities and local, state and federal government entities. Good examples include geographic areas in the United States known as hotbeds of high technology, biotechnology or research such as Seattle, Washington; Austin, Texas; California’s Silicon Valley; and the Research Triangle area of North Carolina.

### ***Washington’s Education Reform Innovation Clusters***

Washington has adopted the innovation cluster concept to encourage and accelerate statewide education change and set in motion the 2010 State Education Reform Plan. The

innovation clusters will include schools and districts in the state that are involved in theme-based strategies to address issues that positively affect student achievement and improve schools. New practices will be developed and/or endorsed where existing models fall short of needs. In addition to general grants management and technical assistance functions, the state role will be in knowledge management, communication of key findings, outcomes, and impact validation and scale up.

To help push new ideas and approaches for addressing persistent challenges, subject area professionals and experts from business, higher education, K-12 education, think tanks and not-for-profit organizations will advise innovation cluster administrators and help establish criteria for the selection of innovation cluster participants. They will be asked to provide their thoughts, research and/or expertise on issues of validation; ability to scale up; use of technology; the creative process; and use of models from other fields in education settings. Such advisors will come from a broad array of sectors and areas of expertise not solely associated with education or cluster theme areas.

Washington's innovative clusters are included in Washington's Partnership Agreement as competitive/optional components of the district plans. Innovation Cluster(s) are groups of likeminded schools or school districts and/or partner organizations that will share interests, research, and new strategies for improving student achievement and outcomes and serve as models for other schools or districts. The state will recognize and reward the very best proposals with competitive funds to scale up their models and approaches for other schools and districts in Washington and beyond. Toward this end, the state – in conjunction with public, private, philanthropic and not-for-profit partners – will identify, support and scale proven practices. These components or programs will include additional financial support or special technical assistance to participant districts that is over and above the Race to the Top Program formula driven allocations.

Five characteristics distinguish Washington's innovation cluster participants from typical sub-grant programs applicants. The select project participants will: (1) model and bring to scale a new approach (rather than apply because of a need for assistance); (2) develop bold, creative approaches to produce the outcomes outlined in the Education Reform Plan Framework; (3) communicate and collaborate with other cluster entities using new technologies and the online

community; (4) demonstrate how their innovative approach is *adaptable* to different school settings, not just *adoptable* under rigid frameworks and or implementation rules; and (5) show unbridled enthusiasm and deep commitment to improve student achievement and schools beyond the boundaries of their own school or district.

The four innovation cluster areas will differ in the selection of participants, delivery of direct services, technical assistance options, external partners and resources. It is expected that there will be variations, and maybe significant differences, in the approaches to reform among the cluster membership. Regardless of the cluster area, the result will be new ways to address cross-cutting issues such as closing the achievement gap, reducing the dropout rate and increasing college readiness; increasing student participation and success in STEM-related courses; accelerating adoption and scaling of teacher and principal evaluation models; and rapidly turning around the state's lowest performing schools.

### ***Washington State's Four Innovation Clusters***

A short summary of each of four innovation clusters follows. (Additional information on these clusters is captured in *Appendix (A)(1)-6*).

1. The Science, Technology, Engineering and Mathematics (STEM) Innovation Cluster will use a customized competitive grant and technical assistance approach to identify and support projects designed to narrow the achievement gap in STEM content areas; prepare underrepresented students for college in STEM careers; increase the availability of opportunities for students to apply and integrate STEM content areas; and enhance elementary and secondary school STEM offerings, programs, coursework, rigor, and teacher and leader skills. These schools and districts will be provided in-depth technical assistance and additional funds to implement innovative and evidence-based models designed to significantly increase student achievement in STEM areas that can be used by other schools and districts.
2. The Struggling Schools Innovation Cluster targets just those districts with schools in the bottom 6-10% of persistently lowest-achieving schools. 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. The intent is to prevent those schools that have the potential to become

persistently lowest-achieving schools in the future. Participants will receive technical assistance and support to implement rapid improvement and turnaround practices consistent with required and permissible elements of the federal innovative intervention models, including implementing rigorous and aligned curricula; using assessments and interventions; building teacher and leader capacity for effective and rapid school turnaround; using student data to inform and differentiate instruction; and creating district/school structures and conditions for ensuring equitable distribution of effective teachers, leaders and other resources. The lessons learned will enable the state to scale up practices effective in closing persistent achievement gaps and turning around student achievement.

3. The emphasis of College and Career Readiness and Closing the Achievement Gap Innovation Cluster has the broadest scope of the clusters because the concept of “readiness” covers the P-20 spectrum. Innovative solutions to problems such as closing an achievement gap for a specific subgroup of students may be very different than increasing college access for that same subgroup. Interested school district applicants will be given great leeway in outlining a project design that produces measurable outcomes and targets specific transition points of the P-20 system: prek-K; early grade levels to middle school; middle to high school; high school to post-secondary education; and alternative pathways.
4. The Teacher and Leader Development and Effectiveness Innovation Cluster encourages a bold accelerated opportunity for districts to design systems that challenge current policy to address compensation and evaluation linked to the placement of teachers and principals in rural, high-poverty and/or low-achievement schools. These may include compensation-related career ladders and differential pay. Districts may also join the state’s evaluation pilots. These pilots will lead the state’s efforts to define and implement new evaluation models for teachers and principals. Districts in this cluster may also partner with an alternative route provider to create and implement a residency-model teacher preparation program designed to serve a district’s – or groups of districts – workforce development and school improvement strategies. These alternative route partnerships will place priority on the preparation of teachers in STEM subject areas.

### ***Innovation Cluster Selection and Participation Process***

Through the Partnership Agreement, Washington state school districts have indicated their interest in participating in networks of schools and/or districts that will use research, evaluation and resources to focus on significant aspects of the improvement process. Fifty percent of Partnership Agreement signatories have also shown interest in the optional/competitive innovation clusters. (See Table A-6.) Each of the four innovation clusters supports the overall innovation cluster concept, yet each differs in its goals and objectives, strategies, and participant selection or determination. The funding of the innovation cluster activities is provided through the 50% of the budget reserved for state activities.

These Innovation Clusters will be coordinated through the Race to the Top Program team, curriculum and program specialists within the Office of Superintendent of Public Instruction, and experts and providers participating in specific clusters. On selection, cluster participants will inform and support the design, implementation, and assessment of all cluster work to show the relationship of innovative local school district impact on the overall state outcome measures and performance targets. A wide definition of “project”, allowing for collaborations, consortia, regional and various “units of analysis” for the evaluation of impact will be encouraged.

School districts will be considered for innovation cluster participation only if they commit to all required elements listed on Exhibit I of the Partnership Agreement. Applicants will submit a separate competitive application devised to capture the spirit and concept of the clusters. Depending on district interest and federal funding levels, Washington’s Race to the Top Program administrators will determine if a district will be selected to participate in more than one optional/competitive cluster.

As noted earlier in this section, innovation cluster projects and support will differ from typical sub-grant efforts, and therefore the selection of projects will be different as well. Subject area experts and professionals will be heavily involved in the process. The points below establish some of these distinctions:

1. The timeline for selection and implementation will not be the same as required portions of the Race to the Top implementation. School districts will be encouraged to concentrate on the development of their local plan first. Only districts with approved District Race to the

Top Implementation Plans (i.e., 90 day plans) will be able to submit and receive innovation cluster sub-grants. Cluster work may represent a different approach to solving a problem, but all work must be aligned with Education Reform Plan Framework goals and the district’s 90 day plan, just as the i3 applicants must align with at least one of the American Recovery and Reinvestment Act assurances.

2. School districts will be encouraged to define “projects” in the innovation cluster applications. A project may be a district, a school or several schools such as a high school and its feeder middle schools. Consortium applications, or applications facilitated by Educational Service Districts or community partners, and other unique service or program delivery options will be encouraged.
3. Innovative cluster applicants will receive support and benefit from external experts on innovation, change, and scaling, but more importantly, they will have the ability to provide technical assistance and insight to other districts in the state.
4. Like business and economic development innovation clusters, Washington’s innovation cluster projects will be selected based on their adaptability, sustainability, scalability and innate ability to provide that spark of change to support the overall Washington state education reform process.

**Table A-6:  
Number of Districts Interested in Applying for Optional/Competitive Components  
Innovation Clusters**

Teacher & Leader Development and Effectiveness	Persistently Lowest-Achieving Schools / Struggling Schools	Improved College & Career Readiness and Closing the Achievement Gap	Improving STEM Performance
79	47	106	100

***The i3 Connection***

The American Recovery and Reinvestment Act of 2009 established the Race to the Top Program and authorized the Investment in Innovation (i3) program, an unprecedented opportunity to design innovative strategies in support of education reform. The i3 funding is provided to local education agencies and non-profit partners to expand innovative practices that have an impact on improving student achievement. While there is no formal linkage between the

two programs at the federal level, Washington's approach is unique because it proposes a mutually supportive linkage between the Washington's Race to the Top Program efforts and Washington state i3 grant recipients.

There are four additional reasons to connect i3 to Washington's Race to the Top Program: (1) both programs are established under the same federal law and use the same four American Recovery and Reinvestment Act assurances; (2) both programs seek support and reward bold strategies for change; (3) both programs need local school district support for implementation; and (4) scaling innovation does not happen in isolation. The state i3 grantees will operate independently as defined in their federal application, however they will be invited to advise and inform the state-level innovation cluster coordinators on unique strategies and approaches.

Nationally, interest in the i3 program has been intense and in Washington state it was no different. Although state education agencies are not eligible applicants, U.S. Department of Education materials indicate that state agencies can support districts and assist scale-up efforts. In April 2010, State Superintendent of Public Instruction Randy Dorn sent a memorandum to all school districts and education organizations, which promoted the i3 opportunity and offered interested districts support for scaling up their efforts. Subsequently, the State Superintendent has written numerous letters of support for Washington state i3 applicants or consortium members interested in showing a tie to the 2010 State Education Reform Plan. As winners in a stiff national competition, state i3 project districts will be supported and looked to for leadership in our state's broader education reform process.

### **Process for Developing the Education Reform Plan Framework, Race to the Top Program Application and Securing District Commitment**

The 2010 State Education Reform Plan development and Race to the Top Program effort was led by a Steering Committee composed of Governor Chris Gregoire, State Superintendent of Public Instruction Randy Dorn, and Chairs of the State Board of Education Mary Jean Ryan (initially) and Jeff Vincent (current chair). The Steering Committee appointed key members of their staff to organize and oversee the committee work, state plan development, implementation options, stakeholder and education advisory activities, and school district communications. The Coordinating Committee comprised Judy Hartmann, Education Advisor to the Governor; Alan

Burke, Deputy Superintendent, K-12 Education; Jennifer Wallace, Executive Director of the Professional Educator Standards Board; and Edie Harding, Executive Director of the State Board of Education. The Coordinating Committee drew on the work of specialized teams and a group representing state education associations. These individuals possess deep knowledge and experience with specific issues and know the history related to the overall goals. A complete listing of the work team leadership and members is presented in *Appendix (A)(1)-7*.

The 2009 and 2010 legislative sessions accelerated state reform efforts on two major fronts: (1) a redefinition of Basic Education and a comprehensive review of the state education finance system through Engrossed Substitute House Bill (ESHB) 2261 in 2009 (see *Appendix (A)(1)-8*) and Substitute House Bill (SHB) 2776 in 2010 (see *Appendix (A)(1)-9*), and (2) the passage of Engrossed Second Substitute Senate Bill (E2SSB) 6696 in 2010 (see *Appendix (A)(1)-10*). These laws are crucial elements of the state effort to ensure high-quality teaching and learning environments for all students in all schools in Washington. The Steering Committee members indicated that if E2SSB 6696 had not passed in early March 2010, Washington state would not be able to make a viable Race to the Top Program application. When E2SSB 6696 did indeed pass and was signed into law by Governor Gregoire, the Race to the Top Program application effort expanded as did discussions about the Education Reform Plan Framework. In addition, the Steering Committee accelerated communications in relation to required and optional/competitive elements of Washington's Race to the Top Partnership Agreement.

During the winter and spring, Race to the Top information was presented statewide via a Website and in-person information sessions at state conferences. Input on what should be addressed in the Partnership Agreement and Race to the Top Program application was solicited from education and stakeholder groups, and reviewed and organized by the work teams.

The Education Reform Plan Framework was based on Washington's vision and goals; the analysis of current conditions and student performance data; current funding and initiatives; and the new laws. Preliminary budget model alternatives for Washington's Race to the Top Program bid were developed based on Phase 1 application information.

When Race to the Top Phase 2 guidance emerged, the working budget models then shifted to the level allowed for the state of Washington (\$250 Million) and the support of a combination of state *and* locally driven strategies. The Title I formula allocations to school

districts were reviewed based on the current dollar limit. This review guided the decision to adjust downward the state’s 50% grant portion (\$125 Million) by \$12.3 Million to create an equalization factor resource that was allocated to districts with little or no Title I funding. (See *Appendix (A)(1)-11* for Webinar slides on the state budget model and description for the district allocation table.)

Drafts of what was then called a Memorandum of Understanding (MOU) were presented to various stakeholder groups and some adjustments occurred. One change was from using the name and generic acronym “MOU” to calling the document a “Partnership Agreement” to reflect state and school district responsibilities in a partnership for education reform. Another adjustment was the inclusion of four recommended signatories to the Partnership Agreement: Superintendent, teachers’ union president, principal representative and school board president.

Following the federal Race to the Top Program and i3 models, Washington’s unique approach to the Partnership Agreement was to include both required and optional/competitive elements. This includes the idea of supporting model programs or research-based local school district efforts that are considered innovative or break-through – evolving into the concept of innovation clusters tied to the four Reform Criteria. The optional/competitive elements, or innovation clusters, represent the only “conditional items” that could extend beyond current collective bargaining agreements. By nature, they are bolder and more ambitious in nature, and necessitate school districts to indicate a specific interest in competing for additional optional/competitive funds. (Note that Washington’s detailed table for A(1) includes an additional column reflecting the conditional nature of the commitments made by districts just for the optional/competitive elements in the innovation clusters. There is also a separate column for the required element sign offs, which are not considered conditional in nature. All of these nuances were clearly detailed in directions provided with the Partnership Agreement Transmittal Package. (See *Appendix (A)(1)-12.*)

The state’s commitment to districts – the required elements included on the “State” column of the Partnership Agreement – addressed the central/state-level aspects associated with implementing and providing support to districts for the following:

- Common Core Standards
- Aligned Formative and Summative Assessments and Systems
- Instructional Improvement Data System and Technical Assistance

- Improved Mathematics and Science Instruction and Comprehensive STEM Models
  - Model Teacher and Leader Evaluation Systems
  - New, District-based Teacher Preparation Models
  - Regional Professional Development Delivery Network and New Professional Development Cooperative
  - Math and Science Specialty Endorsements (elementary) and Credentialing (middle and high)
- (See *Appendix (A)(1)-13* for a summary of the state and district commitments.)

Considerable communication efforts took place to explain the elements and conditions of the Partnership Agreement. These included statewide bulletins and memoranda introducing the agreements and supporting materials from State Superintendent Dorn; letters and news conferences; personal presentations by Governor Gregoire; issuance of the materials and explanatory information and directions via a new Website; two, three-hour workshops delivered through the K-20 videoconferencing communications system to allow for school board and citizen attendance after traditional work hours and to offer an opportunity for real-time questions and answers; and numerous presentations by key staff and committee members at education conferences, regional meetings, and to almost every large or small school district and constituent group across the state that asked for information. *Appendix (A)(1)-14* includes media clips and letters reflective of broad support from Washington’s leaders and partners.

**(A)(1)(ii) Participating LEA commitment**

Efforts across the state to involve districts in the Washington Race to the Top Partnership Agreement required and optional/competitive elements were overwhelmingly successful and presented in the summary below and detailed tables for A(1), which are included in *Appendix (A)(1)-15* and *Appendix (A)(1)-16*. These data demonstrated significant levels of commitment to the four Race to the Top Reform Criteria from across the state with 90% of districts in the state (265 of 295) signing the Partnership Agreement. These districts represent 95% of schools across the state, 97% of Washington’s K-12 students, and 98% of Washington’s students in poverty. Of those districts that signed the Partnership Agreement, 90% included a local school board president signature; 69% a teachers’ union president signature; and 86% a principals’

representative. These percentages are derived from those districts with teachers unions and and/or principal representative groups.

As mentioned above, 50% of the participating districts also indicated interest in competing to participate in one or more innovation cluster: 30% (79 of 265) of participating districts are interested in the Teacher and Leader Development and Effectiveness Innovation Cluster; 18% (47 of 265) of districts in the Struggling Schools Innovation Cluster; 40% (106 of 265) of districts in the College and Career Readiness and Closing the Achievement Gap Innovation Cluster; and 38% (100 of 265) of districts in STEM Innovation Cluster.

**(A)(1)(iii) LEA commitment summary tables**

**Table A-7  
Summary Table for (A)(ii)(b)**

<b>Elements of State Reform Plans</b>	<b>Number of LEAs Participating (#)</b>	<b>Percentage of Total Participating LEAs (%)</b>
<b>B. Standards and Assessments</b>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	265	100
<b>C. Data Systems to Support Instruction</b>		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	265	100
(ii) Professional development on use of data	265	100
(iii) Availability and accessibility of data to researchers	265	100
<b>D. Great Teachers and Leaders</b>		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	265	100
(ii) Design and implement evaluation systems	265	100
(iii) Conduct annual evaluations	265	100
(iv)(a) Use evaluations to inform professional development	265	100
(iv)(b) Use evaluations to inform compensation, promotion and retention	265	100
(iv)(c) Use evaluations to inform tenure and/or full certification	265	100
(iv)(d) Use evaluations to inform removal	265	100

<b>(D)(3) Ensuring equitable distribution of effective teachers and principals:</b>		
(i) High-poverty and/or high-minority schools	265	100
(ii) Hard-to-staff subjects and specialty areas	265	100
<b>(D)(5) Providing effective support to teachers and principals:</b>		
(i) Quality professional development	265	100
(ii) Measure effectiveness of professional development	265	100
<b>E. Turning Around the Lowest-Achieving Schools</b>		
(E)(2) Turning around the lowest-achieving schools	265	100

**Table A-8  
Summary Table for (A)(ii)(c)**

<b>Signatures acquired from participating LEAs:</b>			
Number of Participating LEAs with all applicable signatures			
	<b>Number of Signatures Obtained (#)</b>	<b>Number of Signatures Applicable (#)</b>	<b>Percentage (%)</b> (Obtained / Applicable)
LEA Superintendent (or equivalent)	265	265	100
President of Local School Board (or equivalent, if applicable)	238	265	90
Local Teachers' Union Leader (if applicable)	171	249	69
Principals' Representative	223	258	86
<b>TOTAL STATEWIDE</b>			

Data are 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.

**Table A-9  
Summary Table for (A)(1)(iii)**

	<b>Participating LEAs (#)</b>	<b>Statewide (#)</b>	<b>Percentage of Total Statewide (%)</b> (Participating LEAs / Statewide)
<b>LEAs</b>	265	295	90
<b>Schools</b>	2,070	2,174	95
<b>K-12 Students</b>	997,571	1,028,733	97
<b>Students in poverty</b>	324,699	332,114	98

Data are not available for Benge and Damman due to above-mentioned non-reporting

**Table A-10  
Summary Table for (A)(1)**

<b>This table provides the number of Partnership Agreements by participating districts per Educational Service District.</b>			
	<b>Participating LEAs (#)</b>	<b>Statewide (#)</b>	<b>Percentage of Total Statewide (%) (Participating LEAs / ESD)</b>
<b>LEAs</b>	265	295	
<b>ESD 101</b>	53	59	90
<b>ESD 105</b>	24	25	96
<b>ESD 112</b>	27	30	90
<b>ESD 113</b>	42	44	95
<b>ESD 114</b>	15	15	100
<b>ESD 121</b>	32	35	91
<b>ESD 123</b>	21	23	91
<b>ESD 171</b>	24	29	83
<b>ESD 189</b>	27	35	77

**(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans (30 points)**

The extent to which the State has a high-quality overall plan to—

- (a) Ensure that it has the capacity required to implement its proposed plans by— (20 points)
- (i) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;
  - (ii) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;
  - (iii) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
  - (iv) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including, where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and
  - (v) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and
- (a) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of statements or actions of support from— (10 points)
- The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and
  - Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. The State's response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters

of support or commitment, should be summarized in the text box below and organized with a summary table in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

**Evidence for (A)(2)(i)(d):**

- (i) The State’s budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State’s plan, as completed in Section VIII of the application.

**Evidence for (A)(2)(ii):**

- (ii) A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

**Recommended maximum response length: Five pages (excluding budget and budget narrative)**

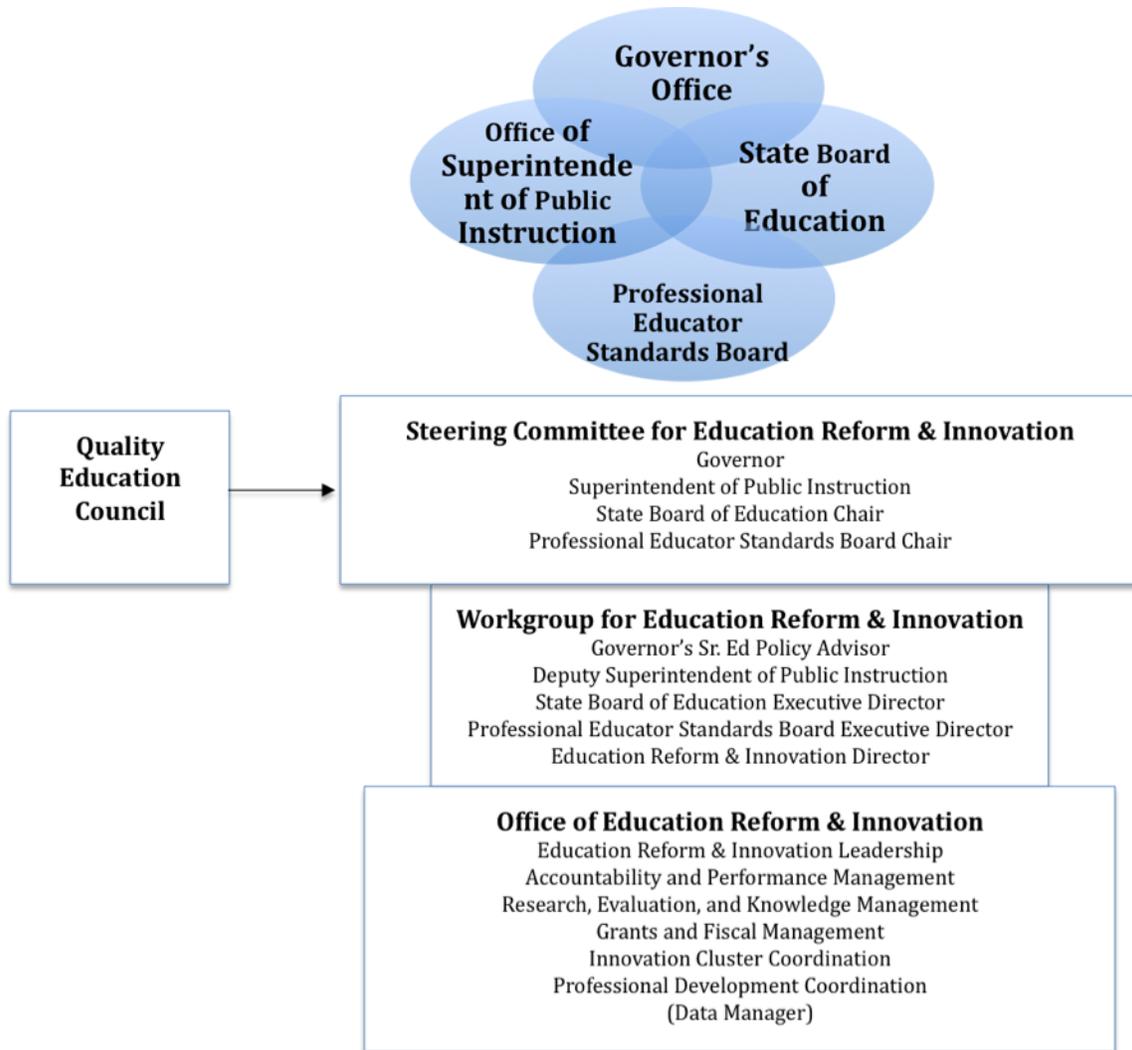
**(A)(2)(i) Ensure that it has the capacity required to implement its proposed plans**

### **Implementation and Governance Model**

The Office of Superintendent of Public Instruction is the primary organization for leading, supporting, and overseeing the K-12 education system in Washington state. However, there are also a variety of legislatively mandated-departments, boards, commissions, and committees that possess a policy, legislative, governance, professional standards, or delivery role in relation to education in Washington state. This mix of players is both a strength and challenge for Washington.

Washington’s model for governance and implementation of Race to the Top builds on the strengths of Washington’s educational system and takes a staged approach to addressing systemic challenges. As stated in Section (A)(1), Washington state leaders are committed to education reform and the implementation of an ambitious and cohesive 2010 State Education Reform Plan, hence the term “Education Reform and Innovation” is used in the titles for education reform governance, oversight, coordination, leadership, and implementation.

**Figure A-2: Washington’s Race to the Top  
Leadership & Governance Structure**



## ***Governance***

The Education Reform and Innovation governance model (See Figure A-2) builds on the governance was established to guide and coordinate Washington's Race to the Top Program application development (described in Section (A)(1)).

The Steering Committee – comprised of the Governor, the Superintendent of Public Instruction, and the State Board of Education Chair – will continue to oversee strategic decision making and progress monitoring for Washington's overall Race to the Top project implementation with one addition: the Chair of the Professional Educator Standards Board, who has authority for policy and oversight of Washington's system of educator preparation, certification, continuing education, and assignment. Noteworthy is the commitment on the part of all these leaders to meet as a Steering Committee of Education Reform and Innovation to oversee finalization and implementation of the 2010 State Education Reform Plan regardless of the receipt of federal Race to the Top funds. This Steering Committee will meet approximately six times per year.

Similarly, the Coordinating Committee – which was established to organize and oversee the various Race to the Top Team Leads and their committees' work and develop the Education Reform Plan Framework – will change its name to Workgroup for Education Reform and Innovation and assume a trouble-shooting, mediating, and ongoing implementation monitoring and evaluation function. Key staff from each of the Steering Committee organizations will again serve. However, the current temporary project manager will be replaced by a deputy superintendent level Director of Education Reform and Innovation, who will report directly to the Chief of Staff at the Office of the Superintendent of Public Instruction. This workgroup will continue its coordination role as the 2010 State Education Reform Plan is vetted more broadly and its implementation strategies and timeline finalized. The workgroup will meet monthly.

Guidance will be provided to the Steering Committee by the Quality Education Council, which was created by the Legislature in ESHB 2261, the major education reform bill passed during the 2009 session. The Quality Education Council's purpose is to develop strategic recommendations for implementation of a new definition of Basic Education and the financing necessary to support it. Quality Education Council members include four state representatives and four state senators (with equal representation among Democrats and Republicans), the Superintendent of Public Instruction (who chairs the Quality Education Council), the Director of

the Department of Early Learning, one appointee chosen by the Governor, and representatives from the State Board of Education, the Professional Educator Standards Board, and the Achievement Gap Accountability and Oversight Committee. The Superintendent of Public Instruction will serve as a conduit between the Quality Education Council and the Steering Committee.

There will not be one formal advisory group, however serving in advisory capacities to the Workgroup for Education Reform and Innovation will be representatives from business, higher education, K-12 education, state agencies, education associations, ethnic commissions, community groups, parents, and philanthropies, as well as those with expertise in the innovation cluster areas.

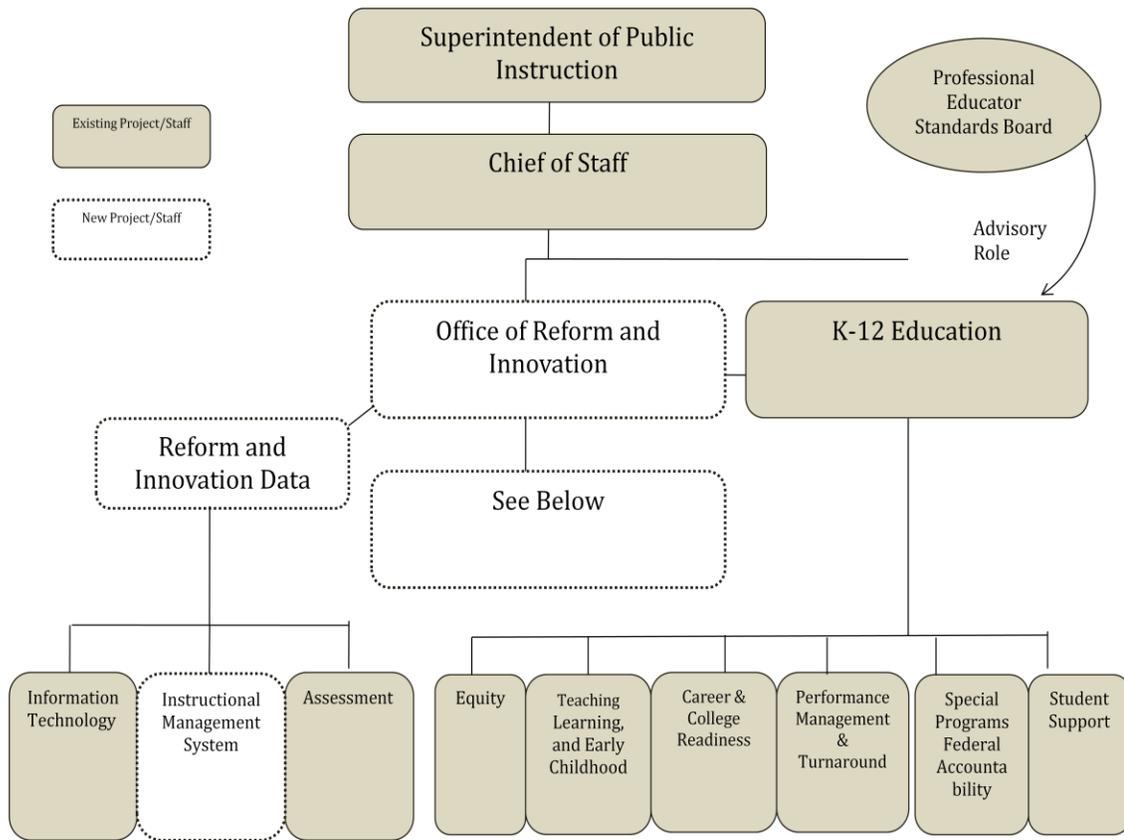
### ***Implementation***

The organizational structure for *implementing* Washington's Race to the Top Program includes the development of a new Office of Education Reform and Innovation in the Office of Superintendent of Public Instruction. This implementation and management function will be led by a Director of Education Reform and Innovation (mentioned above), who will have a lean central staff but a strong network of existing and new personnel and partners on whom to rely for day-to-day project implementation and management.

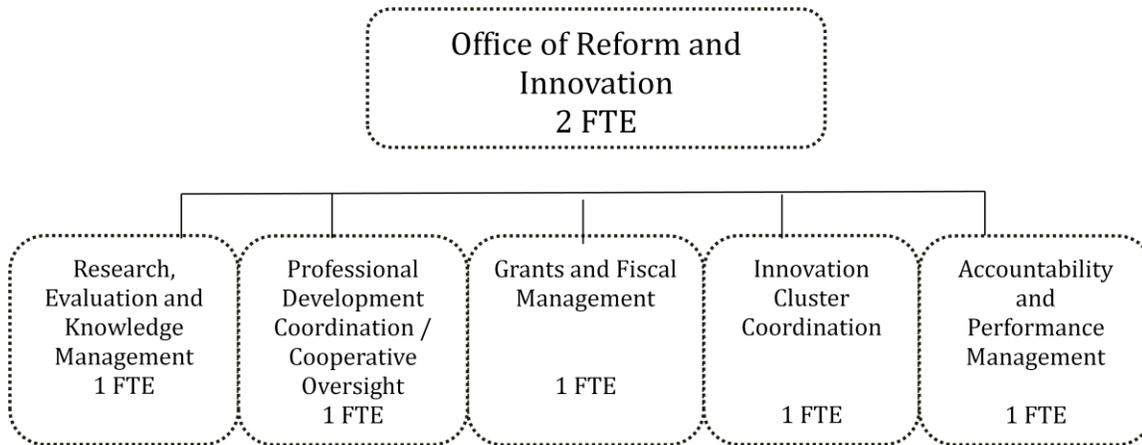
On par with the Deputy Superintendent of K-12 Education, the Director of Education Reform and Innovation will report directly to the Chief of Staff but be selected through a recruitment, interview and recommendation process that involves the above-mentioned Steering Committee. The Director of Education Reform and Innovation will be responsible for the successful implementation of the grant with the following outcomes: (1) meeting performance targets identified for 2013 and on track to meet the targets for 2018 to advance the four state education reform goals; (2) demonstrating results for innovation clusters that highlight successful initiatives that succeed in closing achievement gaps, reducing dropout rates, increasing college readiness, and accelerating student achievement in STEM; (3) ensuring grant projects and deliverables are completed within budget; and 4) assisting the state, regional, and local education agencies in internalizing and advancing the reform and innovation agenda for the state. See Chart A-2.

Functions housed in the Education Reform and Innovation Office will include: leadership (2.0 FTEs); performance management and accountability (1.0 FTEs); research, evaluation, and knowledge management to document, record, and disseminate best practices (1.0 FTEs); staffing the governance function (discussed above and embedded in the leadership function); fiscal and grants management (1.0 FTEs); innovation cluster coordination (1.0 FTE); Professional Development Coordination (1.0 FTE); and a Reform and Innovation Data Manager (1.0 FTE).

**Figure A-3**  
**Washington Race to the Top Implementation Structure**



**Figure A-4**  
**Washington Race to the Top Implementation Structure with Detail**



The entire Office of Education Reform and Innovation and related projects will be guided by a performance management approach. A performance management system uses data to guide and monitor the implementation and impact of a project or plan. Common goals, strategies, metrics, monitoring and reporting practices and vehicles, timelines, and working relationships will be designed to fulfill a variety of key activities (e.g., resource allocation, technical assistance delivery, program evaluation, and overall progress monitoring). All of these practices will be implemented in the first 90 days following the state’s Race to the Top program award announcement. Over the course of the grant, implementation will shift the state education offices from a compliance-oriented and funding-stream dictated approach to one that provides customized, responsive technical assistance and customer service to districts and schools, and that rewards innovation and student and educator growth.

The individuals possessing the authority and responsibility for accountability and performance management, as well as for research, evaluation and knowledge management, will be co-located in the Office of Education Reform and Innovation and will work closely with the Education Reform and Innovation data manager to develop a report card to monitor the progress of specific 2010 State Education Reform Plan projects (outlined in Sections (B) through (E) as well as the STEM priority area). Part of the responsibility of the performance management coordinator in the Office of Education Reform and Innovation will be to collaborate with other internal functions, such as the Performance Management and Turnaround Office, as well as

Washington state boards, commissions, councils, and committees to share project and performance management practices and to propose ways for all of the state's education entities to adopt performance management to align their work around the state's four goals and 2010 State Education Reform Plan.

In addition to performance management, the Office of Education Reform and Innovation will be responsible for creating, monitoring, and adjusting overall implementation plans not just for specific reform projects but also for managing change on a day-to-day basis among providers. This will also be true for ongoing monitoring, adjusting, and implementing state, regional, district, school, and classroom level capacity, scalability, and sustainability related to the 2010 State Education Reform Plan—practices that will be developed in the first 90 days following Race to the Top Program award notification.

This office will coordinate the recruitment and development or identification and placement of team leads, project staff, project team members, coordinators, and advisors who understand performance and project management, who will internalize Washington's Education Reform and Innovation agenda, and are committed to ongoing learning, collaboration, and data use.

Because of the complexity associated with restructuring practices, the Steering Committee and Education Reform and Innovation Director will in the first six months: finalize the 2010 State Education Reform Plan; identify the convergence of the common vision, shared goals, shared measures, and strategies with the various offices, boards, commissions, committees and councils' existing missions, strategies, action plans, roles, and responsibilities; and formulate recommendations for any shifts to these structures and roles.

As highlighted Figures A-3 and A-4, staff in the Race to the Top Program area and K-12 Education will collaboratively within the Office of Superintendent of Public Instruction. There will be a close working relationship not just among cabinet members, of which the Director will be a part, but also among key staff and project functions. Reform will not be incubated or isolated but rather integrated into new ways of organizing and working within the Office of Superintendent of Public Instruction. Given this integration, internal capacity will be built and can be sustained beyond the life of the grant. There will be a phased approach to reorganization and to changing working relationships both within and outside of the Office of Superintendent of Public Instruction.

In the early stages, for example, existing personnel, budgets, committees, offices, councils, commissions, and boards will serve together on project teams with identified team leads on areas such as: STEM; Data; Standards and Assessment; Teacher Development and Leadership; Professional Development; and federal programs including Title I and School Improvement. Each of the implementation plans and structures are described in greater detail in Sections (B) through (E) and the STEM Priority. In the later phases of restructuring, based on the above-mentioned recommendations and their proposed adoption, the various teams may implement additional organization and practices changes, linked to 2010 State Education Reform Plan and Race to the Top project.

**Table A-11  
Timeline for Washington’s Race to the Top Restructuring**

June - December ‘10	January - June ‘11	July - December ‘11
<ul style="list-style-type: none"> <li>• Create RTTT transition team to support districts as they develop their District Race to the Top Implementation Plans and RTTT staff are brought on board</li> <li>• Establish Office of Education Reform and Innovation, hire key project staff, and develop common protocols, practices, reporting tools, and communications</li> <li>• Launch District Race to the Top Implementation Plan planning guidelines and review district plans</li> <li>• Establish team leads and project teams and integrate existing functions with the RTTT work</li> <li>• Establish centralized Education Reform and Innovation professional development function</li> <li>• Establish Education Reform and Innovation Data Management Office</li> <li>• Finalize 2010 State Education Reform Plan, including recommendations for offices, departments, boards, commissions, committees and councils</li> <li>• Develop approach to performance management, evaluation, and knowledge management</li> </ul>	<ul style="list-style-type: none"> <li>• Approve and analyze District Race to the Top Implementation Plans</li> <li>• Develop innovation cluster Request for Proposal criteria, process and expert session(s) for interested districts</li> <li>• Conduct technical assistance and professional development needs analyses based on District Race to the Top Implementation Plans</li> <li>• Launch Innovation Cluster RFPs and select participants</li> <li>• Forward (and seek support for) legislative and organizational recommendations resulting from Education Reform Plan finalization</li> <li>• Implement additional organization and practices changes, linked to the 2010 State Education Reform Plan, across education offices, departments, commissions, boards, committees, and councils</li> <li>• Follow timelines for implementation within Sections (B) through (E)</li> </ul>	<ul style="list-style-type: none"> <li>• Launch innovation clusters</li> <li>• Continue to implement additional organization and practices changes, linked to 2010 State Education Reform Plan,</li> <li>• Implement performance management model</li> <li>• Launch report card</li> <li>• Follow timelines for implementation within Sections (B) through (E)</li> </ul>

### ***Additional Functions Linked to Education Reform and Innovation Office***

In addition to management and leadership functions housed in the Office of Education Reform and Innovation, there are three additional cross cutting functions. Complete descriptions, along with budgets and narratives, can be found in Sections (B) through (E). The cross-cutting roles are associated with specific innovation clusters, integrated professional development, and data management.

For example, there will be an Innovation Cluster Coordinator as well as dedicated people to support the unique implementation activities associated with each of the four innovation clusters to ensure dedicated coordination of common practices across all of the clusters as well as specific expertise and oversight of each separate innovation cluster. The specific expertise and oversight of each separate innovation cluster is assigned to and budgeted within each of the innovation cluster areas to coordinate the nuances associated with each different cluster, communicate with partners and providers, collect and compile artifacts and data, trouble shoot, and monitor and document practices. The Innovation Cluster Coordinator, who will reside within the leadership office, will have authority and responsibility for: ensuring common practices and methods for convening experts within each cluster; for establishing explicit selection criteria for Request for Proposals; for gathering, documenting, and scaling best practices throughout the state; and for reporting progress against outcome measures.

Closely aligned with the Office of Education Reform and Innovation will be an individual to coordinate professional development delivery across nine education service districts (discussed further in the history of past reform, *Appendix (A)(1)-1*), the Office of Superintendent of Public Instruction, the Performance Management and Turnaround Office, and the Professional Development Cooperative. (Note that addressing the fractured professional development delivery in the state is a key priority regardless of Race to the Top funding and the development of the Professional Development Cooperative – discussed in greater detail in Section (D)(5) – is an integral and evolving solution to this fractured PD development and delivery.)

This Professional Development Cooperative will facilitate the coordination of funding, services, and technical assistance among Office of Superintendent of Public Instruction 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—practices that will be

developed in the first 90 days following Race to the Top Program award notification. The central focus for the Cooperative will be to build individual and collective capacity at the local, regional, and state levels to implement and sustain evidence-based practices and innovations designed to: (1) eradicate low performance among schools, districts, and educators, (2) analyze teacher and leader evaluation data and identify responsive professional development and, (3) ensure continued growth and performance among all schools and districts.

Another supporting but decentralized function includes an individual to bring together the information technology, instructional management system, accountability, report card, and assessment functions, which are currently separated between the operations and teaching and learning sides of the Office of Superintendent of Public Instruction. The Education Reform and Innovation data management function will align these bifurcated functions, develop data systems as well as facilitate the state's leadership in and implementation of requirements associated with the Smarter Balanced assessment consortia (more on this in Sections (B) and (C)), a report card based on the above mentioned outcome measures in Section (A)(1), instructional management systems (see Partnership Agreement, *Appendix (A)(1)-3*), and implementation of the State Longitudinal Data System grant.

**(A)(2)(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from (a) the State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and (b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education**

As described in (A)(1), a work team and web-based process was used to solicit ideas for developing the Race to the Top Program application and reviewing its content. Teams addressing specific topics were formed to bring varying perspectives to this work. Members included representatives from business, labor, education associations, community organizations, higher education, partner state agencies, school district staff, and individuals with special expertise related to the topic area.

Described in the next sections of this application, is the involvement of the many state agencies, education stakeholders, and advocacy organizations in laying the groundwork for state policy decisions adopted by the Legislature and other policymaking bodies. These decisions and resulting actions support the specific activities included in this Race to the Top Program application. These same entities are included in policy implementation and are participants in the activities described in this application.

### ***Great Teachers and Leaders Participation at the State Level***

Of particular note is the involvement of the state teacher and principal organizations, the Washington Education Association and the Association of Washington School Principals. Both were key partners in the development of the legislation creating new evaluation systems for teachers and principals. The discussions were rich. In addition to discussion about evaluation criteria, the entire set of related development tools, processes, supports and implementation steps necessary to implement these systems across the entire state were also examined.

Both associations were integral participants in an education stakeholder group that guided application development. They also were key in the development of the district Partnership Agreement. It followed that the Washington's Partnership Agreement includes a signature block for a principal representative in each district. The associations provided information to their members across the state to inform them about the content of the Agreement, and supported local associations and groups in their considerations to sign. The broad base of support from teachers and principals in the participating districts is a result of this leadership.

The Teacher and Principal Development and Effectiveness Innovation Cluster activities include work that will be "cutting edge" for Washington. Both associations are very interested in implementation and will follow this work closely through the continued convening of the education stakeholder group as well as advisors to the Innovation Cluster.

### ***Partners in Education Reform***

The Race to the Top application provided yet another venue for citizens and organizations in Washington to participate in, or show support for, the education improvements underway and planned for the state. The letters of support that accompany this application demonstrate the breadth of interest, support and commitment to participate. (See *Appendix (A)(2)-1*.) Washington is fortunate to have numerous and varied partners.

- Committed to Science, Technology, Engineering, and Mathematics acumen for educators and students, these partners support high standards and rich content opportunities, possess knowledge of learning strategies, and appreciate the complexities for implementing programs at a state level. The Pacific Science Center, Battelle, and the emerging STEM Center supported by the Partnership for Learning are examples of partners committed to and deeply engaged in STEM (science, technology, engineering and mathematics).
- Focused on closing the achievement gap, these partners include those who understand that the gap is where opportunity lies to improve academic achievement for everyone. The Washington state ethnic commissions and Excellent Schools NOW are among those fully engaged.
- Connected to the many paths students take in their learning, these partners provide opportunities for students to acquire the tools needed for success in life, learning and citizenship. The Department of Early Learning, the presidents of Washington’s public institutions of higher education and other education and training organizations span this P-20 spectrum.
- Supportive of the concept of innovation that creates the environment for change, these partners provide resources and expertise and prioritize education excellence as key to the economic future of Washington. The business community and philanthropy organizations in Washington are essential to education’s success.
- Demonstrative of long-standing support for school improvement, these partners have been and continue to provide assistance to state level programs and school and districts programs. The Washington Roundtable and Technology Alliance Foundation has made commitments to support schools and programs.
- Development and implementation of policy, these partners move the education reform agenda for Washington state. The legislative leadership and state agency commitment to Washington’s reform direction is foundational to the efforts of the last 17 years and the steps Washington will be taking through its Race to the Top application and education reform plan.

- Knowledgeable about teaching, learning, and professionalism, these partners represent principals, teachers, superintendents, administrators, and education support staff throughout Washington. Education associations and member organizations helped secure support for Washington’s Partnership Agreement and will be critical to Race to the Top implementation.
- Committed to mobilizing and implementing a statewide professional development network, these partners understand the diverse needs, challenges, and conditions in the state. The regional Educational Service Districts support education reform through collaboration, partnership and alignment of common standards and practices. (See *Appendix (A)(2)-1* for letters of support.)

**(A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)**

The extent to which the State has demonstrated its ability to—

- Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)
- Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to— (25 points)
  - Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;
  - Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and
  - Increasing high school graduation rates.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

**Evidence for (A)(3)(ii):**

1. NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.

**(A)(3)(i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms**

It is difficult to briefly summarize all of the progress and accomplishments in a state in each of the four broad Race to the Top Program Reform Criteria while trying to inform an outside reader of the sequencing, chronology and inter-relationship of those activities to a larger Education Reform Plan Framework. However, it is the intent of Washington state to clearly present the state's progress, which as referenced in Section A1, is captured in *Appendix A(1)-1, Washington Education Reform Past and Present – Foundation for the 2010 State Education*

*Reform Plan.* This historical overview describes three “waves” of education reform and links the Race to the Top Reform Criteria and priority areas to state plan goals. Each wave encompasses multiple events, legislation and program developments that boost Washington’s systematic progress on the four Reform Criteria areas. A summary of progress on the four Reform Criteria along with the sources of support is presented below.

### ***Standards and Assessments***

1. In 1993, Washington passed landmark legislation that established four common learning goals for all students. Accompanying the goals was the mandate to set high-quality standards to raise student achievement, develop an assessment system to measure student growth and create a new accountability system to monitor progress at the state level. Over the next 17 years, the assessment system was implemented; challenging content standards called *Essential Academic Learning Requirements* (EALRs) were developed and benchmarks - points in time which are used to measure progress - were tied to grade levels.
2. In the past seven years, all of the academic content standards have been updated and grade-by-grade learning standards have been developed in all core subjects. State *Essential Academic Learning Requirements* have undergone extensive evaluation for their breadth depth, balance, rigor, clarity, specificity and consistency, earning high marks from external reviewers. Washington is one of only five states to earn an “A” on the strength of reading and mathematics standards in a new study being released by Education Next, which compared states’ standards against Nation Assessment of Education Progress (NAEP) standards. (All of the development work and implementation of the standards noted in points 1 and 3 have been supported through state funding.)
3. The same law establishing standards also mandated accompanying assessments. From its beginning in 1997, with a limited set of tests focusing on select grade levels, the Washington State Assessment system has grown into a high-quality, comprehensive assessment system that covers the full spectrum of grades and includes formative and summative assessments, alternative assessments, language proficiency tests, computerized instructional improvement systems and early learning benchmarks and kindergarten assessments. (The state assessment system has been built largely with state funds. A November 2009 grant using federal money funds the English Language Proficiency Assessments.)

### ***Longitudinal Data System***

1. In the early 1990s with state legislative approval, the first element of a longitudinal data system was developed – an encrypted, secure student identifier. From this beginning, the Office of Superintendent of Public Instruction built its core student records system, which stores student demographic and program data and links student assessment data and other items. Data elements have expanded and been further refined, and reporting timeframes, training and data quality increased. The system is now called the 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 Washington’s 295 school districts. This student data, combined with fiscal and educator data, is used for federal and state reporting requirements, state assessment reports and state reporting that is currently available on the “State Report Card” web site.
2. By 2009, Washington State had built one of the most comprehensive statewide K-12 longitudinal education data systems in the country, covering all the elements of the America COMPETES Act. The current system is a result of multiple initiatives and actions, including the work of the Washington Education Data and Research Center, strong legislative support and collaboration, and established data governance process. (The development of the core student records system was built with state funds; however, interoperability was supported with a \$1 Million grant from the Bill and Melinda Gates Foundation. In 2009, a \$5.94 Million from the federal Institute of Education Sciences, US Department of Education, was granted for extensions of the state core system. On May 22, 2010, Washington received notice that it has been awarded a second federal Institute for Education Sciences grant for \$17.3 Million.)

### ***Great Teachers and Leaders***

1. The late 1990s and early 2000s brought significant change with the adoption of new performance-based standards for teacher and principal preparation, requiring demonstrated competency rather than completion of course and credit requirements. The Professional Educator Standards Board was created to oversee a new system. The Professional Educator Standards Board possesses responsibility and authority for policy and oversight of Washington’s system of educator preparation, certification, continuing education and

assignment. Creation of the Professional Educator Standards Board represents the state's commitment to setting the highest possible standards for all educators as essential to ensuring high standards for all students. (The development of the new performance-based standards for teacher and principal preparation was state funded. The Professional Educator Standards Board is state funded.)

2. Washington has established 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. These options are state funded.
3. Washington State has implemented the ProTeach Portfolio 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 evidence, successful passage is required to maintain licensure. (The work is state funded, however, 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.)
4. The 2010 Engrossed Second Substitute Bill (E2SSB) 6696 (*Appendix A(1)-8*) creates 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. A set of school districts will begin designing and piloting new teacher and principals evaluation systems in the 2010-2011 school year. Through these pilots, the state will develop its framework for four-level rating systems and measures of student growth. It also amends state statutes to increase the time of the provisional period for new teachers from two years to three years; expands alternate route programs in educator preparation to entities outside of higher education; revises standards for program approval; builds on a state workforce data collection system; creates a process for regional examination of workforce data; and establishes regions in the state with corresponding responsibilities to provide educator preparation programs if a need is identified. The 2010 state biennial budget provides \$142,000 for the Professional Educator Standards Board work related to E2SSB 6696 provisions. Additional state funding is provided for implementation of E2SSB 6696 evaluation system activities.

### *Intervening in Struggling Schools*

1. The move toward a more accountable education system in Washington started with performance-based student assessments and was extended to the school, district and state levels through ESHB 1209, passed in 1993. The newly reconstituted State Board of Education was charged in 2005 with developing a statewide accountability system, including the development of state intervention mechanisms for struggling schools. (These early efforts to increase accountability at the student and school level have been state funded and included seed funding from the Bill & Melinda Gates Foundation.)
2. As noted throughout this application, the 2010 Engrossed Second Substitute Senate Bill (E2SSB) 6696 addressed several reform areas. Part 1 establishes provisions for the state accountability system, which was developed by the State Board of Education. This includes processes for identifying successful schools and districts as well as those schools that are ranked in the bottom 5% of persistently lowest achieving schools. Intervention requirements are articulated; an academic audit and approved action plan development process is included, as well a dispute resolution process. The state legislature will form a joint select committee to consider actions and consequences for districts that do not make expected improvements through the provisions of these statutes. A small portion of the approximately \$2.2 Million of additional state funding for implementation of E2SSB 6696 will support these activities.
3. In response to the Elementary and Secondary Education Act/Title I, the District and School Improvement and Accountability division in the Office of Superintendent of Public Instruction was created to provide a range of research-based services and supports to districts and schools identified for improvement under federal definitions based on Adequate Yearly Progress status. (The funding for the District and School Improvement efforts receives both state and federal funds with the 2009-2011 state biennium providing \$3.483 Million to support focused assistance for low performing schools.)

**(A)(3)(ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to (a) in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; (b) decreasing achievement gaps between sub-groups in**

**reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and (c) increasing high school graduation rates**

**National Assessment of Educational Progress (NAEP)**

Washington's standards are aligned with National Assessment of Educational Progress standards. Detailed performance trends from 2003 are included in *Appendices (A)(3)-1 to (A)(3)-8*. Although Washington's overall scores are higher than the nation, Washington still has work to do on closing significant achievement gaps. Analysis of the NAEP data follows.

***National Assessment of Educational Progress: Mathematics***

Washington's eighth-grade students increased their average math scores on the 2009 National Assessment for Educational Progress. The scores show that Washington was one of just 15 states to see eighth-grade scores increase on the national assessment.

The state's average scale score in eighth-grade math increased from 285 in 2007 to 289 in 2009. The four-point increase and the state's overall score compared to the nation's (282) are considered statistically significant, meaning the increases are far greater than the margin of error. The nation's eighth-grade math average score increased by two points from 2007 to 282.

The state's average scale score in fourth-grade math fell by one point (not considered a statistically significant decrease) from 243 in 2007 to 242 in 2009. The nation remained at 239, and just eight states saw their scores increase in fourth-grade mathematics. Still, Washington's fourth-grade math score of 242 remained higher than the nation.

The largest average scale score gain of any Washington ethnic group in mathematics testing was 13 points by Asian/Pacific Islander eighth-grade students. In addition, eighth-grade whites (295) and males (290) also saw significant increases in their scores from 2007. Those two groups were also significantly higher than the nation.

As Washington's mathematics scores generally remained the same in fourth grade and increased in eighth grade, the state's participation rate among Title I students with disabilities and English Language Learner students rose significantly. In fourth grade, participation increased by 2.3% among students with disabilities and 4.7% among English Language Learner students. In eighth grade, those rates increased by 8.4% and 1.6% respectively.

Those rates increased in part because English Language Learner students were able to take a Spanish version of the National Assessment of Educational Progress mathematics test, and

the Office of Superintendent of Public Instruction increased its efforts to inform schools about other available accommodations for English Language Learner students and students with disabilities.

**Table A-12**  
**Fourth and Eighth Grade NAEP Mathematics Performance: 2007 and 2009**

Grade Level NAEP Mathematics	Washington		Nation	
	2007	2009	2007	2009
Fourth Grade	243	242	239	239
Eighth Grade	285	289	280	282

**Table A-13**  
**Fourth Grade NAEP Mathematics Performance by Student Subgroups**

Fourth Grade NAEP Mathematics	Washington		Nation	
	2007	2009	2007	2009
White	248	247	248	248
Black	222	227	222	222
Asian/Pacific Islander	250	253	254	255
Hispanic	225	227	227	227
American Indian/Alaskan Native	227	227	229	227
Males	244	242	240	240
Females	241	242	238	238

**Table A-14**  
**Eighth Grade NAEP Mathematics Performance by Student Subgroups**

Eighth Grade NAEP Mathematics	Washington		Nation	
	2007	2009	2007	2009
White	291*	295	290*	292
Black	264	269	259	260
Asian/Pacific Islander	289*	302	296	300
Hispanic	263	264	264	266
American Indian/Alaskan Native	265	269	265	267
Males	285*	290	281*	283
Females	285	288	279*	280

(\*represents statistical significance)

***National Assessment of Educational Progress: Reading***

On the National Assessment of Educational Progress reading exam, the average reading scores of Washington fourth and eighth grade students remained consistent on the 2009 National Assessment of Educational Progress.

Washington’s reading results were similar to most of the nation. Just three states saw higher scores in fourth grade and nine states in eighth grade. Washington eighth graders (267) scored higher than the national average (262) and fourth graders (221) scored slightly ahead of the nation (220).

The state’s average reading scale scores in fourth and eighth grades either slightly increased or decreased from 2007 in overall and subgroup categories. There was a significant decrease in the reading scale score of fourth-grade Asian students. However, none of the other increases or decreases was considered statistically significant. Thus, Washington’s scores are considered consistent, or flat, scores.

Washington eighth-grade students saw an increase in their average scale score from 265 in 2007 to 267 in 2009. During the same time period, the average fourth-grade reading score fell by three points to 224.

As Washington’s reading scale scores generally remained the same in fourth grade and increased in eighth grade, the state’s exclusion rate for students with disabilities and English Language Learner students decreased. The exclusion rate is the percent of students not included

in the assessment due to type of disability or lack of a testing accommodation. A lower exclusion rate means more students are included in the assessment.

In fourth grade reading, the overall exclusion rate for students with disabilities and English Language Learners was 4%, compared to the nation’s rate of 5%. In eighth grade, the exclusion rate for Washington was 3%, compared the nation’s rate of 4%. Student participation rates for Washington were 93% for fourth grade, which includes excluded, absent and refusals, and 91% for eighth grade.

Below are results from the 2009 National Assessment for Education Progress fourth and eighth grade reading exams for Washington and national public schools. 2007 results are also provided.

**Table A-15**  
**Fourth and Eighth Grade Reading NAEP Performance: 2007 and 2009**

Grade Level NAEP Reading	Washington		Nation	
	2007	2009	2007	2009
Fourth Grade	224	221	220	220
Eighth Grade	265	267	261	262

**Table A-16**  
**Fourth Grade NAEP Reading Performance by Subgroup: 2007 and 2009**

Fourth Grade NAEP Reading	Washington		Nation	
	2007	2009	2007	2009
White	229	229	230	229
Black	206	209	203	204
Asian/Pacific Islander	232	221*	231	234
Hispanic	206	201	204	204
American Indian/Alaskan Native	205	212	206	206
Males	221	217	216	216
Females	227	226	223	223

(\*represents statistical significance)

**Table A-17**  
**Eighth Grade NAEP Reading Performance by Student Subgroup: 2007 and 2009**

Eighth Grade NAEP Reading	Washington		Nation	
	2007	2009	2007	2009
White	270	273	270	271
Black	247	245	247	245
Asian/Pacific Islander	268	272	269	273
Hispanic	247	248	246	248
American Indian/Alaskan Native	252	254	248	252
Males	260	261	256	258
Females	270	273	270	267

**Advanced Placement Participation and Scores**

In Washington State, 10,120 candidates took 14,685 Advanced Placement examinations in 1999. In that year, the Office of Superintendent of Public Instruction began an aggressive effort to increase: the number of schools offering Advanced Placement; the number and types of Advanced Placement courses; the number of students taking and passing courses; the number of students who were prepared for college level work; and the number who received credit from the institutions of higher education they attended. This venture has been extremely successful. As 2009 data show, the number of examinations taken have more than doubled – representing a 265% increase.

**Table A-18**  
**Percentage of AP Examinations taken by Student Subgroup (public school students)**  
**(%)**

Category	2005	2006	2007	2008	2009
American Indian/Alaskan Native	0.6	0.7	0.7	0.6	0.8
Asian	16.1	16.0	17.3	17.8	17.9
Black	1.9	2.2	2.0	2.0	2.2
Hispanic	4.3	4.6	5.0	5.4	5.7
White	69.9	67.7	67.8	67.3	66.2
Not Stated	3.2	5.1	3.1	2.5	2.9
Other	3.9	3.7%	4.0	4.4	4.3

**Table A-19**  
**Percentage of AP Examinations Taken with Grade of 3, 4 or 5 Within Student Subgroup**  
**(%)**

Category	2005	2006	2007	2008	2009
American Indian/Alaskan Native	50.5	50.4	55.6	43.2	46.1
Asian	57.6	54.3	58.3	57.4	58.9
Black	34.8	40.2	35.3	34.1	32.8
Hispanic	48.2	48.2	44.2	42.4	40.6
White	64.6	62.8	63.2	61.9	63.7
Not Stated	60.5	61.7	55.7	49.7	55.4
Other	62.5	59.1	59.9	58.3	60.5

This participation increase is reflective of three major state initiatives: (1) implementing, supporting and promoting the federal Advanced Placement fee reduction program for low-income students; (2) competing for and winning three federal Advanced Placement Incentive program grants; and (3) initiating support systems and training focusing on rural and small school Advanced Placement program development. A review of the most recent Advanced Placement data reveals the trends within the state data and points to the continuing challenges to enable all students to be college and career ready.

In 2005, Washington students took 35,704 Advanced Placement exams; by 2009, the number had increased to 55,501 – a rise of 36% between 2005 and 2009. During the same timeframe, the number of students receiving a 3, 4, or 5 on an Advanced Placement exam remained roughly the same. Females continued to lead males in examinations taken (54.6%).

Similarly all ethnic groups increased their Advanced Placement exam taking: American Indian students increased their exam taking from 216 in 2005 to 449 in 2009; Asian students from 5,752 in 2005 to 9,951 in 2009; Black students from 670 in 2005 to 1,224 in 2009; Hispanic students from 1,544 in 2005 to 3,166 in 2009; White students from 24,971 in 2005 to 36,724 in 2009; and for others/not stated, from 2,551 in 2005 to 3,987 in 2009. These data demonstrate increased exposure and access to college level course content.

**Table A-20**  
**AP Examinations Taken by Washington Student Subgroup**

Sub Group	2005		2009	
	Number	Percentage	Number	Percentage
Male	15,982	44.8	25,220	45.4
Female	19,722	55.2	30,281	54.6
American Indian/Alaskan Native	216	.06	449	0.8
Asian	5,752	16.1	9,951	17.9
Black	670	1.9	1,224	2.2
Hispanic	1,544	4.3	3,166	5.7
White	24,971	69.9	36,724	66.2
Not Stated	1,155	3.2	1,590	2.9
Other	1,396	3.9	2,397	4.3
Statewide	35,704		55,501	

The goals for Washington’s Advanced Placement Program remain high. The number one priority is to close achievement gaps in the participation of students of color in Advanced Placement course taking, exam taking and earning of scores 3, 4 or 5. A second area of focus is to increase the number and percentage of Washington school districts that offer Advanced Placement, through traditional means or through online opportunities, until 100% of Washington students have the opportunity to take and succeed in challenging classes and prepare for college and career success. The third goal is unique to Washington, because the state has made increasing AP course offerings in Career and Technical Education Programs a new priority in the last few years.

### **SAT Participation and Scores**

Washington public school students taking the SAT fair better in comparison to their national counterparts: Washington students achieved a mean critical reading score of 520, mathematics score of 529, and writing score of 502 whereas the nationwide mean was 496, 510, and 487 respectively. The two subgroups scoring the best were males (with mean critical reading scores of 524, mean mathematics scores of 548, and mean writing scores of 495); and whites (with mean critical writing scores of 535, mean mathematics scores of 539, and mean

writing scores of 515). Asian students in Washington, in fact, were the only subgroup not outperforming their national counterparts.

**Table A-21**  
**Washington Student Subgroup Performance on SAT Exams**

Student Subgroup	Washington Public Schools 2008 SAT				National Public Schools 2008 SAT			
	# of test takers	Mean Reading	Mean Math	Mean Writing	# of test takers	Mean Reading	Mean Math	Mean Writing
Total 2008	29,303	520	529	502	1,093,374	496	510	487
Female	15,895	517	513	508	592,367	494	494	492
Male	13,408	524	548	495	501,007	500	528	480
American Indian/Alaskan Native	408	500	504	471	6,847	481	487	462
Asian	3,897	507	554	499	103,089	516	573	517
Black	1,297	447	441	431	146,505	425	423	416
Hispanic	2,070	460	467	448	158,130	448	457	441
Overall								
White	19,454	535	539	515	609,843	524	536	512
Other	977	522	517	500	609,843	524	536	512
No Response	1,200	510	501	484	36,967	481	482	466

### **Graduation and Dropout**

Increasing the graduation rate and decreasing the dropout rate – particularly related to achievement gap groups – one component of Superintendent Randy Dorn’s improvement agenda. According to the latest data from the Office of Superintendent of Public Instruction, the overall on-time graduation rate for Washington State students for the 2008–09 school year was 73.5%. These figures have remained fairly steady – or flat – with slight decreases and increases, since 2003-04.

**Table A-22**  
**Washington Student Graduation and Dropout Data**  
**(%)**

	03-04	04-05	05-06	06-07	07-08	08-09
Estimated Four Year Cohort Dropout	21.5	19.1	21.4	21	21.4	19.4
Extended Graduation	74.3	79.3	75.1	77.5	77	79.2
On-time Graduation	70.1	74.3	70.4	72.5	72	73.5

Given this trend, graduation patterns have also remained stubbornly stable across most gender and ethnic groups. However Black and Hispanic student graduation rates did increase between 2003-04 and 2007-08 from 53.9% to 59.9% and from 54% to 60% respectively. There remain achievement gaps between White (as well as Asian) graduates and other ethnic groups of between 15 and 25%.

For 2008-09, there was an estimated four-year cohort dropout rate of 19.4%. The dropout rates for students from specific ethnic minorities represented higher rates: American Indian students dropped out at the highest annual rate of 36.4%, Black students dropped out at an annual rate of 28.6%, and Hispanic students dropped out at an annual rate of 27.2%. As illustrated by Table A-23, these trends have remained steady over time:

**Table A-23: Washington Four Year Dropout Trends**

<b>Est. 4 yr Cohort Dropout</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
All Students	24.3%	21.5%	19.1%	21.4%	21.0%	21.4%	19.4%
	21,390	18,365	15,921	18,564	18,044	18,253	16,415
Asian (incl Pacific Islander)	18.1%	14.1%	12.6%	16.5%	18.3%	15.3%	12.6%
	1,238	928	821	1,150	994	1,090	909
Asian						14.7%	11.7%
						983	896
Pacific Islander						26.7%	27.0%
						107	124
Black	35.5%	33.6%	25.4%	36.6%	23.6%	32.5%	28.6%
	1,698	1,575	1,143	1,808	1,448	1,567	1,371
Hispanic	39.0%	34.7%	29.8%	31.9%	29.5%	29.6%	27.2%
	3,442	3,099	2,618	3,106	2,963	3,065	2,976
Native American	46.9%	39.9%	36.0%	39.3%	39.9%	40.8%	36.4%
	1,250	1,046	868	1,018	1,022	1,017	847
Caucasian	21.2%	18.7%	16.9%	18.3%	18.6%	18.7%	17.0%
	13,762	11,687	10,195	11,276	11,292	11,088	9,841

A new Dropout Early Warning and Intervention System is being developed for school district use. Piloted in the Shelton School District in partnership with Educational Service District 113, this linked data and intervention system will be expanded to districts statewide. This is further discussed in Section (C).

## **Mathematics and Science Performance**

Revised math and science standards, new math graduation requirements, proposed new science graduation requirements, review of math and science curriculum materials, and continued support for math and science assessment as a graduation requirement are at the core of the state's work in these areas.

Students in the Class of 2013 are the first to be required to pass reading, writing, math, and science assessments. The Office of Superintendent of Public Instruction is moving toward math end-of-course assessments in 2011. Students will take an End of Course Assessment in Algebra I or Integrated Mathematics I, and in Geometry or Integrated Mathematics II.

Since the early 2000s, the Office of Superintendent of Public Instruction has collaborated with many groups that play a significant role in improving mathematics and science teaching and learning: higher education (Title II-B, Math/Science Partnership grants); public/private partnerships; Educational Service District math and science coordinators; district and school improvement, and Career and Technical Education.

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 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 state formula grants to increase the content knowledge of mathematics and science teachers through partnerships between school districts, higher education, and private STEM entities. Washington currently has more than 50 school districts involved in ten Mathematics and Science Partnership projects throughout the state. System partners that include universities, community colleges, school districts, and private entities such as the Institute for Systems Biology, Leadership Assistance for Science Education Reform (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 on 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 program. Since 2002, Leadership Assistance for Science Education Reform has provided a strong leadership base for the science educational reform activities. The Leadership Assistance for Science Education Reform (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 Leadership Assistance for Science Education Reform Alliances serve most of the state with a network able to implement future efforts. Leadership Assistance for Science Education Reform 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.

The Washington STEM Center is a key partner for supporting improvement in math and science teaching and learning in the future. The Washington Science, Technology, Engineering and Math (STEM) Center will establish a statewide focal point for supporting and coordinating state, regional, and local STEM teaching programs, practices, and policies. The Washington Roundtable and the Partnership for Learning are the catalysts for the development of the STEM Center.

Since January 2010, along with state mathematics and science stakeholders, the Office of Superintendent of Public Instruction has focused on six key recommendations for improving student achievement in math and science. While several of the recommendations depend on the receipt of additional funding (either through the state and/or the Race to the Top fund), work continues to move forward with the benefit of existing resources. Following is a summary of current work and progress on each of the recommendations presented to the State Board of Education in January:

- 1) Focus on improving core classroom instruction in math and science.
- 2) Ensure all elementary education teachers, new and veteran, have strong content knowledge and instructional practice in math and science. Increase district hiring and alternative route preparation of recent math and science graduates and professionals early in their career, easing transition to a career in teaching.
- 3) Recommend that science be taught a minimum of 100 minutes per week in grades 1 and 2; 150 minutes per week in grades 3–5; and 200 minutes per week in grades 6–8. The Office of Superintendent of Public Instruction will continue to advocate for and offer support to elementary and middle schools for providing comprehensive science instruction at the elementary and middle school levels.
- 4) Support district implementation of stronger mathematics and science programs by increasing professional development of teachers through leveraging public and private resources to expand statewide system improvement initiatives. The Office of Superintendent of Public Instruction is supporting elementary teachers' content knowledge by pursuing an Elementary Mathematics Specialty endorsement in partnership with Professional Educator Standards Board, Educational Service District mathematics coordinators and higher education.

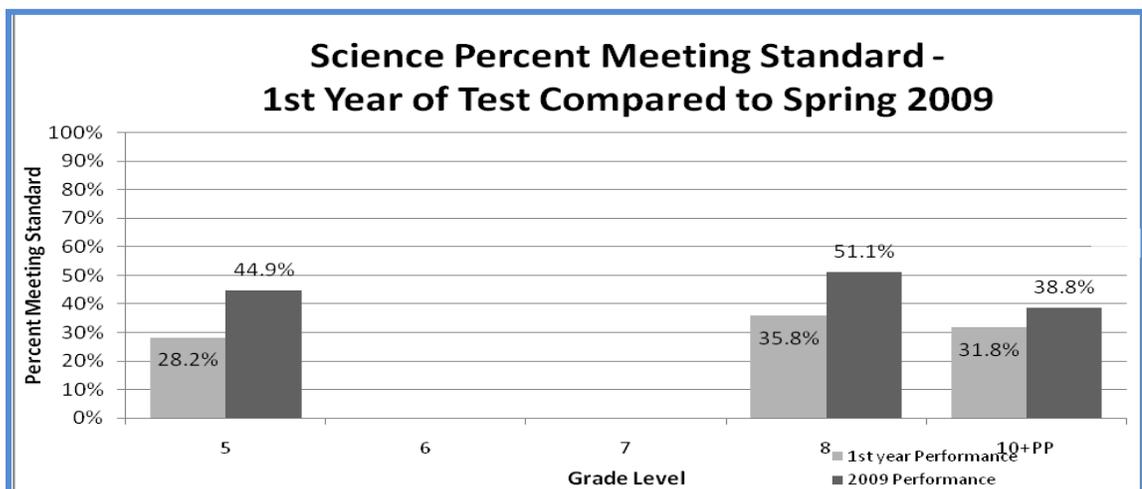
- 5) Introduce policy initiatives that will support new programs designed to promote early learning in math and science. Develop a mathematics training program for early learning providers that focus on numbers, geometry/spatial thinking, and measurement.
- 6) Make it easier for districts to join multi-district cooperatives for the purposes of beginning a STEM focused high school, irrespective of existing district boundaries, and continue to promote program development at skill centers that focus on STEM-related training.

***State Science Performance***

Overall, just 45% of fifth grade students are passing the state science exam; however this reflects an increase of 16.7 percentage points since first test administration in 2004. Similarly, every ethnic group showed increases between 2004 and 2009. The table below illustrates these gains. There remain significant achievement gaps between White and other students: notably, between 27.7 percentage points between Whites and Black students; 29.5 percentage points between White and Hispanic students; and 27 percentage points between White and American Indian/Native Alaskan students.

These trends continue with tenth grade state science test results as well but the overall tenth grade science passing rate is just 39% – only seven percentage points higher than in 2003 when the tenth grade test was first administered. Every ethnic group again increased its performance from the initial test administration in 2003 to the most recent test administration in 2009.

**Chart A-1: Washington Student Science Performance**



**Table A-24: Washington Student Science Performance by Student Subgroup**

Grade	All Students			White			Black			Hispanic			Am Indian/Alaska Native			Asian/Pacific Islander			
	1st Year	2009	Diff	1st	2009	Diff	1st	2009	Diff	1st	2009	Diff	1st	2009	Diff	1st	2009	Diff	1st
3																			
4																			
5	2004	28.2	44.9	16.7	41.8	52.3	10.5	16.5	24.8	8.3	14.4	22.8	8.4	18.1	25.3	7.2	40.2	52.5	12.3
6																			
7																			
8	2003	35.8	51.1	15.3	40.	58.6	17.8	13.7	28.6	14.9	14.0	25.3	11.3	18.3	29.2	10.9	39.9	59.2	19.3
10+ PP	2003	31.8	38.8	7.0	36.3	44.6	8.3	9.2	17.8	8.6	11.1	18.9	7.8	15.9	19.4	3.5	32.7	46.0	13.3

***State Mathematics Performance***

State mathematics exam passing rates are in the 45<sup>th</sup> to 50<sup>th</sup> percentile with the exception of third and fifth grade, which are at 68<sup>th</sup> and 62<sup>nd</sup> percentile respectively – in other words the gains have not been nearly big or fast enough and there remain significant achievement gaps. The mathematics exams are administered approximately seven times over the course of a student’s education: at third, fourth, fifth, sixth, seventh, eighth, and tenth grade. In Section B and in the appendix addressing Washington State’s past and present education reforms, we highlight the progression of various assessment updates. For example, the state administered new exams to third, fifth, sixth, and eighth graders in 2006.

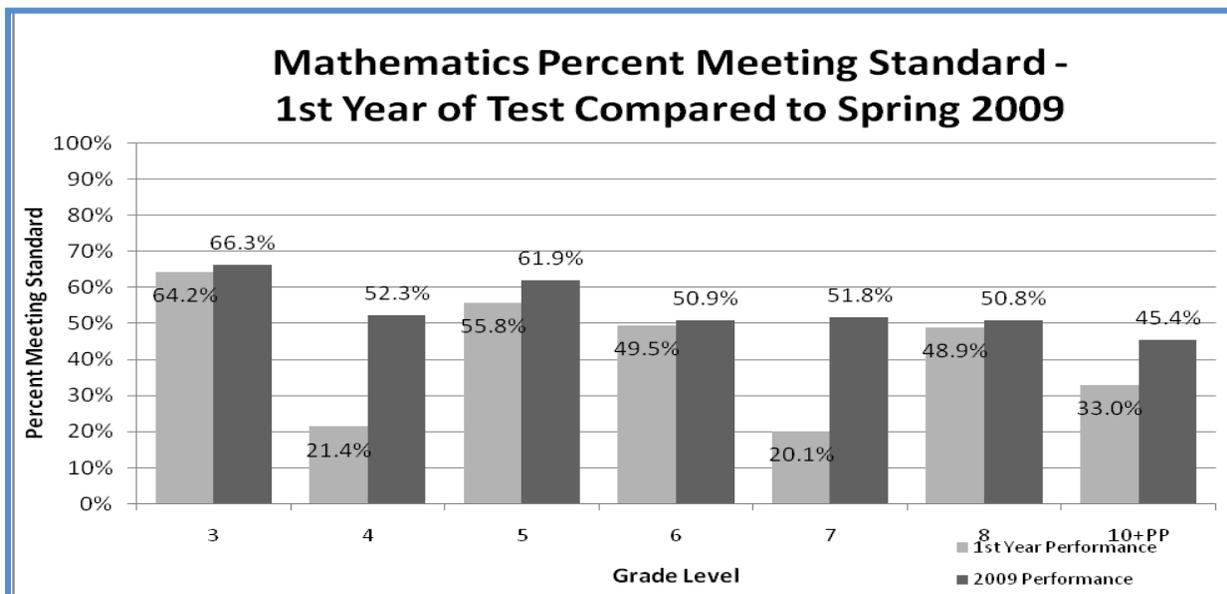
Since these grade levels assessments were developed in 2006, there has been just 2.1 percentage point increase in third grade mathematics achievement; 6.1 percentage point increase in fifth grade achievement; 1.4 percentage point increase in sixth grade achievement overall; and 1.9 percentage point increase in eighth grade mathematics achievement.

The three grade levels for which exams were developed in the late 1990s, much higher gains in student achievement were realized between the first year of the test’s administration and 2009: there was a 30.9 percentage point increase in fourth grade mathematics achievement from 21.4% in 1997 to 52.3% in 2009; 31.7 percentage point increase in seventh grade mathematics

achievement from 20.1% in 1998 to 51.8% in 2009; and a 12.4 percentage point increase in mathematics achievement at tenth grade from 33% in 1999 to 45.4% in 2009.

The achievement gaps for mathematics between White and Black students, White and Hispanic students, and White and American Indian/Alaskan Native students were comparable to, if not higher than for science: for Black students at all grade levels, the mathematics achievement gap hovered between 28 and 30 percentage points; for Hispanic students, the same was true; and for American Indian/Alaskan Native students the mathematics achievement gap ranged from 25 to 28 percentage points. Asian/Pacific Islander student achievement was on par with, if not higher than, White students.

**Chart A-2**  
**Washington Student Mathematics Performance**



**Table A-25: Washington Student Mathematics Performance by Student Subgroup**

Grade	All Students			White			Black			Hispanic			Am Indian/Alaska Native			Asian/Pacific Islander			
	1st Year	2009	Diff	1st	2009	Diff	1st	2009	Diff	1st	2009	Diff	1st	2009	Diff	1st	2009	Diff	
3	2006	64.2	66.3	2.1	70.8	73.6	2.8	45.6	45.9	0.3	41.9	44.5	2.6	47.4	48.6	1.2	72.6	74.1	1.5
4	1997	21.4	52.3	30.9	35.4	59.7	24.3	13.0	30.2	17.2	11.4	29.4	18.0	13.9	34.2	20.3	33.6	63.6	30.0
5	2006	55.8	61.9	6.1	62.6	69.2	6.6	32.7	42.9	10.2	25.5	27.7	2.2	30.6	30.8	0.2	60.1	64.	3.9
6	2006	49.5	50.9	1.4	56.0	57.8	1.8	26.0	28.7	2.7	25.5	27.7	2.2	30.6	30.8	0.2	60.1	64.0	3.9
7	1998	20.1	51.8	31.7	22.8	58.1	35.3	4.9	28.2	23.3	5.5	29.4	23.9	5.7%	32.2	26.5	24.8	65.6	40.8
8	2006	48.9	50.8	1.9	54.5	56.9	2.4	22.4	26.8	4.4	26.3	29.1	2.8	30.5	31.4	0.9	60.3	63.3	3.0
10+PP	1999	33.0	45.4	12.4	38.1	51.4	13.3	9.5	20.9	11.4	11.6	23.5	11.9	14.3	25.3	11.0	37.3	57.2	19.9

### State Reading and Writing Performance

In Washington there is a continued commitment to build and maintain the successes in reading and writing that have led to improvement in teaching and student learning. Washington has focused schools and districts on the fundamentals of effective reading instruction and provided guidance on how to do this through the state’s K-12 Reading Model and participation in the federal Reading First grant program as well as other state-supported initiatives and programs. In addition, the development of writing modules has given support to state writing standards and provided powerful tools to guide teachers in helping their students to become successful writers.

#### *State Reading Performance*

State reading exams are administered approximately seven times over the course of a student’s education: at third, fourth, fifth, sixth, seventh, eighth, and tenth grade. In Section (B) and in the *Washington Education Reform Past and Present – Foundation for the 2010 State Education Reform Plan*, the progression of various assessment updates is highlighted. For example, the state administered new exams to third, fifth, sixth, and eighth graders in 2006.

Since these grade levels assessments were developed in 2006, there has been just a 3.1 percentage point increase in third grade achievement overall; a -2.3 percentage point decrease in

fifth grade achievement overall; a 5.3 percentage point increase in sixth grade achievement overall; and a -2.6 percentage point decrease in eighth grade achievement overall.

For the three grade levels for which exams were developed in the late 1990s, much higher gains in student achievement were realized between the first year of the test's administration and 2009. There was a 25.7 percentage point increase between 1997 and 2009 for fourth graders; a 20.9 percentage point increase between 1998 and 2009 for seventh graders; and a 29.8 percentage point increase between 1999 and 2009 for tenth graders.

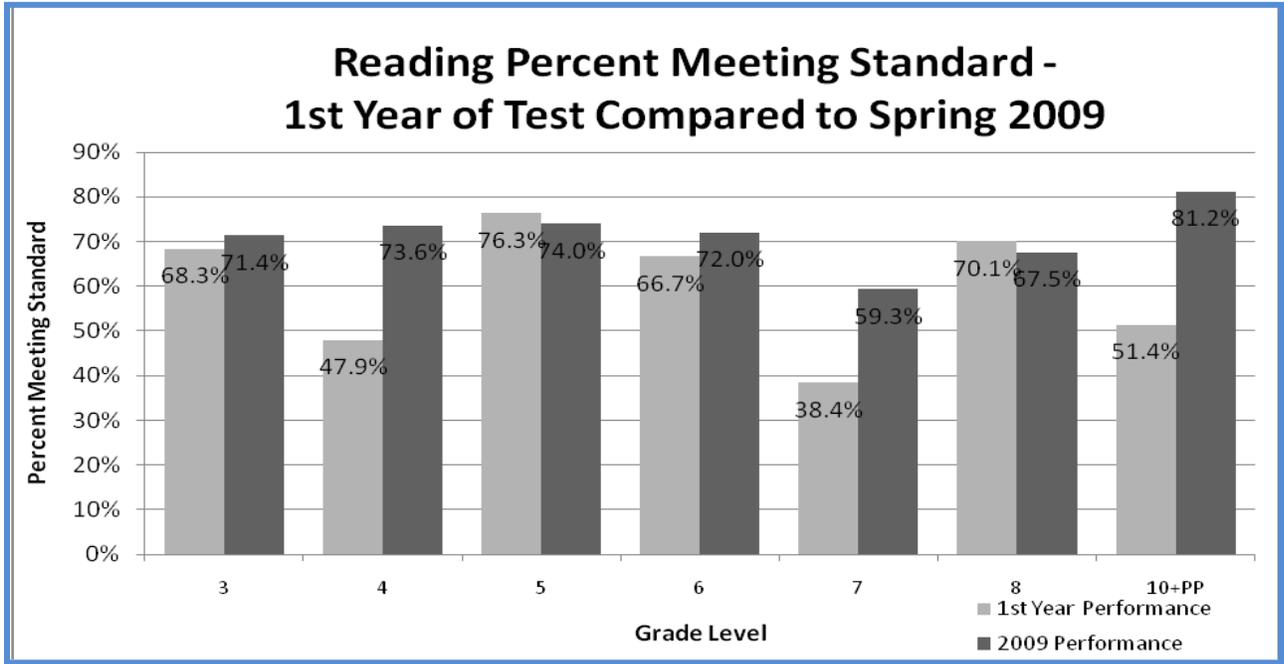
Reading achievement follows the same trends across ethnic group performance for the recently developed assessments. At third and sixth grades, most ethnic groups increased performance by single digit percentage points; at fifth and eighth grade, the vast majority of ethnic groups decreased performance by single digit percentage points; and at fourth, seventh, and tenth grade, reading performance increased markedly from at least 17 percentage points to 45 percentage points.

The achievement gaps for reading are declining but slightly: at fourth grade, Black students increased their achievement by 24.5 percentage points compared with White students' increase of 17.8 percentage points (still with a 20 point achievement gap in 2009). Hispanic students saw an increase of 28.3 percentage points (still with an achievement gap of 23.4 percentage points); and American Indian/Alaskan Native students improved by 27.8 percentage points (still with an 18.5 percentage point achievement gap).

At seventh grade, Black students increased achievement in reading by 25.5 percentage points compared to White students' increase of 21 percentage points (still with a Black-white achievement gap of 21.3 percentage points). Hispanic students increased achievement by 26.9 percentage points (still with an achievement gap of 22.7 percentage points); and American Indian/Alaskan Native students by 23.7 percentage points (still with an achievement gap of 21.45 percentage points).

Tenth grade students also increased performance across the board as follows: White students by 29.8 percentage points; Black students by 43.7 percentage points; Hispanic students by 45.2 percentage points; American Indian/Alaskan Native students by 37 percentage points; and Asian/Pacific Islander students by 37 percentage points. At tenth grade the gap between White students and Black, Hispanic, American Indian/Native American students ranged from 14 to 18 percentage points.

**Chart A-3**  
**Washington Student Reading Performance**



**Table A-26: Washington Student Reading Performance by Student Subgroup**

Grade	xx			White			Black			Hispanic			Am Indian/Alaska Native			Asian/Pacific Islander			
	1st Year	2009	Diff	1st	2009	Diff	1st	2009	Diff	1st	2009	Diff	1st	2009	Diff	1st	2009	Diff	
3	2006	68.3	71.4	3.1	74.6	77.3	2.7	53.3	55.7	2.4	47.1	52.9	5.8	51.7	55.1	3.4	73.7	78.7	5.0
4	1997	47.9	73.6	25.7	61.5	79.3	17.8	35.4	59.9	24.5	27.6	55.9	28.3	33.0	60.8	27.8	54.1	79.1	25.0
5	2006	76.3	74.0	-2.3	81.6	80.0	-1.6	64.0	61.0	-3.0	56.4	55.4	-1.0	62.1	56.8	-5.3	80.3	79.7	-0.6
6	2006	66.7	72.0	5.3	72.0	76.4	4.4	54.4	60.5	6.1	47.6	57.3	9.7	50.8	55.2	4.4	71.3	79.7	8.4
7	1998	38.4	59.3	20.9	43.3	64.3	21.0	17.5	43.0	25.5	14.7	41.6	26.9	19.1	42.8	23.7	36.5	69.5	33.0
8	2006	70.1	67.5	-2.6	73.9	71.3	-2.6	54.0	55.7	1.7	55.3	53.3	-2.0	56.2	49.8	-6.4	77.8	76.3	-1.5
10+PP	1999	51.4	81.2	29.8	58.3	85.0	26.7	26.1	69.8	43.7	26.0	71.2	45.2	29.6	67.9	38.3	48.5	85.6	37.1

### *State Writing Performance*

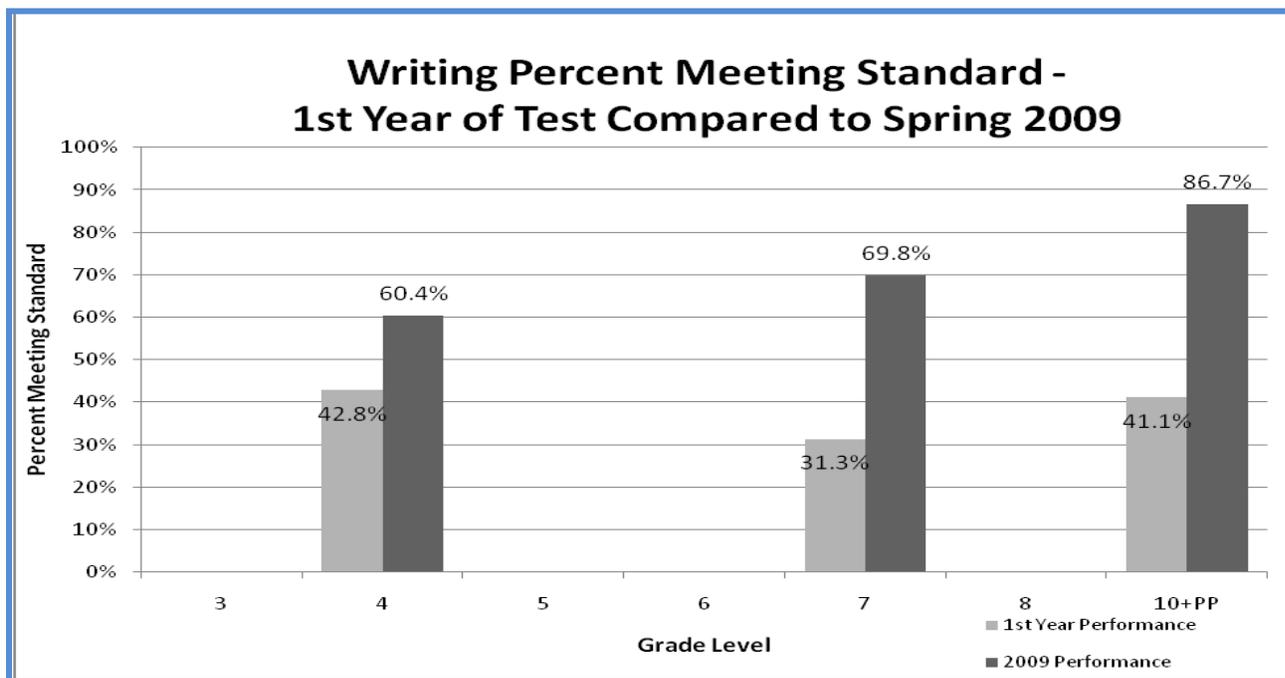
Student performance on the state writing exams at grades 4, 7, and 10 show significant gains between first test administrations (1997, 1998, and 1999 respectively) and 2009 test administration. In fourth grade, overall performance had 60% of students passing, which represented a 17.6 percentage point increase between 1997 and 2009. Seventy percent of 2009 seventh graders passed the state writing test – up 38.5 percentage points since 1998. For tenth grade students performing at standard (86.7%), the increase in writing was an even more dramatic gain: an increase of 45.6 percentage points between 1999 and 2009.

All racial and ethnic groups showed dramatic gains at fourth, seventh, and tenth grades and the achievement gaps for writing are declining more rapidly than for other subject areas:

- White student achievement increased on the fourth grade test was 64.4% or an increase of 24.7 percentage points between 1997 and 2009; seventh grade achievement was 73.1%, representing an increase of 38.8 percentage points between 1998 and 2009; and at tenth grade, 90% of students passed the state test, representing an increase of 43.9 percentage points between 1999 and 2009.
- Black students increased their fourth grade passing rate from 25.5% in 1997 to 49.2% in 2009, their eighth grade passing rate from 17.2% in 1998 to 59% in 2009, and their tenth grade passing rate from 22.4% in 1999 to 79.4% in 2009, however achievement gaps remained at each grade level: the fourth grade achievement gap between whites and blacks was 15.2 percentage points; at seventh grade, it was 14.1 percentage points; and at tenth grade, it was 10.6 percentage points.
- Hispanic students increased their fourth grade passing rate from 18.4% in 1997 to 45.4% in 2009; their seventh grade passing rate from 14.5% to 56.3%; and tenth grade passing rate from 10.8% to 78.2%. However, again, achievement gaps were evident: the fourth grade achievement gap between whites and Hispanics was 19 percentage points; at seventh grade, it was 16.8 %; and at tenth grade, the 2009 achievement gap was 11.8%.
- American Indian/Alaskan Native students also increased their passing rates on writing exams between the late 1990s and 2009: fourth graders increased performance from 21.4% to 42%; seventh grades from 15.1% to 52.7%; and tenth graders from 22.6% to 76.2%. An achievement gap remained in fourth grade of 22.4 percentage points, at seventh grade of 20.4 percentage points, and at tenth grade of 13.8%.

- Asian/Pacific Islander students actually made greater gains at fourth grade (29 percentage points), seventh grade (45.6 percentage points), and tenth grade (45.1 percentage points) and this subgroup outscored whites.

**Chart A-4**  
**Washington State Writing Performance**



**Table A-27**

**Washington State Student Writing Performance**

Grade	All Students			White			Black			Hispanic			Am Indian/Alaska Native			Asian/Pacific Islander			
	1st Year	2009	Diff	1st	2009	Diff	1st	2009	Diff	1st	2009	Diff	1st	2009	Diff	1st	2009	Diff	
3																			
4	1997	42.8	60.4	17.6	39.7	64.4	24.7	25.5	49.2	23.7	18.4	45.4	27.0	21.4	42.0	20.6	43.9	72.9	29.0
5																			
6																			
7	1998	31.3	69.8	38.5	34.3	73.1	38.8	17.2	59.0	41.8	14.5	56.3	41.8	15.1	52.7	37.6	36.3	81.9	45.6
8																			
10+PP	1999	41.1	86.7	45.6	46.1	90.0	43.9	22.4	79.4	57.0	20.8	78.2	57.4	22.6	76.2	53.6	44.7	89.8	45.1

## Conclusion

Washington has an increasingly diverse knowledge-based economy that requires a highly-educated workforce. Over time, the state has fallen from its historically high relative ranking in terms of its share of K-12 graduates who pursue and complete a post-secondary degree. The state is a major importer of highly educated people from around the globe who have migrated to Washington for the quality of life and job prospects. The Seattle Metro area, which produces about two-thirds of Washington's Gross Domestic Product, boasts the second highest level of educational attainment in the United States.

High educational levels are great economic assets for the state but these attainment levels in large measure are not home grown. Furthermore, tremendous disparities exist among rural, urban, and suburban communities, and among racial and ethnic groups in terms of how well K-12 graduates are prepared for life after high school. College and career readiness is essential to students' future life, work, and earnings. However, in many Washington communities far fewer than half the students go on to any form of post-secondary education. And many who do go on require considerable remediation before beginning college-level courses – and then they quickly drop out. Additional challenges include: preparedness of kindergartners for success; achievement gaps, particularly in mathematics and science; and graduation and dropout rates.

All of these data indicate that Washington will need to accelerate its progress and increase trends so that students of color and those living in poverty are performing at much higher levels in all subject areas. Additionally, all Washington students need to perform at higher levels in mathematics and science. This Race to the Top Program application outlines strategies for redressing achievement gap and performance issues. Below is a table summarizing the ways in which Washington's achievement gap work maps to the four Race to the Top Reform Criteria.

**Table A-28**  
**Mapping of Achievement Gap to Four Reform Criteria**

<b>Standards and Assessment Section B</b>	<b>Data Systems Section C</b>
<ul style="list-style-type: none"> <li>1) Comprehensive standards and assessment system</li> <li>2) Exemplary instructional materials available on line for teachers and parents</li> <li>3) Formative assessment system supports personalized instruction</li> <li>4) Implementation of Common Core Standards via Regional Implementation Support Network</li> </ul>	<ul style="list-style-type: none"> <li>5) Use of Colorado Growth model will assist in measuring school, district, and state progress</li> <li>6) Achievement gaps identified through SLDS/CEDARS system</li> <li>7) Achievement gap measures are highly specific for student subgroups</li> <li>8) Dropout Prevention effort will use DEWIS which is data based</li> </ul>
<b>Teachers and Leaders Section D</b>	<b>Struggling Schools Section E</b>
<ul style="list-style-type: none"> <li>7) Professional Development Cooperative focus on closing achievement gaps</li> <li>8) MESA and Project Lead the Way support more students of color and those living in poverty in teaching, especially STEM fields</li> <li>9) National Board Certified Teachers bonus for work in challenging schools</li> </ul>	<ul style="list-style-type: none"> <li>10) Closing achievement gaps is essential in lowest achieving schools and specific strategies delivered through the Professional Development Cooperative</li> <li>11) E2SSB requires school district reports related to equitable distribution of staff at all schools</li> <li>12) Center for the Improvement of Student Learning focuses services at the school and community level</li> </ul>

## **(B) STANDARDS AND ASSESSMENTS**

### **State Reform Conditions Criteria**

#### **(B)(1) Developing and adopting common standards (40 points)**

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

##### **(i) The State’s participation in a consortium of States that— (20 points)**

- (a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and**
- (b) Includes a significant number of States; and**

##### **(ii) (20 points)**

- (a) For Phase 1 applications, the State’s high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or**
- (b) For Phase 2 applications, the State’s adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.**

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

#### **Evidence for (B)(1)(i):**

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.**
- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.**

- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.
- The number of States participating in the standards consortium and the list of these States.

Evidence for (B)(1)(ii):

For Phase II applicants:

- Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.

Recommended maximum response length: Two pages

### **(B)(1)(i) Participation in a multi-state standards consortia**

#### **Washington's Participation in a Multi-state Standards Consortia**

In May 2009, Governor Gregoire and Superintendent of Public Instruction Dorn signed a Memorandum of Agreement to participate in the Common Core State Standards Initiative. This MOA, which was coordinated by the Council of Chief State School Officers and the National Governors Association includes 47 other states and three territories. (See *Appendices (B)(1)-1 and -2* for the Memorandum of Agreement and the list of states that have signed on)

The *Common Core State Standards* being developed by this multi-state consortia define the internationally benchmarked skills and knowledge in English Language Arts and Mathematics that need to be effectively taught and learned for students to be ready to succeed academically in credit-bearing, college-entry courses and in workforce training programs.

The standards are to be:

- Clear, understandable and consistent, 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 applications of knowledge through higher-order skills, so that all students are prepared for the 21st century;

- Built upon strengths and lessons of current state standards, informed by other top performing countries, and internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

The *Common Core Standards* set goals for student performance based in evidence about what is required for success. These standards will set the stage for education in the United States for the next decade, and ensure that *all* American students are prepared for the global economic workplace. Washington's participation in this work is supported by the belief that the new standards will not lower the bar but raise it for all students.

Staff from the Office of Superintendent of Public Instruction and educators throughout the state have been actively involved in providing comments with each draft of the Career and College Readiness common core standards and the K-12 English language arts and mathematics standards. *Appendix (B)(1)–3* provides examples from December 2009 and February and April 2010 of the high level input provided. Through this involvement, Washington is confident that the final common core standards will be internationally benchmarked and that students achieving these standards will graduate career and college ready. It should be noted that Washington's existing standards for reading and writing do not currently address grades 11 and 12. The adoption of the common core English language arts standards will ensure that a student's achievement of Washington's standards will prepare him or her for college and careers.

### **Current Status of the Standards**

While the current subjects for the common core are English language arts and mathematics, the state is looking forward to close engagement with the emerging process being led by the National Research Council to develop a conceptual framework for science standards. The conceptual framework will identify the disciplinary and cross-cutting big ideas in science and serve as the foundation for development of new grade-specific K-12 science standards. Washington's new K-12 Science Standards have been highlighted as a model in this development.

**B(1)(ii) Plan demonstrating commitment to adopting common standards**

**Legislative Authorization to adopt the Standards**

During the 2010 Legislative Session, the Superintendent of Public Instruction was given the authority to adopt the common core standards on a provisional basis by August 2, 2010. According to E2SSB 6696 (Section 601), implementation of the standards may not occur until after the Education Committees of the House of Representatives and the Senate have an opportunity to review the standards in the 2011 legislative session. The legislation requires the Superintendent to submit a report to the Legislature by January 1, 2011, that includes: (a) A comparison of the new standards and the current standards, 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. (See *Appendix (B)(1)-4 for E2SSB 6696, Section 601.*)

Superintendent Dorn has committed, consistent with state law, to provisionally adopt the common core standards in July 2010 (see *Appendix (B)(1)-5*).

**Adoption, Input, and Implementation Process**

The table below summarizes Washington’s involvement in the development of the *Common Core Standards* and standards implementation plan.

<b>Washington’s Journey toward Adoption of <i>Common Core Standards</i> for English Language Arts and Mathematics</b>		
<b>Activity</b>	<b>Past/Current Involvement</b>	<b>Timeline</b>
Provide input on Common Core drafts	- Content workgroups convened to review multiple drafts of K-12 CCS (See <i>Appendix (B)(1)-6 for a list of review group membership</i> )	November 2009 January 2010 March 2010
Solicit Input from State Stakeholders	- Legislators and staff - Ethnic stakeholder groups - Washington State Education Coordinating Council - Statewide and Regional Superintendent and Principal Association meetings - Washington State Parent Teacher Association - Washington Tribal Representatives	Starting fall 2009 - ongoing

Washington's Journey toward Adoption of <i>Common Core Standards</i> for English Language Arts and Mathematics		
Activity	Past/Current Involvement	Timeline
	<ul style="list-style-type: none"> <li>- Washington State Curriculum Advisory Review Committee</li> <li>- Washington Education Association</li> </ul>	
Conduct alignment / comparison of WA standards to <i>Common Core Standards</i> : Make recommendations for strengthening alignment	<ul style="list-style-type: none"> <li>- External comparative analysis by Hanover Research Council</li> <li>- Office of Superintendent of Public Instruction content specialists</li> <li>- External workgroup and advisors</li> </ul>	Late spring – early summer 2010
Adopt <i>Common Core Standards</i>	<ul style="list-style-type: none"> <li>- State Superintendent provisionally adopts standards</li> </ul>	By August 2, 2010
Develop “Phase-in” plan for implementing <i>Common Core Standards</i>	<ul style="list-style-type: none"> <li>- Office of Superintendent of Public Instruction content specialists with input from key stakeholder groups, school districts, and external workgroup</li> </ul>	Spring and Summer 2010
Submit report to Legislature	<ul style="list-style-type: none"> <li>- Office of Superintendent of Public Instruction staff and partners</li> </ul>	December 2010
Implementation of <i>Common Core Standards</i> (Assuming no legislative action to prevent implementation)	<ul style="list-style-type: none"> <li>- Educators, stakeholders, parents, communities statewide (See Section (B)(3) for more detail)</li> </ul>	Spring 2011 – Spring 2014

In addition, Washington will participate in Council of Chief State School Officers’ SCASS Collaborative on “Surveys of Enacted Curriculum” (SEC) and the new SCASS for “Implementing the Common Core System” (ICCS) beginning in summer 2010. Washington’s participation will inform development of innovative, collaborative, and shared resources to assist in the transition to the *Common Core Standards*.

**(B)(2) Developing and implementing common, high-quality assessments (10 points)**

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State’s participation in a consortium of States that—

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards (as defined in this notice); and
- (ii) Includes a significant number of States.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

**Evidence for (B)(2):**

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments:
- The number of States participating in the assessment consortium and the list of these States.

**Recommended maximum response length: One page**

**(B)(2)(i) and (ii) Participating in consortia committed to developing common assessments**

Washington State is committed to improving the quality of our assessment system as evidenced by state leadership and participation in the “Smarter Balanced Assessment Consortium,” which was formed in a merger of three consortia in response to the Race to the Top assessment competition. Superintendent of Public Instruction Randy Dorn is on the Governing Board, Dr. Joe Willhoft (Assistant Superintendent for Assessment and Student Information for the Office of the Superintendent of Public Instruction) holds a leadership role in the Consortium, and the Office of Superintendent will serve as the fiscal agent for the grant. In addition, staff members are deeply involved in the proposal design team and various workgroups including Item Specifications/Quality Control; Psychometrics, Reliability, Standard Setting, Reporting; External Validation, Research and Innovations; and Formative and Benchmark Assessment.

The Consortium member states will apply for a federal Race to the Top assessment grant in mid-June 2010, and the created assessments will measure the Common Core State Standards. As of April 29, 2010, a total of 32 states have committed to participate in the Smarter Balanced Assessment Consortium (see *Appendix (B)(2)-1* for a list of these states). A copy of Washington’s “Document of Commitment” to the consortium, as well as a copy of the most current draft of the Governance Document for states participating in the consortium is included as *Appendices (B)(2)-2 and (B)(2)-3*.

#### *Consortium Assessment Design Principles*

Involvement in this consortium represents an exciting step for Washington that will validate and move forward the vision for building an assessment system that leads to improvements in student learning. Guiding principles of the consortium include:

1. Assessments are grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction, and teacher development
2. Assessments include evidence of actual student performance on challenging tasks that evaluate standards of 21<sup>st</sup> Century learning
3. Teachers are integrally involved in the design, development and scoring of assessment items and tasks
4. Technology is designed to support assessment and learning systems
5. Assessments are structured to continuously improve teaching and learning

Further information regarding the assessment system that will be developed is found in the Smarter Balanced Assessment Consortium Position Paper and one-page description of the Smarter Balanced Consortium (see *Appendices (B)(2)-4 and -5*).

## Reform Plan Criteria

### **(B)(3) Supporting the transition to enhanced standards and high-quality assessments (20 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

The State shall describe its current status in meeting the criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Eight pages

### **B(3) Supporting the transition to enhanced standards and high quality assessments**

#### **Overview**

Washington has a high quality plan for supporting a statewide transition to and implementation of the common core standards in English language arts and mathematics and a comprehensive assessment system that focuses on the new standards. (Washington's state and school district commitments are included in *Appendix (A)(1)-13.*)

Looking ahead to the start of the 2013-14 school year, Washington will have implemented the new *Common Core Standards* by using the Regional Implementation Support

Network and the Statewide Professional Development Cooperative that will leverage professional development capacity among state, regional, and local professional development providers to implement and sustain evidence-based instructional practices and innovations. 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. The goals are:

- 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.
- All teachers in participating districts use information from the state’s aligned instructional improvement data system to guide instruction.

To measure the Common Core Standards, the State of Washington is participating in the Smarter Balanced Assessment Consortium that, if funded, will develop and implement a new summative and formative assessment system.

In addition, Washington’s essential capacity of student performance accelerated through innovation, transformation, and support will be achieved through targeted efforts supporting comprehensive career and college readiness programs that span pre-Kindergarten years and that support students as they enter the next phase of life beyond high school. Greater detail on these relationships appear following the tables summarizing the *Common Core Standards* implementation.

### **Making the Transition to *Common Core Standards* and a Comprehensive Assessment System**

Four phases will mark the transition to the *Common Core Standards* and an accompanying comprehensive assessment system:

1. Adopt and align standards and assessment systems with the common core standards

2. Develop resources for implementation of common standards and aligned comprehensive assessment systems
3. Support systemic delivery of professional development materials, teacher training, ongoing instructional system support
4. Increase statewide capacity for delivering comprehensive and aligned college and career readiness programs

These phases are linked to reform strategies, key activities, timelines, and the delivery systems. *Appendix (B)(3)-3* provides an in-depth description of existing statewide initiatives that have laid the foundation for a successful transition to common standards and a high-quality comprehensive assessment systems.

Two interrelated systems will be used to support educators in the implementation of the new standards: the Regional Implementation Support Network and the Washington State Professional Development Cooperative.

For the past 20 years, the Office of Superintendent of Public Instruction has partnered with many statewide organizations to provide support to educators for the implementation of standards and assessments. With the evolution of the state's school improvement efforts and with recent revision and implementation of the K-12 math and science standards, several key lessons have been learned and position Washington for successful implementation. These are:

1. Building a common and aligned knowledge base for content, standards, and instructional and assessment processes is critical. This includes support for implementation and delivery of commercial core and supplemental instructional materials in combination with local, regional, and state-developed curricular supports such as pacing guides.
2. Sustained support for implementing new initiatives is critical at all levels of the educational spectrum from state-level stakeholders to classroom teachers, students, and parents.
3. Analysis of assessment data and support for districts and schools as they analyze and interpret varying types of assessment data.

### **Regional Implementation Support Network**

Currently, Washington has in place a nimble regional development and delivery system. *The Coordinated Services Agreement (CSA) for Statewide Technical Assistance (Appendix*

(B)(3)-2) is a formal agreement between the Office of Superintendent of Public Instruction and all nine regional Education Service Districts that, over the past five years, has served to: define the partnership between the Office of Superintendent of Public Instruction and the Education Service Districts; articulate a shared meaning of “regional delivery”; identify a program operations committee charged with overseeing the Coordinated Service Agreement; and define common expectations for communication and project deliverables, specifically when funding was provided between the partners.

The Regional Implementation Network consists of individuals and organizations engaged in statewide system-level work from the Office of Superintendent of Public Instruction and the Education Service Districts. Race to the Top Program funding will augment network capacity by adding individuals such as data coaches and literacy/English language arts coordinators. Institutions of higher education and high capacity LEAs also will serve as key implementation partners in this network.

The structure of the Network is graphically represented within *Appendix (B)(3)-3* and consist of three primary levels:

1. State-level leadership and coordination
2. State/Regional Director Teams
3. Regional and Local Implementation Teams

Given the multitude of organizations and individuals required to make this effort successful, a “Network Liaison” will be hired for overall facilitation and coordination among the players involved. Implementation support efforts may vary by region, depending on the unique needs and existing capacity within the participating districts. However the overall goal for providing systemic implementation efforts will remain consistent. In addition, it will be exceedingly important, as implementation progresses throughout the state, to stay closely connected to parent teacher organizations, as well as groups representing Washington’s tribes and state ethnic commissions.

The Washington State Education Coordinating Council will advise the work of the Regional Implementation Support Network and the Washington State Professional Development Cooperative described in Section (D)(5). Convened in 2007 the Council includes a

representative group of educational stakeholders from across the PK-12 spectrum (see *Appendix (B)(3)-4* for membership roster). The mission of the Washington State Education Coordinating Council is to "Coordinate a powerful, collaborative, coherent system that will align and guide learning and instruction for all students and educators in the state of Washington." The priorities of the Washington State Education Coordinating Council for the 2007-09 years were mathematics and science. In 2009-10 the focus of the group broadened to STEM.

### Phases of Transition

The timelines of the four phases to transition Washington to the new *Common Core Standards* and assessment systems is provided below. *Appendix (B)(3)-5* provides a graphic representation of key components of the Common Core Project timelines.

#### Phase 1: Adoption and Alignment Plan

WA Education Reform Strategy	Key Activities	Timeline	Responsible Parties
a. Raise academic standards and increase expectations, for student to attain the standards	<ul style="list-style-type: none"> <li>• Adopt <i>Common Core Standards</i></li> </ul>	Provisional in July 2010  Final in Spring 2011	OSPI
b. Align standards that encompass early learning through career and college readiness	<ul style="list-style-type: none"> <li>• Develop and articulate an aligned common understanding of the formative assessment process in order to ensure internal and statewide definitional clarity</li> <li>• State analysis and alignment of current state standards with common core, including preliminary analysis of alignment of instructional materials</li> </ul>	Feb 2010 – ongoing  June-July 2010	OSPI, state technical advisory committees, state partners OSPI
c. Align formative, benchmark, and summative assessment systems	<ul style="list-style-type: none"> <li>• Solicit widespread state input on implementation plan and identify resources, supports needed</li> <li>• Convene strategic and representative state workgroups to analyze common core standards and identify areas of alignment and gaps</li> </ul>	July – Nov. 2010  July – Nov. 2010	OSPI OSPI, WSECC, Network members, Tribes

WA Education Reform Strategy	Key Activities	Timeline	Responsible Parties
	<p>to address</p> <ul style="list-style-type: none"> <li>• Revise and align system-level support documents including Washington’s K-12 Reading Model; Mathematics Improvement Framework; broaden focus to Pre-K</li> <li>• Review and align WA Early Learning Development Benchmarks and Kindergarten Assessment</li> <li>• Process with common core standards and comprehensive assessment system efforts</li> <li>• Review and align college readiness project standards for English, Science, and Mathematics, and revised the College Readiness Math Assessment</li> </ul>	<p>2010 - 2011</p> <p>2010 - 2011</p> <p>Spring-Summer 2011</p>	<p>OSPI, Dept. of Early Learning</p> <p>OSPI, Dept. of Early Learning</p> <p>Higher Education Coordinating Board, Transition Math Project, OSPI</p>

**Phase 2: Resource Development Plan**

WA Education Reform Strategy	Key Activities	Timeline	Responsible Parties
<p>a. Develop exemplary professional development and instructional support materials and modules grounded in the common core standards.</p> <p>b. Create assessments that are consistent with our goals and standards and</p>	<ul style="list-style-type: none"> <li>• Identify key training needs related to phase-in of common core standards and develop professional development modules based on these</li> <li>• Identify and select statewide instructional improvement data system/s to pilot</li> <li>• Develop web-based instructional support materials, and formative assessments and processes for use with classroom instructional units designed around the standards</li> <li>• Develop professional development supports around gathering data formally and informally from formative assessment process, and how to identify appropriate</li> </ul>	<p>Fall 2010 – Spring / Summer 2011</p> <p>Spring 2010</p> <p>Summer 2010 - ongoing</p> <p>Summer 2010 - ongoing</p>	<p>OSPI, Network members, state consortia</p> <p>OSPI</p> <p>OSPI, ESDs, IHEs, content experts</p> <p>OSPI, Network partners, content experts</p>

WA Education Reform Strategy	Key Activities	Timeline	Responsible Parties
<p>provide early, ongoing support for all students to master the standards</p>	<p>intervention strategies.</p> <ul style="list-style-type: none"> <li>• Develop professional development on use of assessment resources via web-based platforms and other venues</li> <li>• Develop a professional practices social networking platform so that teachers have a forum for collaboration around instructional issues</li> <li>• Conduct analysis and develop resources for local analysis of core instructional materials to align to <i>Common Core Standards</i></li> </ul> <p>With state consortium:</p> <ul style="list-style-type: none"> <li>• Develop and build professional development materials around the instructional integration of common core standards, including: <ul style="list-style-type: none"> <li>- Teacher teams will help define learning progressions and have opportunities for professional development around the use of those learning progressions from grade to grade in both English language arts and mathematics, grades K-12.</li> <li>- Teams develop curricular frameworks around the learning progressions within the Common Core Standards in both subject areas, including model units of instruction with exemplars of student work, and embedded formative assessments.</li> <li>- Develop professional development modules around appropriate instructional strategies and formative assessment processes around the learning progressions.</li> </ul> </li> </ul>	<p>Summer 2010 - Spring 2011</p> <p>Spring 2011 - ongoing</p> <p>Start in Fall 2010</p> <p>Spring 2011</p>	<p>OSPI, Network partners</p> <p>OSPI, state consortia, Network partners</p> <p>OSPI</p> <p>OSPI, state consortia, Network partners</p>

WA Education Reform Strategy	Key Activities	Timeline	Responsible Parties
	<ul style="list-style-type: none"> <li>Contribute to the development of a benchmark assessment item bank with the capabilities for adaptive testing.</li> </ul>	Start in Fall 2010	OSPI, state consortia, Network partners

### Phase 3: Plan for the Delivery of Professional Development Materials and Training

WA Education Reform Strategy	Key Activities	Timeline	Responsible Parties
a. Deliver curriculum, instructional supports, and instructional materials that are differentiated, personalized and exemplary  b. Create assessments that are consistent with our goals and standards and provide early, ongoing support for all students to master the standards	<ul style="list-style-type: none"> <li>Pilot a web-based instructional improvement system that consists of assessment and curriculum management tools within selected LEAs, and school-based professional development</li> </ul>	Summer 2010 – Summer 2011	OSPI, LEA pilot sites
	<ul style="list-style-type: none"> <li>Adjust instructional improvement data system for statewide implementation</li> </ul>	Summer 2011 – Summer 2012	OSPI, contractor
	<ul style="list-style-type: none"> <li>Formalize Network structure, confirm participating partners and roles</li> </ul>	Spring / Summer 2010	OSPI, Network partners
	<ul style="list-style-type: none"> <li>Identify strategies/tactics for aligned statewide professional development, including continued development of the Professional Development Cooperative</li> </ul>	Summer 2010 – Summer 2011	OSPI, Network partners
	<ul style="list-style-type: none"> <li>Identify state “training” team and prepare using a Trainer-of-Trainers model</li> </ul>	Spring 2011	OSPI, Network partners
	<ul style="list-style-type: none"> <li>Deliver professional development on implementation and assessment of common core standards</li> </ul>	Spring / Summer 2011 – ongoing	
	<ul style="list-style-type: none"> <li>Implement assessments developed through Smarter Balanced Consortium (formative, benchmark, summative)</li> </ul>	2013-14	OSPI, LEAs

**Phase 4: Plan for Increasing Statewide Capacity**

WA Education Reform Strategy	Key Activities	Timeline	Responsible Parties
a. Increase the rigor of, and student participation in mathematics and science offerings	<ul style="list-style-type: none"> <li>Support LEA implementation of rigorous graduation requirements framework</li> <li>Support LEA access to the College Readiness Math Test (once revised per Phase 1) and additional supporting programs through the Transition Math Project that increase student engagement in rigorous mathematics programs</li> </ul>	2011-ongoing	SBE, OSPI
b. Comprehensive guidance, counseling, dropout prevention and monitoring, and student academic and social-emotional support	<ul style="list-style-type: none"> <li>Support Innovation Cluster grants to LEAs for implementing comprehensive efforts for enhancing career and college readiness, closing the achievement gap, and/or strengthening P-3 early learning systems.</li> </ul>	Jan. 2011 - 2014	OSPI

**Alignment with Early Learning and Post Secondary Education**

In addition to aligning Washington’s K-12 standards and assessments to the *Common Core Standards*, the Office of Superintendent of Public Instruction will work with early learning and higher education partners to align Early Learning Benchmarks and College Readiness standards and assessments.

*Alignment with Early Learning Standards and Assessment Initiatives*

The Washington Department of Early Learning and Office of Superintendent of Public Instruction are collaborating to strengthen the alignment of the state’s Early Learning and Development Benchmarks to the state’s K-12 academic standards. The Washington Department of Early Learning, Office of Superintendent of Public Instruction, and Thrive by Five Washington are designing and implementing a pilot kindergarten assessment process for fall 2010. Funding for this effort has been provided by the State Legislature and the Bill & Melinda Gates Foundation through June 2011. An advisory team, which represents a broad array of

stakeholders, is informing the design process to ensure that the assessment process is culturally appropriate, aligned with K-12 learning standards (including the new common core standards when appropriate) and links early learning, K-12 educators and parents. The inventory will be piloted beginning with the 2010-11 school year. Race to the Top Program funding is requested to provide resources for districts ready to implement this process.

#### *Alignment with College Readiness Standards and Assessment*

Washington State's 2005 Master Plan for Higher Education (see *Appendix (B)(3)-6*) called for defining college readiness in mathematics, science, English, world languages, social studies, and the arts. The 2005 Legislature provided funding for the Higher Education Coordinating Board to define college readiness in English and science. In 2007, the Legislature directed the Washington public higher education institutions to develop a single test and a common performance expectation ("cut score") for college readiness in mathematics. The assessment was based on the mathematics College Readiness Standards developed through the Washington Transition Math Project, and was to be available to any interested high school junior or senior beginning in fall 2009 to help these students understand where they stand with respect to college readiness in mathematics. Because of budget shortfalls, the implementation date has been subsequently postponed to 2011.

As Washington proceeds with building a plan to implement the new *Common Core Standards* in English language arts and mathematics (with science well on its way), higher education partners will be involved to ensure that their college readiness efforts will be embedded within Washington's implementation system.

Through each of our reviews of the common core mathematics standards, we are optimistic about the promise for continued alignment of our College Readiness Math Standards and subsequent assessments, such as Washington's College Readiness Math Test, which was developed in a one-of-a-kind partnership among the Council of Presidents representing Washington's two and four-year institutions of higher education.

Race to the Top funds will provide a critical resource to for refining and aligning the existing College Readiness Math Test and modifying its implementation in light of the new common core mathematics standards and state assessment systems.

*Innovation Cluster Focused on Improving Career and College Readiness and Closing the Achievement Gap*

The emphasis of College and Career Readiness and Closing the Achievement Gap Innovation Cluster has the broadest scope of the clusters, because the concept of “readiness” covers the P-20 spectrum. Innovative solutions to problems such as closing an achievement gap for a specific subgroup of students may be very different than increasing college access for that same subgroup of students. Interested school district applicants will be given great leeway in outlining a project design, which produces measurable outcomes and targets specific transition points of the P-20 system: preK-K; early grade levels to middle school; middle to high school, high school to post-secondary education and alternative pathways. (See *Appendix (A)(1)*-6)

<b>Performance Measures</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	<b>Actual Data: Baseline (Current school year or most recent)</b>	<b>End of SY 2010-2011</b>	<b>End of SY 2011-2012</b>	<b>End of SY 2012-2013</b>	<b>End of SY 2013-2014</b>
LEAs with educators involved as <b>lead developers</b> and <b>statewide trainers</b> involved in the Network and Cooperative efforts (including development of curricular and assessment tools to support implementation of instructional support systems, current and new standards, formative assessment processes, and support with data collection, analysis, and utilization)	5% (~14 LEAs)	25% (~75 LEAs)	45% (~130 LEAs)	50% (~148 LEAs)	50%
LEAs participating and/or receiving support and training as part of Network and Cooperative efforts	0	25%	50%	75%	100%
LEAs involved in piloting and utilizing the state-supported instructional improvement system (at targeted grades and schoolwide)	0	10%	20%	31%	41%
LEAs participating in piloting the state’s Kindergarten assessment process (targets assume no additional resource from the state Legislature)	0	12%	12%	15%	17%

## **(C) DATA SYSTEMS TO SUPPORT INSTRUCTION**

### **State Reform Conditions Criteria**

#### **(C)(1) Fully implementing a statewide longitudinal data system (24 points)**

**The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).**

**In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.**

#### **Evidence:**

**Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State's statewide longitudinal data system.**

**Recommended maximum response length: Two pages**

#### **(C)(1) Fully implementing a statewide longitudinal data system**

Washington State has one of the most comprehensive statewide K-12 longitudinal education data systems in the country. The current system is a result of multiple initiatives and actions, including the formation and work of the Washington Education Data and Research Center, strong legislative support and collaboration, an established data governance process, and two successive federal Statewide Longitudinal Data System grants. With Race to the Top funding, Washington will take this work to the next level and make the transition from isolated databases and systems that are not connected to a comprehensive, connected system. Data quality will be higher and data will be used for improved teaching and learning, not just for compliance reporting. (See *Appendix (C)(1)-1 for a diagram of the planned Washington State Data System*).

#### **Documentation for each of the America COMPETES Act elements.**

The Washington State Longitudinal Education Data System completely addresses each of the twelve America COMPETES Act elements. Washington is also one of only 12 states to be

recognized by the Data Quality Campaign (DQC) as having all 10 essential elements for a longitudinal data system. (See *Appendix (C)(1)-2 for Data Quality Campaign State Profile*).

Washington’s K-12 Comprehensive Education Data and Research System includes the following data elements: Student enrollment and demographics, course catalog, student grade history, student and staff schedules, and program participation (e.g., gifted, bilingual and special education programs). Comprehensive Education Data and Research System contains the records of two million students dating back to the 2002-2003 school year. The building of this system started Washington on the road to complying with the America Competes Act, when the state legislature authorized the use of a secure student identifier in the 2003-2004 school year. The current status on all of the 12 elements is presented below in Table C-1, with comments.

**Table C-1: America COMPETES Act Elements\Status\Comments**

America COMPETES Act Element	Status	Comments
1) A unique statewide student identifier that does not permit a student to be individually identified by users of the System	Meets	Washington implemented a statewide student identifier in the 2003-2004 school year.
2) Student-level enrollment, demographic, and program participation information	Meets	Student-level enrollment, demographic, and program participation information is collected in CEDARS.
3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs	Meets	This information is contained in Comprehensive Education Data and Research System for the K-12 and the Public Centralized Higher Education Enrollment System and the State Board for Community and Technical Colleges system.
4) The capacity to communicate with higher-education data systems	Meets	The capacity to communicate with higher-education data systems in is done through the ERDC. ERDC manages PCHEES, which includes public baccalaureate information. Through data sharing agreements, the ERDC receives data from the SBCTC, the Higher Education Coordinating Board, the Council of Presidents, and the National Student Clearinghouse.

<b>America COMPETES Act Element</b>	<b>Status</b>	<b>Comments</b>
5) A State data audit system assessing data quality, validity, and reliability	Meets	<p>A variety of methods are currently being used for assessing data quality, validity and reliability for the K-12 system. These methods provide information used to engage LEAs to enhance data quality, validity and reliability.</p> <p>The recently awarded (May 2010) P-20 SLDS grant will develop an automated audit process and will be designed to include system-wide data dictionaries and built-in data quality checks for the P-20 system</p>
6) Yearly test records of individual students with respect to assessments under Section 1111(b) of the ESEA (20 U.S.C. 6311(b))	Meets	These data are maintained for statewide accountability assessments in reading, writing, math and science, for special education alternate assessments, for high school exit exams and language proficiency tests.
7) Information on students not tested by grade and subject	Meets	These data are maintained. Reasons for not testing are collected and reported for individual students as part of state and federal accountability determinations.
8) A teacher identifier system with the ability to match teachers to students	Meets	These data are contained in CEDARS; collection started in September of 2009. Each teacher's certification number serves as the unique identifier.
9) Student-level transcript information, including information on courses completed and grades earned	Meets	These data are contained in CEDARS; collection started in September of 2009.
10) Student-level college readiness test scores	Meets	Student-level ACT and SAT data are collected and maintained.
11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Meets	The capacity to examine the extent to which students transition successfully from secondary school to postsecondary education is done through the ERDC which conducts analyses of early learning, K-12, and higher education programs and issues across the P-20 system.
12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education	Meets	The capacity to examine alignment and adequate preparation for success in post secondary education is done through the ERDC, which conducts analyses of early learning, K-12, and higher education programs and issues across the P-20 system.

## Reform Plan Criteria

### **(C)(2) Accessing and using State data (5 points)**

**The extent to which the State has a high-quality plan to ensure that data from the State’s statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (e.g., parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.**

**The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.**

**Recommended maximum response length: Two pages**

### **(C)(2) Accessing and Using State Data**

Washington has collected individual student data using unique secure student identification numbers since the 2003-2004 school year. Until August 2009, the student data collection was referred to as the Core Student Record System. This system draws on monthly data submission in which each school district provides individual Kindergarten to Grade 12 enrollment records in one large file, with demographic and minimal program participation information. In August 2009, the Office of Superintendent of Public Instruction implemented a more robust data collection and the name was changed to the Comprehensive Education Data and Research System (CEDARS). This system is comprised of thirteen data files submitted by each district at least monthly, but weekly by most, and captures all of the Pre-kindergarten to Grade 12 enrollment, demographic and program participation data collected in the Core Student Record System, and additionally collects student and teacher schedules, grade history for high school coursework, each school’s course catalog, and more extensive program participation data.

Students’ statewide identification numbers and teachers’ certification numbers allow linking student course enrollment and outcome data to teacher preparation and assignment data. Teacher certifications, endorsements, and preparation history are all maintained with the unique

certification number. Post assignment information such as salaries and National Board Certification status can also be tracked with the certification number.

Statewide assessment data are also maintained at the individual student record level, allowing longitudinal analyses of participation and performance, linked with enrollment and program participation history. Reasons for students not participating in the assessments, as well as the types of alternate assessments used, are maintained in the assessment files.

Statewide course codes, based on the National Center for Education Statistics Secondary Classification of Education Data coding schema, are being implemented as part of Comprehensive Education Data and Research System this school year. This will allow easier analysis of schools' course offerings and students' course taking patterns, in addition to analyses of teacher assignment data and determinations of Highly Qualified Teacher status.

The Office of Superintendent of Public Instruction is currently implementing a federally supported Institute of Education Sciences longitudinal data system grant to build a data warehouse and improve the reporting functionality of the systems. The recent news of a second grant from the same source to expand the data system to cover the P-20 system puts all of the technical pieces in order. The ultimate goal of the plan is to complete the transformation of Washington's statewide K-12 longitudinal education data system from an allocation and compliance data reporting system to an education improvement data system. The next crucial steps, facilitated through Race to the Top funding will focus on data access and use by educators to improve teaching and learning.

### **Recent System Enhancements, Current Work and System Features**

In order to meet the goal of greater access and use of quality data, a number of actions have been initiated. Many were set in motion by legislative requirements outlined in ESHB 2261 and the initial SLDS grant.

*Data Governance:* Of top priority was the establishment of a mechanism for data governing across the various systems, including well developed local district systems. In July 2009, a K-12 Data Governance Group was established to assist in the design and implementation of the statewide K-12 longitudinal education data system serving educators, administrators, school boards, researchers, parents and students. The enacting legislation, ESHB 2261 (See *Appendix (C)(2)-1 for ESHB 2261, Part II Education Data Improvement System*) assigned

several tasks to the data governance group including: identification of critical research and policy questions that need to be addressed by the statewide K-12 longitudinal education data system; identification of reports and other information to be available on the internet; creating a needs requirement document detailing the technical capacity needed by districts and the state to meet legislative expectations for the statewide K-12 longitudinal education data system; conducting a gap analysis of the current and planned information compared to the needs requirements and where existing data can be reduced or simplified and where existing software can be used; focusing on financial and cost data to support the new funding formulas and assure capacity to link data across financial, student and educator systems; and defining the operating rules and governance structure for a governance.

One of the first tasks accomplished by the K-12 Data Governance Group was the development and adoption of a manual containing Implementation Guidelines for K-12 Data Governance System (See *Appendix (C)(2)-2 for Data Governance System for K-12 Data: Implementation Guidelines*). The document outlines the system for establishing data management policies and priorities for all K-12 data.

In the Implementation Guidelines, a Data Management Committee was established in the Office of Superintendent of Public Instruction. The committee membership is made up of the data owners for student, educator and fiscal data, the various data stewards in each of these areas, the Chief Information Officer, other Internet Technology Staff and representatives from school districts. The committee is a forum for coordinating data issues and questions across the agency, responding to data requests in an organized fashion and establishing a cooperative data management environment.

*Research and Policy Questions:* Through the leadership and direction of the Data Governance Group, the Public Consulting Group was retained to identify the critical research and policy questions that need to be addressed by the statewide K-12 longitudinal education data system (See *Appendix (C)(2)-3 for an executive summary of the report*). The methodology used to identify the critical research and policy questions included a review of relevant state documentation, a national literature review, and interviews with stakeholders at all levels and a survey of state, district and school representatives.

*Gap Analysis:* The next step in the process following the identification of the critical research and policy questions to conduct a data and technical gap analysis. The Public

Consulting Group is documenting the data currently collected at the state level, and conducting a statewide assessment of the hardware and software environment at the district levels. With this documentation, the Public Consulting Group will map the listing of data required to address the critical research and policy questions against the data currently collected and identify the gaps or elements missing from state collections needed to address the critical research and policy questions. This analysis will compare the current status of our data system with the future vision and expectations. The gap analysis is to include recommendations for bridging the divide between the current status of our data collections, hardware, software, and human resources and our vision, goals and expectations.

A brief review of the work and status of the first K-12 statewide longitudinal data system is important to add here for the historical perspective of the states data system.

*K-12 Data System Grant:* In September 2008, the state of Washington applied for and was subsequently awarded \$5.9 M in round three of the K-12 Statewide Longitudinal Data System (K-12 SLDS) grants (See *Appendix (C)(2)-4 for an Abstract from SLDS Grant Application*). The directives contained in ESHB 2261 and the work specified in the K-12 Statewide Longitudinal Data System grant is complementary. The following two activities are major deliverables of this particular project.

*Technical Infrastructure/Framework for Data Warehouse:* A central data repository or warehouse will be created to store the extensive data collected from Washington's 295 school districts and data from other internal and external sources. The submission, also known as the Comprehensive Education Data and Research System data submission, contains student data and educator data and complies with RCW 28A.320.175 that requires the state education agency to collect the courses offered by school districts; the number of students taking those courses, and the educators assigned to those courses. Also within the central data repository will be assessment data, financial data, additional educator data, and data from other external sources. This warehouse will allow for the efficient delivery of the tools and reports. These tools and reports will fulfill many of the Data Quality Campaign 10 actions.

*Tools and Reporting:* The Comprehensive Education Data and Research System will generate reports available through web portals(s) that will provide feedback to educators, administrators, policy makers, researchers and the general public. These tools and reports will take the form of data dashboards, alerts, formatted reports and extracts.

*Transfer of Student Records:* Delays in the availability of student data to districts when a student transfers from one district to another prevents some schools from accurately placing students in the appropriate educational programs in a timely manner. Currently, in the Comprehensive Education Data and Research System (CEDARS), districts are able to see “their” students only after they have reported to the state education agency that they are serving the student – this occurs via a CEDARS submission. Depending on how often a district submits CEDARS data, they may have to wait a week or a month to see data on the new student. The Office of the Superintendent of Public Instruction is developing a system and workflow process that allows a school with a new student to immediately view agency data for that student, allowing a quicker placement of the student in the appropriate educational programs.

*Student Growth Model:* The Office of Superintendent of Public Instruction will be participating in a multi-state collaborative effort to create common data visualizations and conduct research and development that will build upon the Colorado Growth model. The other participating states are Colorado, Indiana, and Arizona. Under the agreement, each participating state agrees to use the current version of the Colorado Growth model, to calculate growth percentiles in the same manner to allow common cross state comparisons, and to participate in the development of a second version of the model that will include postsecondary metrics, multi-year visualization and animation, teacher identifiers, multiple axis selection, and enhanced mapping functionality.

*Dropout Early Warning and Intervention System:* ESSB 6403 passed during the 2010 legislative session. The legislation defines a Dropout Early Warning and Intervention System and requires implementation 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. The K-12 Data Governance Group is guiding the data work on this issue. It is further envisioned that the technical portion of this system will be accessed through the web portal(s) described above and have the same look and feel as the other components of the system. (See *Washington Education Reform Past and Present – Foundation for the 2010 State Education Reform Plan.*)

*Evergreen State P-20 Longitudinal Data System Grant (ESP-20):* On May 21, 2010 Washington received a \$17.3 M SLDS grant (see *Appendix (C)(2)-5 for an abstract of the new grant project*). The grant project will strengthen capabilities and accelerate progress in five

outcome areas: data governance, research and reporting, data warehouse environment, interoperability, and strengthening systems that contribute data to ESP-20. There are no activities proposed for Race to the Top funding in this application that will be funded in the P-20 SLDS grant.

The specific plans for future developments along with timelines for each of the activities discussed above are presented in the following table. (See *Appendix (C)(2)-6* for a chart that illustrates the current status of these activities.)

**Table C-2: Activities, Timelines, and Responsible Parties**

Goal Related to Assurance Area	Activities	Timeline	Responsible Parties
Data Systems to Support Instruction	Data Governance, Plan, and Reporting	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Final report to the Legislature due September 1, 2010 on proposed phased-in plan and preliminary cost estimate for a comprehensive data improvement system</li> </ul>	Assistant Superintendent for Policy and Planning; and the Data Governance Coordinator
	Identify Education Policy and Research Questions	<ul style="list-style-type: none"> <li>• Completed</li> </ul>	Data Governance Coordinator; Director, OSPI Project Management Office
	Gap Analysis of current system relative to Legislative expectations	<ul style="list-style-type: none"> <li>• To be completed June 2010</li> </ul>	Director, OSPI Project Management Office; Enterprise Architect; and Data Governance Coordinator
	K-12 SLDS Grant Project	<ul style="list-style-type: none"> <li>• Grant funding for the Project extends to May of 2013</li> </ul>	OSPI Chief of Staff and Executive Sponsor; Assistant Superintendent for Public Policy and Planning and Project Sponsor; and SLDS Project Manager
	Request for Proposal – K-12 Statewide Longitudinal Data System Grant Project	<ul style="list-style-type: none"> <li>• Release in May 2010</li> </ul>	Assistant Superintendent for Public Policy and Planning and Project Sponsor; SLDS Project Manager
	Technical	<ul style="list-style-type: none"> <li>• The technical</li> </ul>	OSPI Chief Information

Goal Related to Assurance Area	Activities	Timeline	Responsible Parties
	Infrastructure – K-12 Statewide Longitudinal Data System Grant Project	infrastructure is scheduled to be in place during the 4th quarter of 2010 or 1st quarter of 2011	Officer; Manager, SLDS Project
	Tools and Report – K-12 Statewide Longitudinal Data System Grant Project	<ul style="list-style-type: none"> <li>The full set of tools and reporting will be completed with the conclusion of the Grant in 2013</li> </ul>	Assistant Superintendent for Public Policy and Planning and Project Sponsor; Manager, SLDS Project
	Transfer of Student Records	<ul style="list-style-type: none"> <li>September 2010</li> </ul>	Director, Student Information; Data Governance Coordinator
	Student Growth Model	<ul style="list-style-type: none"> <li>Full implementation is expected in 2013</li> </ul>	OSPI Assistant Superintendent, Assessment and Student Information
	Dropout Early Warning and Interventions System	<ul style="list-style-type: none"> <li>Report due to the Legislature September 15, 2010</li> </ul>	OSPI Assistant Superintendent Secondary Education
	State P-20 Longitudinal Data System Grant Project	<ul style="list-style-type: none"> <li>It is anticipated that announcement of the grant awards will happen in May of 2010</li> </ul>	OSPI Fiscal Grant Administrator  Executive Sponsors – OSPI Assistant Superintendent for Public Policy and Planning; Office of Financial Management, Assistant Director, Forecasting; Legislative Evaluation and Program Committee Staff

As a result of Washington’s coordinated data governance structure, cooperation from the legislative branch, unique P-20 data warehouse through the Education Research Data Council, current and new K-12 Statewide Longitudinal Data System grant funding, and expansive K-12 data collection, the state is positioned to move from an allocation and compliance data system to an education improvement data system. The envisioned statewide K-12 longitudinal education data system will facilitate education improvement through monitoring the implementation and success of education programs at the state, district and school levels. Combined with the plans

for district instructional improvement systems outlined in Section (C)(3)(i), Washington State will have a world-class statewide P-20 longitudinal education data systems within the next five years.

**(C)(3) Using data to improve instruction (18 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;

Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals, and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and

Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (e.g., students with disabilities, English language learners, students whose achievement is well below or above grade level).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.

Recommended maximum response length: Five pages

**(C)(3)(i) Instructional Improvement Systems**

**Background**

The availability of local instructional improvement data systems in Washington varies widely in our 295 school districts. A small number of large school districts have sophisticated systems that have been developed over the past twenty-years. Vancouver Public Schools, for example, has a system that includes formative, interim, and summative assessment results for use

by teachers; a district-wide performance management system; and tools and strategies to help teachers assist students.

Approximately 180 school districts that are members of the Washington State Information and Processing Cooperative have access to the Washington Educator Data Decisions System, which provides teachers and administrators access to student assessment results, a large number of pre-formatted reports (e.g., all students with D's and F's), and an ad-hoc query tool. In addition, school districts that are participating in Washington's Summit District Improvement Program have access to *Teachscape*, which is an instructional improvement system that includes access to assessment information, online-professional development, and other instructional tools.

The functionality and use of the local instructional improvement data systems vary from product-to-product, application-to-application, content area-to-content area, school-to-school, and teacher-to-teacher. A number of applications, such as the pre-formatted reports in WEDSS, provide user-friendly reports with information that is used daily by school counselors and principals. Other, newer, more complex applications often have individual components that are technically sound, user-friendly, and provide useful decision-making information, but other components that fall short of expectations.

#### *RTTT Partnership Agreement*

In the Washington's Race to the Top Partnership Agreement, (See *Appendix (A)(1)-13* for the statements related to the data system enhancement), the Office of Superintendent of Public Instruction made a commitment to provide school districts that already have a technology-based instructional improvement system, many enhancements. These are:

- Access to web-based components to include instructional materials, 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 an early warning dropout intervention system.

The Partnership Agreement requires these districts to commit to enhancing the usefulness of their systems to classroom teachers and to ensure it has components included in the Race to the Top definition of an instructional improvement system.

In the Partnership Agreement, the Office of Superintendent of Public Instruction also made a commitment to assist school districts, which do not have a technology-based instructional improvement system, access to a state-supported system that meets the requirements of the Race to the Top grant. The Agreement requires that these school districts adopt a qualifying system, which could include the state-supported system.

### **Washington's Instructional Improvement System**

In designing the plan for a state-supported local instructional improvement system (LIIS) the following issues were considered:

- Building a state-supported LIIS that will meet the day-to-day needs of district-level administrators, principals, teachers, and counselors;
- Identifying which components of a system are the highest priorities;
- Developing a LIIS that could be used in school districts that have different student, human resource, and financial management systems;
- Designing a LIIS that can be implemented in the short-term using current standards and assessments, but be able to incorporate the new common core standards and assessments as they are phased in through the Smarter Balance assessment system;
- Avoiding building a LIIS with too many components that becomes so technologically complex that it cannot be built, or cannot be built "bug-free";
- Building upon and using components that are already in place or being developed using currently available state and federal funding;
- Making significant progress in ensuring educator access to LIISs given the amount of grant funds, relative to the statewide need.

#### ***Phase I – Piloting of Systems***

After carefully considering the issues above, a two-phase process will be conducted. Phase 1 will pilot two different local instructional improvement systems using a combination of state and federal funds in seventy schools. The purpose of the pilot will be to analyze the relative efficacy of the computerized systems, which will be evaluated over the 2010/2011 school year with state-wide adoption planned for the Fall of 2012.

Both computerized instructional improvement systems will be required to be interoperable with the on-line summative assessment system being developed by the Smarter Balanced Assessment consortia and with local district's student information systems. Both computerized instructional improvement data systems will be required to have the capability to load instructional units, formative/local assessment tasks, and test items/modules including performance assessments. The benchmark assessment component will be required to provide timely data turnaround, and house a bank of instructional support materials, classroom assessment processes and defined benchmark assessments aligned with Washington state standards capable of generating timely reports. The platforms will be evaluated for their capacity to provide appropriate accommodations for students with disabilities.

Both systems will be required to provide tools for principals and district office staff that will include: preformatted reports and dashboards on school and classroom performance, data analysis tools to help answer instructionally relevant questions at the student, class, school or district level; and reports that reflect student growth and progress that will serve as an "early warning" system.

Teacher tools will include: preformatted individual student and class reports, a variety of data displays for benchmark and formative assessment results, and growth information for individual students. Instructional and curricular supports, an on-line source for lesson plans, and an in-class tracking system capability for recording student's response to intervention will also be available for teacher use.

The instructional improvement system will be designed to provide a professional practices social network platform so that teachers have a forum to collaborate around instructional issues and the development of instructionally supportive materials. Professional development efforts will be focused on using data to inform instruction. Hands-on training and workshop modules for teachers will be developed by the Office of the Superintendent of Public Instruction and the data coaches in (c)(3)(ii) focused on user friendly strategies to make data-informed instructional decisions based upon formative, benchmark, and summative assessment results.

## ***Phase 2 – System Implementation and Incorporation of Smarter Balanced Consortium Assessments***

Phase 2 implements a statewide system. Decisions regarding the statewide system will be based on the outcomes of the 2010-2011 pilot and will incorporate the tools and formative, benchmark, and summative assessments developed by the Smarter Balanced Consortium.

The Smarter Balanced Consortium (see *Appendix (B)(2)-1*), which includes 34 states, plans to submit a proposal to the federal Department of Education in mid-June to build a system of assessments based upon the *Common Core Standards* in English language arts and mathematics. These states believe that the connection between the student, the teacher, the curriculum, instruction and assessment is the foundation for successful implementation of the *Common Core Standards*, and working 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 that includes learning progressions, and that link evidence of student competencies to the summative system.
- Professional development related to 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.
- A governance structure that ensures a strong voice for state administrators, policy makers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time.

Additional information regarding the objectives, assessments, and tools that will be included in the consortium’s proposal is included in *Appendix (B)(2)-1*.

**Table C-3: Activities, Timeline, and Responsible Parties**

<b>Activities</b>	<b>Timeline</b>	<b>Responsible Parties</b>
Request for quotes issued for computerized instructional improvement systems	June 2010	OSPI Assessment Integration Office
Selection criterion for computerized instructional improvement systems identified		
Professional development plan developed around use of instructional improvement systems		
Computerized systems chosen for 2 year pilot	July 2010	“
Demonstration sites identified for instructional improvement system/s pilot		
Instructional improvement systems piloted by demonstration sites	Sept 2010- June 2012	“
Planning for scale-up of computerized instructional improvement system	Jan/Feb 2012	“
Instructional improvement systems evaluated	June 2012	“
Computerized instructional improvement system adopted state-wide. Balanced Smarter assessments and products incorporated into the selected system	July 2012-ongoing	“

**(C)(3)(ii) Professional Development for the Instructional Improvement System**

**Background**

The availability of professional development on the utilization of data – such as the availability of instructional improvement systems -- varies considerably across the state. Larger school districts with sophisticated instructional improvement systems provide extensive professional development to principals and classroom teachers in how to utilize the information system to make building and classroom-level decisions, while limited opportunities are provided to teachers and other educators by smaller, rural and/or remote school districts.

There are several statewide and regional initiatives in place at the time. The Washington State School Directors' Association has created a manual for school board members on how to use data at the district-level. In addition, a number of our Educational Services Districts offer training for teachers on the use of formative assessments in classrooms and how to inform school and building decisions using instructional improvement systems. Schools and districts that participate in the state's school/district improvement process have been provided extensive data and participate in "data carousels" that are designed to inform school improvement decisions. These efforts, however, are not systemic. As such, Washington does not have a comprehensive,

statewide approach to support school districts and schools in the use of instructional improvement systems. With funds from Race to the Top Program, Washington will build this type of statewide system.

### *RTTT Partnership Agreement*

In the state's RTTT Partnership Agreement, the Office of Superintendent of Public Instruction made a commitment to school districts to provide professional development opportunities through a system of data coaches in the nine regional Educational Service Districts. These data coaches will assist educators in the use of instructional improvement systems, to develop understanding and interpretation of the data, and to help educators apply their findings through district, school, and classroom-level instructional decision-making.

In the Agreement, participating school districts are required to identify a district-level instructional improvement coordinator who will facilitate the use of the instructional improvement data system within the district and in schools. The Agreement also requires classroom teachers and building principals to participate in professional development opportunities on how to use and apply the results of the instructional improvement system, including strategies to make data-informed instructional decisions based on formative, benchmark, and summative assessment results.

### **Washington's Plan**

Using Race to the Top funds, the Office of the Superintendent of Public Instruction will hire a statewide education data coordinator who will be responsible for developing and implementing professional development statewide relating to the use of instructional improvement systems. The coordinator will be located in the Professional Development Cooperative described in Section (D)(5).

To assist the statewide coordinator and to provide the professional development, Race to the Top Program funding will be used to hire a data coach to be based in each of the nine Educational Service Districts. These data coaches will be responsible for coordinating within each Educational Service District around data and for working with school/district staff to:

- Identify critical district, school, and classroom-level questions to guide the data analysis
- Utilize the results of formative, interim, and summative data to guide classroom instruction

- Support collaborative environments to analyze, interpret, and use data to evaluate, improve, and report on program effectiveness
- Identify school teaching and learning needs, indicators of success and weaknesses, and to implement problem-solving actions
- Build a culture of high quality data in schools and districts

The data coaches will be selected jointly by each Educational Service District and the Office of the Superintendent of Public Instruction education data coordinator. An annual work plan that includes both statewide and regionally specific activities will be established. They will work in conjunction with other Educational Service District personnel who are responsible for improving data quality and enhancing education technology.

**Table C-4: Activities, Timelines, and Responsible Parties**

<b>Activities</b>	<b>Timeline</b>	<b>Responsible Parties</b>
Washington receives notice of Race to the Top grant award	September 2010	US Dept of Education
Education Data Professional Development Coordinator hired to lead and manage the initiative project	December 2010	RTTT Grant Project Director
Job description for Regional ESD Data Coaches published	January 2011	Education Data Coordinator
Regional ESD Data Coaches hired	May 2011	ESDs/ Education Data Coordinator
Regional Data Coaches begin work	July 2011	Data Coaches
Statewide training and collaboration meetings	July – October 2011	Education Data Coordinator /Data Coaches
Regional Data Coaches initiate school/district trainings	November 2011	Data Coaches

**(C)(3)(iii) Researcher Access to Data**

**Background**

Currently, a large amount of school and district-level student, financial, and educator data is available on the Office of the Superintendent of Public Instruction’s website. Comprehensive files that include school- and district-level demographics, assessment results, graduation rates, and dropout rates may be downloaded for analysis by researchers and other interested individuals. A large number of financial and personnel files are available to be downloaded,

including per pupil spending, state and federal revenue, school district expenditures, salaries, and information on local maintenance and operation levies.

The Office of Superintendent of Public Instruction routinely provides unit-record data to researchers and others in response to individual requests. For example, since September 2007 the Office of the Superintendent of Public Instruction provided student demographic and assessment data extracts in response to more than sixty different requests. These requests came from multiple instate and out-of-state university researchers, graduate students, Education Northwest, the Washington Higher Education Coordinating Board, the Washington State Hispanic Commission, the Education Research and Data Center, the Center for Education Effectiveness, and researchers from other public and private organizations.

Student unit-record data files are often shared in the form of Research ID files, where all identifiable information is replaced with a unique Research ID. The Research ID for any individual student remains constant across files so researchers can link multiple data sets such as multiple years of assessment data, assessment data to program participation, or enrollment records to grade history records. In addition to the extracts listed above, the divisions within the state education agency that collect fiscal and educator data routinely provide data files to individuals upon request. With recent funding that is being provided for data governance and reporting by the Legislature, four additional data analysts have been hired who are available to respond to the many data requests.

The Education Research and Data Center will also provide data for researchers. The Center, discussed in the previous section, provides early learning, K-12, higher education, and employment data to researchers, legislators, and other individuals. One of its primary goals is to provide information to school districts regarding the success of their students in college and the workplace.

### **RTTT Partnership Agreement**

In the Race to the Top Partnership Agreement, school districts are required to make data from the instructional improvement system available for research projects with appropriate safeguards to protect student and employee rights to privacy. To assist school districts in this responsibility, OSPI will provide school districts information regarding the release of student and educator information and safeguards needed to protect student and employee rights to privacy, including the Family Educational Rights and Privacy Act (FERPA).

## Washington's Plan

Actions are being taken to simplify the process of extracting data from the Comprehensive Education Data and Research Center warehouse and to allow for more complex linking of student, educator, and financial data. These actions are being funded by the Student Longitudinal Education Data System grant received from the federal government.

To clarify how to obtain data from the state, OSPI will document and distribute the process to researchers and other interested parties. The process will cover the type of information available, contacts for various types of information and include a form for specifying the data elements requested and file formats.

**Table C-5: Activities, Timelines, and Responsible Parties**

<b>Activities</b>	<b>Timeline</b>	<b>Responsible Parties</b>
ERDC initiates actions pursuant to the second Statewide Longitudinal Data System received in May 2010	Multiple, 2010	Office of Financial Management
Simplify process for extracting data from CEDARS warehouse	November 2010	Project Manager, SLEDS Project, OSPI
Clarify process used by researchers to request data from OSPI	December 2010	Data Governance Coordinator, OSPI
Provide information and guidance to school districts in how to comply with data requests from researchers and other individuals	February 2010	Data Governance Coordinator, OSPI

## (D) GREAT TEACHERS AND LEADERS

### State Reform Conditions Criteria

#### (D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)

The extent to which the State has—

Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;

Alternative routes to certification (as defined in this notice) that are in use; and

A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

A list of the alternative certification programs operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:

The elements of the program (as described in the alternative routes to certification definition in this notice).

- The number of teachers and principals that successfully completed each program in the previous academic year.
- The total number of teachers and principals certified statewide in the previous academic year.

Recommended maximum response length: Two pages

*Washington must build and support a coherent continuum of educator development that ensures all teachers and leaders are acquiring the knowledge and skills they need at each stage of their career and licensure. Our goal is a continuum that is developmentally appropriate, with progressive degrees of expected knowledge and skills that can be clearly tied to positive outcomes for students.*

~Washington Professional Educator Standards Board

**(D)(1) Providing High-Quality Pathways for aspiring teachers and principals**

Washington's competency-based standards and system of educator preparation have provided an ideal foundation for expansion of an increasing variety of pathways into teaching and school leadership. Since 2002, Washington has demonstrated leadership in providing alternative pathways for talented individuals to enter the education profession through highly personalized and clinical programs.

What is considered alternative today may well be traditional in the near future, particularly as the lines between traditional and alternative blur nationwide. Washington's goal is to continue to provide incentives and support, not only to increase the number of innovative, high-quality pathways that recruit high caliber candidates, but also to ensure that affordable programs are delivered equitably in urban and large rural areas of our state. Through the expansion of high quality pathways that provide access to talented teacher and principal candidates, Washington's students will have school leaders who can demonstrate highly effective professional practices in public schools statewide.

**D(1)(i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education**

Legislation enacted in 2010 (see *Appendix (D)(1)-1, E2SSB 6696, Sections 502 through 505*) expands providers of educator preparation in Washington State beyond institutions of higher education while maintaining the state's ability to provide public assurance that all programs are held to high and consistent standards. The timing of this expansion is deliberate and will be implemented alongside new measures of candidate effectiveness and a redesigned system of program oversight and accountability. The cornerstone of Washington's approach to alternative routes continues to be assurance of true alternatives to traditional programs that recruit and appeal to a broader range of high-caliber candidates. One of the basic foundations that underlie Washington's alternative routes is to continually improve the state's alternative route program's abilities to strategically produce effective educators in districts and subject areas in which they are needed most. Because Washington's alternative routes to teaching were also intended to push all approved preparation programs toward more field-based, clinical preparation, this new legislation requires all teacher preparation programs at public higher

education institutions in Washington State to offer one or more of the four models of alternative routes to teaching, beginning in 2011. (See *Appendix (D)(1)-1, E2SSB 6696, Section 502.*)

By opening teacher and principal preparation to providers other than higher education institutions, Washington State law and regulation now meets all elements of the Race to the Top definition of Alternative Route programs as displayed in Table D-1.

**Table D-1  
Alternative Route Program Elements**

<b>Elements of Race to the Top Definition of Alternative Routes</b>	<b>Washington State Status</b>
Can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education	Met. See Appendix D(1)-1 for statutory and regulatory provisions.
Are selective in accepting candidates	Met. See statutory entry requirements and statistics in Appendix D(1)-1.
Provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching	Met. Both are field-based, mentored internships. See Appendix D(1)-1.
Significantly limit the amount of coursework required or have options to test out of courses	Met. Washington does not mandate credit-bearing coursework. All Washington preparation programs for teachers and principals, alternative or traditional, are competency based. Alternative Routes to Teacher Certification must allow “early exit” based on demonstrated competency. See Appendix D(1)-1 for information on program design and related regulations.
Upon completion, award the same level of certification that traditional preparation programs award upon completion.	Met. Completers of Washington’s Alternative Routes to Teaching receive full residency certification, the same as that awarded to completers of traditional programs.

Washington State alternative route program design requirements exceed the “standard features” listed in the Race to the Top definition of alternative routes, such as demonstration of subject-matter mastery, high-quality instruction in pedagogy, and addressing the needs of all students in the , including English Language Learners and students with disabilities. Demonstration of subject-matter mastery is an entry requirement for Washington’s alternative routes as measured by the highly rigorous Washington Educator Skills Test – Endorsement

(WEST-E) subject matter assessment. *Appendix (D)(1)-2* contains more information on the WEST-E.

Washington's knowledge and skill standards for beginning teachers include competencies related to English Language Learners, students with disabilities and cultural competence for all teaching candidates. Washington's 2007 movement from performance-based to evidence-based knowledge and skill for beginning teachers further requires alternative route candidates to demonstrate both effective teaching practice and evidence of their impact on student learning.

While new alternative route providers (other than higher education institutions) may seek state approval beginning September 2010, Washington's Professional Educator Standards Board is already working with potential new providers, including Teach for America and The New Teacher Project, to establish potential sites. The Professional Educator Standards Board facilitated creation of a partnership between The New Teacher Project and several school districts in Eastern Washington's Tri-Cities area (Pasco, Kennewick, and Richland). The Tri-Cities area is also the location of a number of high-tech industries such as Battelle, Lockheed/Martin, Pacific Northwest National Laboratory, and the national headquarters for ConAgra. The Professional Educator Standards Board has encouraged local school districts and the business community in the Tri-Cities to work with The New Teacher Project as they plan to become a state-approved alternative route program and offer teaching fellows programs focused on recruitment of high-caliber candidates into STEM teaching areas beginning in the 2011-12 school year. In the Puget Sound region, Teach for America is establishing a corps program that targeting low-performing schools and their turnaround efforts. It has initial agreement from three large Seattle-area districts to begin placing corps members in the 2010-11 school year.

Washington State has a good deal of flexibility with alternative routes and certification for principals. With new providers of principal preparation now authorized, the Professional Educator Standards Board will revise and adopt expanded criteria for alternative routes to principal certification that push providers even further in offering program designs and models that will attract high-caliber candidates and ensure effective school leadership. Of particular interest to school districts with low-performing schools is development of an alternative route that will attract and employ experienced leaders from other sectors as school turnaround specialists. With Race to the Top and state funding, the Professional Educator Standards Board and the District and School Improvement and Accountability Division of the Office of the

Superintendent of Public Instruction will work together to identify state and national partners, such as New Leaders for New Schools and Public Impact, to expand on current models and create new credentials and alternative routes for principals, particularly those high caliber leaders who can serve turnaround schools.

This year the Professional Educator Standards Board established a policy that is unique in the nation. Further removing regulatory barriers to alternative preparation program delivery, The Professional Educator Standards Board authorized out-of-state institutions that are approved in other states to operate as approved programs in Washington State. Aimed primarily at online institutions, this new authorization process provides increased access to alternative route preparation for prospective educators, especially to the large rural areas of the state. At the same time, districts and candidates are provided greater assurance of quality via data reporting and field placement requirements that accompany authorization status. This benefit is crucial to equitably serve all students in Washington.

While not explicitly labeled an alternative route, Washington regulatory code allows for a unique alternative route for Career and Technical Education (CTE) professionals to enter the teaching profession based on their accumulated professional experience. Professionals in certain STEM related career and technical education fields, such as technical education or agriculture, if successful on the WEST-E subject matter test, are eligible for an applied math or applied science designation on their CTE certificate. This allows them to teach STEM-related career and technical education courses for core academic credit in math and science, but also academic math and science courses.

**D(1)(ii) Alternative Routes to Certificate (as defined in the Race to the Top Program Notice)**

Washington has had four types of alternative routes in operation since 2002. Two are aimed at experienced paraeducators. The other two are designed for recent graduates and career changers and employ an entirely field-based mentored internship, either as teacher of record or intern. Scholarships for alternative route teachers or interns are available, but restricted to those seeking to teach in state- or locally identified shortage areas, such as math, science, special education or English Language Learners.

Seven alternative route programs operating in 11 sites as partnerships between school districts and higher education institutions have produced 1,100 teachers. Ninety-seven percent of alternative route participants complete the program and meet their teaching service requirement to fulfill their scholarship conditions in a Washington public school. Alternative Route Program completers gain an endorsement in a shortage field twice as often as the completers of the highest-producing traditional program. The Alternative Route Program, as a whole, ranks fourth out of 21 approved preparation programs in total production of teachers prepared in a shortage field. Washington's alternative routes must meet specific design criteria that include:

- 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.
- Being entirely field-based, with formalized learning opportunities offered on or near school/district sites, online or via the K-20 network.
- A Teacher Development Plan that identifies program requirements based on assessment of the intern's prior experience and education, and adjusts program length accordingly.
- High-quality and quantity mentoring, including training specifically designed for intern mentors.
- "Package priced" rather than credit-driven routes that generally cost less than more traditional programs at the same institution.

A survey by the Washington State Institute for Public Policy found that 76 percent of mentor teachers reported Alternative Route Program teachers to be better prepared than those from more traditional programs, and an additional 19 percent found them at least as well prepared. Similarly, 96 percent of principals surveyed found Alternative Routes teachers at least as well or better prepared.

Washington's goal when establishing alternative routes was to create true alternatives to existing models. When Washington implemented alternative routes in 2002, the state had field-based masters in teaching programs, and many of those programs continue today. Using the Race to the Top Program definition of alternative program, many of the existing master's degree-level and post-baccalaureate, field-based programs could also be classified as alternative route programs. Using this definition, Washington's annual production of teachers via alternative

routes would represent 47 percent rather than 7 percent of total preparation program completers. (*Appendix (D)(1)-3* contrasts the Race to the Top Program definition of Alternative Routes, Washington's Masters in Teaching program components and Washington State alternative route definition and requirements.)

*Appendix (D)(1)-4* provides greater detail on the required elements of existing alternative route programs and required evidence for D(1)(ii), including number of educators who have completed each program and overall state production in the previous academic year.

**D(1)(iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortages**

Washington has relied on several sources of data to gauge educator supply and demand and inform strategies for addressing shortages. Semi-annually, the Office of Superintendent of Public Instruction, in collaboration with the Washington School Personnel Association and the American Association for Employment in Education, completes a survey and statewide report of district projected educator need, perceptions of the available talent pool, and difficulty in hiring for each teaching endorsement and educator certificate type. District requests for emergency and/or conditional certification and requests for out-of-endorsement assignment contribute information that drives program funding and delivery.

Despite these indicators, Washington policy makers have realized that self-reported, relatively short-term data sources are inadequate and that better data are needed. This must be accompanied by improved human resource and staffing practices to act on that data. Recently passed legislation (see *Appendix (D)(1)-5, E2SSB 6696, Section 506*) now requires multiple state entities to engage with school districts in an unprecedented level of data analysis and planning on current and projected status of Washington's educator work force beginning in the 2010-11 school year.

Key to this work is the state-funded Education Data and Research Center (EDRC). This entity has as its mission the coordination of P-20 education data and research activities of all education-related state agencies so that the best data are available to track and help guide the implementation of P-20 system goals. Beginning in the 2010-11 school year and annually thereafter, the Professional Educator Standards Board, together with the nine Educational Service Districts, are required to convene representatives from each district in each region, and

representatives from educator preparation programs – both traditional and alternative – to review EDEC, district and regional educator workforce data. The group must make biennial projections of regional workforce need, and identify how recruitment and enrollment plans in educator preparation programs will be responsive to these projections. The legislation (see *Appendix (D)(1)-6, E2SSB 6696, Section 508*) further requires the Washington State Higher Education Coordinating Board to establish “service regions” assigned to each of the public institutions in Washington and to analyze whether adequate access to educator preparation is offered by state public institutions. If a region has inadequate access, a plan for public institution response and /or plans to establish other means must be established. In particular, higher education institutions must demonstrate their strategies and results for increasing enrollment and production in STEM teaching fields. (See *Appendix (D)(1)-7, E2SSB 6696, Section 509.*) The impact of this new regional planning as it relates to ensuring equitable distribution of effective teachers and principals is discussed under D(3).

Currently Washington has numerous programs aimed at addressing teacher shortages. These include alternative route programs and scholarships; the Recruiting Washington Teachers Program which serves as a pipeline from high school into college and teacher preparation for students from underrepresented populations; the Paraeducator Pipeline that supports experienced paraeducators to earn their degree and teaching credentials in shortage areas; and the UTeach model as a strategy for recruiting math and science undergraduates into STEM teaching fields. There is strong collaboration with the state’s Employment Security Department to ensure that information on transitioning to a career in teaching is available to displaced professionals during times of economic downturn. Vital at this time of reduced district hiring capability, the Educator Retooling program provides incentives for teachers in non-shortage areas to participate in fast-track programs to gain endorsements in shortage teaching areas.

Several outreach initiatives have and will provide significant returns in recruitment of effective candidates into pathways to education. Well established as a powerful reading program for K-12 students, the Washington Reading Corps has contributed to the state’s recruitment efforts, with 65 percent of the AmeriCorps and VISTA volunteers serving as tutors in Reading Corps subsequently pursuing a career in education. Heritage College in the Yakima area has recently received a grant to develop a preparation program especially tailored to focus on English Language Learner, coupled with math and science.

Washington is also in the BETA testing stage of Educator Pathways, a comprehensive recruitment Website that will provide prospective educators with information on the growing options for teacher and principal preparation and financial support available. The Educator Pathways Website will allow the Professional Educator Standards Board to monitor requests for information to ensure that programs are connecting with potential candidates and providing access to preparation programs in all areas of the state. More information on Washington's programs aimed at addressing current and anticipated teacher shortage is contained in *Appendix (D)(1)-8*.

New alternative route programs that will be offered by entities other than higher education institutions, including The New Teacher Project, have already indicated their desire to recruit and prepare candidates to address shortage areas. Washington is a large state with few large urban centers and numerous rural and remote regions. The challenge, therefore, is not just production, but also distribution. This is why the key to expanding alternative routes is to strengthen partnerships between these preparation programs and Washington school districts. This is particularly important in the state's low-performing schools that have a growing need for partnership with alternative route programs that will produce principals who are school turnaround specialists and teachers who are highly effective at closing the achievement gap. To that end, with Race to the Top and state dollars, Washington will increase its efforts to recruit existing, build new, and expand statewide access to high-quality residency teacher and principal alternative route programs

Washington's higher education institutions have new accountability and reporting requirements related to demonstrating that their recruitment and enrollment practices are responsive to their service regions and state shortage areas. Because Washington law and regulations require preparation program providers to address how they assist the state in meeting shortages, all new programs applying for approval to the Professional Educator Standards Board, including alternative route programs, must demonstrate how the new program will add value to the pool of options by increasing access or new program designs in an underserved geographic region of the state, offering an alternative route that appeals to a broader range of candidates, or is more affordable and/or provides additional types of support for candidates.

In the past, the state's response to unanticipated shortages has been scattershot strategies that did not ensure that increased production actually met demand. Better understanding of

shortages will only be useful if tight linkages exist among preparation options, recruitment programs, financial incentives, and Washington school districts. The overarching goal is to create strong partnerships where school districts, or consortia of our smaller, rural districts, come to view effective and flexible preparation programs as central to both their work force development and school improvement strategies.

## Reform Plan Criteria

### (D)(2) Improving teacher and principal effectiveness based on performance (58 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

- (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; (5 points)
- (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)
- (iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; and (10 points)
- (iv) Use these evaluations, at a minimum, to inform decisions regarding— (28 points)
  - (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
  - (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
  - (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
  - (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Ten pages

## **(D)(2) Overview - Improving teacher and principal effectiveness based on performance**

### **Teacher and principal evaluation history and background for developing new systems**

Washington has a long history of requiring annual evaluations for teachers and principals, with a few exceptions. RCW 28A.405.100 (See *Appendix (D)(2)-1*) has provided criteria for teacher evaluations for more than 40 years. The criteria are minimum criteria, that is, districts and their teacher unions may bargain to add to the minimum criteria and procedures if they agree to do so. Teachers with four or more years of satisfactory evaluations may, if agreed to by the district and union, not participate in the usual annual evaluation (often referred to as the “long form”), but instead engage in a shorter evaluation process or participate in a professional growth activity. At any time a teacher may be subject to the regular annual evaluation as requested or implemented by the teacher or the teacher’s evaluator. Teachers must be evaluated using the “long form” at least once every three years unless this time is extended through collective bargaining.

Principals have been included in the requirements for district administrator teacher evaluations; minimum criteria are provided in the same statute referenced above, although the criteria is general and is to be adapted to the administrative role being evaluated. It may be expanded upon as the district determines.

In 1985, the Legislature approved a statute that followed a study of evaluations. Revised Code of Washington 28A.405.110 (See *Appendix (D)(2)-2*) provides findings by the Legislature on the importance and purposes of teacher evaluations to include those of preparing teachers as well as those engaged in teaching. “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.” This has set the framework for the development of evaluations tied to conferring teaching certificates, in some states termed licensure, as well as annual evaluations for practicing teachers.

Revised Code of Washington 28A.405.110 also set forth the elements, goals and objectives of an evaluation system. These 1985 words remain valid today and provide context for changes in the state evaluation systems for both teachers and principals approved in 2010.

“ (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.”

Since 1985, a few additions have been made to evaluation statutes, primarily related to the training for evaluators (RCW 28A.405.120, see *Appendix (D)(2)-3*), training in evaluation procedures (RCW 28A.405.130, see *Appendix (D)(2)-4*) and provisions to require training or mentoring for teachers in need of improving their teaching skills (RCW 28A.405.140, see *Appendix (D)(2)-5*).

During summer and fall 2009, Governor Gregoire held conversations with teacher and principal organizations about evaluations. For teachers, the discussions centered on the need to update the criteria so that they would better relate to the expectations and work of teachers in today's classrooms. For principals, the discussions related to the creation of criteria specifically related to their work; that is, creation of criteria that related to principals only and not as part of general criteria related to education administrators. The teachers union conducted internal discussions with their professional staff and rank and file members. It was known that several districts had bargained contracts that 'went beyond' the minimum criteria and procedures established in statute. In fact, it was discovered that there was a general dissatisfaction with the current system; it was seen as artificial and inadequate as a means to examine or improve teaching practice. At least 12 school district bargaining units brought forward work they had done to enhance the current evaluation criteria and create multiple-level ratings. All this was done without the necessity of changing law. See *Appendix (D)(2)-6* for a list of the school districts, information about the research used and examples of rubrics implemented.

The state principals' association developed the document, "Principal Leadership in a Performance-Based School" (see *Appendix (D)(2)-7*), that identifies seven areas of responsibility for principals and articulates for each area the required knowledge and skill for the principal, evidence measures, and the supports and authorities required to create conditions for success.

With these indicators of readiness in place, work began to develop new statutory evaluation criteria for teachers and principals. This work includes reviewing the standards and

criteria of national organizations, as well as the standards for preparation programs and first and second levels of professional certification in Washington. It has been important that the evaluation criteria be well articulated within the overall continuum of instructional and leadership development. These efforts lead to the introduction and approval of legislation during the 2010 legislative session that makes significant changes in the criteria and structure of evaluations.

### **Provisions of new evaluation systems for teachers and principals**

Engrossed Second Substitute Senate Bill 6696, Section 202, provides for new evaluation criteria for teachers and principals, including criteria addressing the use of student data to inform instruction. Each criteria is to be defined through the rubrics of a four-level rating system. Student growth data may be used if available and relevant to the teacher and subject matter and is based on multiple measures. A timeline is set forth for the implementation of the new system to include piloting the system and examining issues related to efficient statewide implementation. All school districts are required to use the new systems during the 2013-14 school year. The legislation was supported by the Washington Education Association, Association of Washington School Principals, and Washington Association of School Administrators. The new system is also included in the Partnership Agreement as a required component that participating school districts must implement.

Additionally, the law extends the provisional period for most new teachers from two years to three years, and any teacher using a professional growth activity must link that work to one of the evaluation criteria. Teachers in their third year of provisional status will be evaluated an additional occasion to better inform both the teacher and the district about the decision to move the teacher to continuing status. (See *Appendix (D)(2)-8, E2SSB 6696, Section 202.*)

The evaluation criteria for certificated classroom teachers and principals is summarized in the Table D-2 below.

**Table D-2  
Washington Evaluation Criteria**

<b>Current Principal Evaluation Categories</b>	<b>New Principal Evaluation Categories</b>
<ol style="list-style-type: none"> <li>1. Knowledge of, experience in and training in recognizing good professional performance, capabilities and development</li> <li>2. School administration and management</li> <li>3. School finance</li> <li>4. Professional preparation and scholarship</li> <li>5. Effort toward improvement when needed</li> <li>6. Interest in pupils, employees, patrons and subjects taught in school</li> <li>7. Leadership</li> <li>8. Ability and performance of evaluation of school personnel</li> </ol>	<ol style="list-style-type: none"> <li>1. Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff</li> <li>2. Providing for school safety</li> <li>3. Leads development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements</li> <li>4. Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals</li> <li>5. Monitoring, assisting and evaluating effective instruction and assessment practices</li> <li>6. Managing both staff and fiscal resources to support student achievement and legal responsibilities</li> <li>7. Partnering with the school community to promote student learning</li> <li>8. Demonstrating commitment to closing the achievement gap</li> </ol>

<b>Current Teacher Evaluation Categories</b>	<b>New Teacher Evaluation Categories</b>
<ol style="list-style-type: none"> <li>1. Instructional Skill</li> <li>2. Classroom Management</li> <li>3. Professional Preparation and Scholarship</li> <li>4. Effort Toward Improvement When Needed</li> <li>5. Handling of Student Discipline and Attendant Problems</li> <li>6. Interest in Teaching Pupils</li> <li>7. Knowledge of Subject Matter</li> </ol>	<ol style="list-style-type: none"> <li>1. Centering instruction on high expectations for student achievement</li> <li>2. Demonstrating effective teaching practices</li> <li>3. Recognizing individual student learning needs and developing strategies to address those needs</li> <li>4. Providing clear and intentional focus on subject matter content and curriculum</li> <li>5. Fostering and managing a safe, positive learning environment</li> <li>6. Using multiple student data elements to modify instruction and improve student learning</li> <li>7. Communicating with parents and school community</li> <li>8. Exhibiting collaborative and collegial practices focus on improving instructional practice and student learning</li> </ol>

While Washington has a rich history of local control, with evaluations for teachers that are bargained at each district, the legislation provides mechanisms to assure high-quality

implementation of the new evaluation systems. The Superintendent of Public Instruction is to collaborate with state associations representing teachers, principals, administrators and parents to prepare models for implementing evaluation system criteria, student growth tools, professional development programs, and evaluator training. Human resource specialists, professional development experts and assessment experts are to be consulted. The models are to be available to school districts in the 2011-12 school year. These models, along with districts selected to pilot new evaluation systems based on the new requirements, will provide high-quality information and guidance to other school districts, as well as state leaders, on the development and implementation of these systems. As of May 21, at least 33 districts have expressed interest.

It has been intentional that teacher and principal evaluation systems are being developed in concert and implemented on the same timeline. The message to school districts is that the focus of the work must be on supporting high-quality instruction. The message to educators in schools is that high-quality instruction must be supported by high-quality leadership to realize student success. The school districts that participate will pilot both teacher and principal evaluation systems and will be selected based upon the agreement of all involved to collaborate in this work.

It has also been intentional that the provisions surrounding the implementation of the new evaluation systems include more than the development of rubrics and a start date. The pilot districts will engage in the development of rubrics and ratings; identify or develop multiple measures of student growth; develop evaluation system forms; participate in professional development regarding the content of the new criteria; participate in evaluator training; and participate in activities to evaluate the effectiveness of the new systems and their supports. Data will be submitted by the pilot districts on student performance, and the Superintendent of Public Instruction will complete an analysis of the use of student data in the pilot districts' evaluations.

Finally, recommendations will be made by the Superintendent of Public Instruction to the Legislature and Governor twice during the early development of the new systems. In 2011 and 2012, reports and recommendations are to address implementation status and evaluation of the work. In 2011, a recommendation is to be made about whether the state should adopt a single evaluation model for teachers and principals to be used statewide, and, if a statewide model is adopted, whether modified versions developed by school districts could be approved and what that approval process would entail.

**(D)(2)(i) Establish clear approaches to measuring student growth (as defined in this Race to the Top Program Notice) and measure it for each individual student**

Washington has a two-prong approach for developing measures of student growth for each individual students. The first set of activities is encompassed in the development of the state data system to provide additional tools to measure student achievement and student growth. As described in Section (C) above, Washington will be a member of a multi-state collaborative that will design a system based on the Colorado Growth Model. The second set of activities is tied to the emerging models in teacher and principal evaluation, informed by the work of the pilot school districts. This work is key to the development of systems that provide multiple measures and levels of information. This philosophy is supported by policy makers, including legislators, as well as the teachers and principals asking for quality data at the classroom and school levels to: (1) inform instruction and program supports; (2) provide a means to link instructional strategies and the effects on student learning; and (3) provide feedback to individual teachers and groups of teachers about their practice. Teacher and principal evaluation is one area in which student growth data can be used to provide feedback, inform development of quality instructional practice, and provide information in the consideration of personnel decisions. Student growth is now defined in state statute. “Student growth” means the change in student achievement between two points in time. (E2SSB 6696, Section 202).

During the 2010-11 school year, the new teacher and principal evaluation systems will be in a development phase. At the state level as well as in pilot school districts, the development of new student growth measures or the means of including existing measures will be an important area of work. The schools and districts participating in School Improvement Grants are also working on this issue, as are several selected districts as part of the Teacher and Leader Development and Effectiveness Innovation Cluster. This work will be coordinated, and , models will be shared with all districts in the state.

The challenge is to employ multiple measures of student growth for all classroom teachers. Washington is aware from studying the literature supporting measures of student growth in evaluation systems that there are specific recommendations as to how this growth should be measured, which instruments to use, and how to conduct measurement in meaningful ways. Washington intends for all teachers to be responsible for student growth, no matter the grade level, subject matter, or student population.

However, tools do not exist in all subject areas or grade levels. The state will use the expertise of assessment professionals, as well as that of teachers and leaders, to create credible sets of measures. Washington will replicate its highly successful National Technical Advisory Committee (known as the National TAC) model, used in the development and implementation of student assessments, in the teacher and leader areas as well. A technical advisory group will be formed to guide the development/identification and use of multiple student measures to implement student growth models. The newly passed evaluation legislation provides that the measures may be classroom-based, school-based, district-based, and state-based tools.

**Table D-3  
Teacher and Principal Evaluation Systems**

<b>Performance Measures</b>		Actual Data: Baseline (Current school Year or most	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).						
<b>Criteria</b>	<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	NA	NA	Baseline TBD	TBD	TBD
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	NA	NA	Baseline TBD	TBD	TBD
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	NA	NA	Baseline TBD	TBD	TBD
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:	NA	NA	Baseline TBD	TBD	TBD
(D)(2)(iv)(a)	<ul style="list-style-type: none"> <li>Developing teachers and principals.</li> </ul>	NA	NA	Baseline TBD	TBD	TBD
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Compensating teachers and principals.</li> </ul>	NA	NA	Baseline TBD	TBD	TBD
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Promoting teachers and principals.</li> </ul>	NA	NA	Baseline TBD	TBD	TBD
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Retaining effective teachers and principals.</li> </ul>	NA	NA	Baseline TBD	TBD	TBD
(D)(2)(iv)(c)	<ul style="list-style-type: none"> <li>Granting tenure and/or full certification (where applicable) to teachers and principals.</li> </ul>	NA	NA	Baseline TBD	TBD	TBD
(D)(2)(iv)(d)	<ul style="list-style-type: none"> <li>Removing ineffective tenured and untenured teachers and principals.</li> </ul>	NA	NA	Baseline TBD	TBD	TBD

Explanation regarding criteria (D)(2)(i), (D)(2)(ii), and (D)(2)(iii):

2009-10 (baseline school year) – The state does not have in place a data system that collects this data.

2010-11 school year - As established in E2SSB 6696, school districts will begin reporting evaluation data. Districts will report using the evaluation systems they have in place which, may have four-tiered rating systems and use student growth data. The district reports will include descriptions of the rating system used. Recommendations will be made to the legislature and Governor during summer of 2011 about the establishment of state teacher and principal evaluation models or model components. Decision the recommendations will impact the baseline setting for future years.

2011-12 school year – School districts in the teacher and principal evaluation pilots, as well as schools participating in the School Improvement Grants and Teacher and Leader Development Innovation Cluster, may begin reporting their evaluation data based on four-tiered rating systems and use of student growth data. Other school districts will continue to report as they have for the 2010-11 school year. The development of measures of student growth will also be occurring during this time period. Baseline targets will be set for the 2012-13 and 2013-14 school years.

2012-13 school year – Reporting will occur as described in the 2011-12 school year, however, it is expected that the pilot school districts will have expanded the use of the piloted evaluation systems to more schools; however, the resulting percentage will remain very low. It is also expected that additional school districts will begin implementing new evaluation systems, or in a subset of their schools, as preparation for the required use of new systems in the 2013-14 school year. Additional work on the development of measures of student growth will occur.

2013-14 school year – This year, all school districts are required to implement the new teacher and principal evaluation systems. The development of measures of student growth will continue to move forward. There may be some teaching assignments for which student growth measures are not yet available or in place.

Explanation regarding (D)(2)(iv) to include all subsets:

As stated above, the state does not have in place a data system that collects this. Additionally, school districts will not report this data until they have new teacher and principal evaluation systems in place. It is expected that the first reporting of this data will include only a few school districts; these will be districts that are participating in the evaluation pilot program or the School Improvement Grant program and would not be reported until the end of the 2012-13 school year.

**Table D-4  
Participating School District Information**

<b>General data to be provided at time of application:</b>		
Total number of participating LEAs	265	
Total number of principals in participating LEAs	1,814	
Total number of teachers in participating LEAs	56,192	
<p>The Office of Superintendent of Public Instruction collects school district personnel data via the S-275 reporting program. The numbers above are the sums of principals and teachers reported in the S-275 system for the 265 participating school districts as of May 25, 2010.</p>		

**(D)(2)(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement**

**Evaluation system design**

Legislation establishing Washington’s new teacher and principal evaluation systems provides for rigorous, transparent and fair systems. The minimum criteria in state statute clearly articulate the expectations for teachers and principals. They are up-to-date with respect to the qualities and attention necessary for state-of-the-art instruction and support for instruction.

*Multiple rating categories including student growth*

Rubrics defining the backbone criteria will also be developed during the 2010-11 school year by pilot districts. A four-level rating system containing the rubrics will describe performance along a continuum that indicates the extent to which the criteria have been met or exceeded.

Student growth will also be included in the new system as described above. To set the stage for this work, a district applying to become one of the pilot districts will provide information about the district’s progress toward using student growth data as part of its principal and teacher evaluation processes.

The concept of student growth is embedded in the new teacher and principal evaluation criteria as well as included as a specific element in the evaluation system. As examples, teacher criteria, “using multiple student data elements to modify instruction and improve student learning,” and principal criteria, “leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements,” lay the foundation for attention to student growth during acts of instruction and support throughout the school year, not only at the culmination of a course, semester or year’s work.

*Teacher and principal involvement in design of all aspects of evaluation systems.*

As described in the teacher and principal evaluation history and background section above, the teacher and principal state associations have been involved from the first steps with the development of the newly enacted evaluation legislation. Each involved its governing and membership structures to provide background and content and supported the legislation during

its course through the Legislature. Since the passage of E2SSB 6696, these organizations are working in the evaluation steering committee with representatives of the Superintendent of Public Instruction's Office and others (see *Appendix (D)(2)-9*) to begin evaluation system implementation. Activities conducted to date include development of criteria for selecting pilot districts; release of a memorandum to school districts soliciting involvement by those meeting the criteria; development of a job description for a program manager; presentation of a videoconference for districts interested in participating as a pilot district; and consultation with School Improvement Grant staff for inclusion of schools receiving School Improvement Grant funding in the development of the new evaluation systems. Interest is quite high among school districts and their partners to participate in this work; more than 60 school district sites participated in the informational teleconference. (See list of participants in *Appendix (D)(2)-10*.)

At the district level, as part of the pilot district selection, teachers and principals must agree to participate. "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. The 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 ...." Additionally, the application that recruits pilot districts requests information on how a collaborative process will be used in constructing new evaluation systems; who will be involved; how support for a new system will be accomplished; and how formative feedback during development and implementation will be gathered from principals and teachers. (See *Appendix (D)(2)-11 for OSPI memo, Attachment A*.)

The Superintendent of Public Instruction is required to collaborate with teachers and principals, among others, in the development of the models for implementing the new criteria, student growth tools, professional development programs and evaluator training. Additionally, "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, Section 202) The Superintendent is to also consult with stakeholders in the development of recommendations to the Legislature and Governor on implementation of the new systems.

The design of the work of the next four years will bring teachers, principals and other professionals together. In addition to the pilot school districts, evaluation systems work will be

linked with the School Improvement Grant schools and districts as they will also be working on evaluation tools and measures and the Innovation Clusters supported by the Race To The Top Program application. Each of these programs involves teachers and principals in the design and implementation. Also on hand will be assessment professionals to help guide the state-level oversight group, as well as provide assistance to pilot school districts. Human resource professionals will do the same as will legal counsel.

The processes in the current statute, RCW 28A.405.100 (see *Appendix (D)(2)-1*), clearly establish parameters for the communication of evaluation outcomes and provides for opportunities for improved practice.

### **Evaluation Systems Development**

Resources from this Race to the Top grant will be used to strengthen the implementation of the new teacher and principal evaluation system and build programs of support for educators to improve their practice. These resources will complement the activities supported by state funds to develop these systems. Table D-3 demonstrates the delineation of state-funded activities and Race to the Top Program funded activities. State funds support the systems' foundational development. This includes:

- Staff structure to implement pilot school district work and grants;
- Coordination and sharing of evaluation system development components among pilot districts, School Improvement Grant schools, and Innovation Cluster participants;
- Provision of expertise to the pilot districts on assessment measures, student growth decisions, human resource considerations, and professional development support;
- Support for the project state-level steering committee;
- Evaluation of the pilot district work; and
- Development of recommendations for consideration by the Superintendent of Public Instruction and other state policy makers.

Race to the Top Program funds will provide participating school districts with state-of-the-art professional development related to the implementation of the new evaluation systems. This includes a coordinated set of learning opportunities for teachers, principals, administrators, school board members, and teacher and principal preparation programs.

Intense work will occur with teachers, principals and administrators based upon the following assumptions:

- 1) There will be an intensive period of professional development design and materials development in preparation for state-wide implementation.
- 2) To imbed this work in the system, work with professional organizations as partners is critical; they have been a part of the policy development and are willing to be a part of implementation.
- 3) The work is very labor intensive. Practitioners need to be updated on their knowledge and practice related to evaluation for the new systems to be implemented successfully.
- 4) Reaching more than 80,000 educators is a very large task, and using a high-quality trainer-of-trainers model is an appropriate strategy to impact a large system.
- 5) Changing practice – habits of mind and action – requires hands-on experiences to produce confidence on the part of the practitioner that the new work is understood, being done well and adds value to the overall enterprise.
- 6) Having a coaching relationship as part of the hands-on experience will strengthen the fidelity of practice.
- 7) Using these resources for improving practice means their use has a lasting impact on the system.

Professional development content will have four components and be used to amplify the concepts and practices needed for the new systems. The four components are:

- Being clear about what good teaching looks like.
- Using the new criteria and a multi-level rubric.
- Clarifying what classroom observation is all about and teaching classroom observation skills.
- Using student growth and multiple measures in evaluation.

Two large cadres of trainers will be formed to deliver a trainer-of-trainer model: one for principals and administrators and one for classroom teachers. The training will be designed to have much of it delivered to teams of educators across job titles. Each cadre will be selected via a request for proposals and implemented through a contract for services. Proposal criteria will

encourage participation of professionals from state professional organizations. Cadre directors will be partners with the Superintendent of Public Instruction program staff and participate in the development of the tools used and in the design of training delivery as well as manage the work of their cadre.

**Table D-5  
Evaluation Systems Development \***

<b>Race to the Top Criteria</b>	<b>Activities/Strategies</b>	<b>Timeline</b>	<b>Responsible Parties</b>
Design and implement rigorous, transparent, and fair evaluation systems	Project Steering Committee formed	April 2010	OSPI, Washington Education Association, Association of Washington School Principals, Washington Association of School Administrators
	Develop criteria for pilot school district selection; provide info to school districts via Webinar; solicit district participation in pilots; select districts	April, May and June 2010	OSPI and Steering Committee
	Develop project leader job description; solicit applications; interview candidates; select project leader	May and June 2010	OSPI and Steering Committee
	Identify project's consulting experts: evaluation components (criteria and rubrics), assessment, human resource, professional development, legal issues	July and August 2010	Project Leader with input from Steering Committee
	Provide symposium for pilot districts and School Improvement Grant schools	August 2010	Project Leader, Steering Committee

Pilot districts provided with assessment research, models, practices information	August and fall 2010	OSPI Assessment staff and Technical Advisory Committee
Models developed for piloting; develop protocols and results collection processes	Winter 2010 and spring, summer 2011	Pilot school districts
Pilot school districts meet to share proposed models, critical friends sessions	Late spring 2011	Pilot school districts with OSPI, expert reviewers, Steering Committee
Recommendations to Legislature on one or more state models; model approval process	Summer 2011	Project leader and Steering Committee
Models piloted	2011-12 school year	Pilot school districts
Professional development cadre request for proposals issued; selected contractors determined	Spring and summer 2011	Project leaders and Steering Committee
Results of pilot year analyzed; findings/conclusions/change suggestions developed	Summer 2012	OSPI, expert reviews, Steering Committee
Results shared with pilot school districts and practices examined for adjustments in 2012-13 year	Summer 2012	Pilot school districts with OSPI, expert reviewers, Steering Committee
Models adjusted and participation expanded for 2012-13 school year	Summer 2012	Pilot school districts
Professional development cadres established	Summer 2011	Project leader with input from Steering Committee
Professional development tools developed/identified; pilot trainings	Summer, fall 2011 and winter 2012	Professional development cadre leaders and cadre members
Evaluation systems professional development provided to participating districts; design adjusted to incorporate model changes and implementation experience	Spring 2012 through spring 2014	Professional development cadre leaders and cadre members

	Statewide implementation of teacher and principal evaluation systems	2013-14 school year	All state school districts
Use multiple rating categories to differentiate effectiveness; take into account student growth as a significant factor and establish approaches for measuring student growth for each student	Select state level system design committees established, one each for teacher and administrators	August 2010	Project leader with input from Steering Committee
	Pilot districts provided with evaluation research and model information	2010-11 school year	Design committees
	Identify assessment Technical Advisory Committee members	2010-11 school year	Project leader with input from Steering Committee
	Developed systems, models, tools shared and implemented and refined throughout piloting process; informs state evaluation model decisions and other state activities to assist with student growth factor development	2011-12 and 2012-13	Pilot school districts; Technical Advisory Committee input/guidance
Provide timely and constructive feedback to include student growth information	Developed as required part of models and reported in accompanying forms for documentation	Winter, spring, summer 2011	Pilot school districts
	Effectiveness of information and inclusion in process issue part of pilot assessment	Summer 2011	Pilot school districts with OSPI, expertise reviews, Steering Committee
	Developed systems, models, tools shared and implemented as refined throughout piloting process; informs state model decisions	2011-12 and 2012-13	Pilot school districts; Technical Advisory Committee; legal and human resource expertise input

\*Shaded rows indicate these activities are supported by Race to the Top funds.

Note: School Improvement Grant schools / district personnel as well as Innovation Cluster personnel are included as participants when the evaluation pilot school districts are convened.

The extensiveness of the training components will create better outcomes for students, as well as educators, and will address the statutory requirements for the training of evaluators and

the training in evaluation procedures. Washington State plans will focus on the improvement of teaching and learning and provide a framework for strong district support.

**(D)(2)(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools**

RCW 28A.405.100 (see *Appendix (D)(2)-I*) is very specific about the protocols governing annual evaluations. As part of the process, feedback after observations is to be provided promptly along with documentation. The student data system information as described above in Part C of the application, as well as the development of student growth measures in the construct of the new evaluation systems, will provide student data that are timely, usable, and relevant to the evaluation process.

Engrossed Second Substitute Senate Bill 6696, Section 202, specifies elements that are part of the new evaluation systems. One of those items is the development of appropriate forms. In the table above, it is noted that the forms are to document the sharing of constructive feedback. As indicated previously, professional development related to the new evaluation system will include attention to the use of student growth information.

- (D)(2)(iv) Use these evaluations, at a minimum, to inform decisions regarding**
- (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;**
  - (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;**
  - (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and**
  - (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.**

A goal of the new evaluation systems is to provide information that will help educators and their supervisors be assured that the right “fit” is made; that is, that the right set of teaching skills is matched to the students and the right set of leadership skills is matched to the school. Ensuring that the right assignments or placements are made will strongly support high-quality instruction and successful leadership.

A second goal is to provide high-quality information so that the continuum of educator development, for each educator, is supported with appropriate opportunities to build skills. As described above, a robust professional development effort will be developed with Race to the Top Program funds. This and other comprehensive professional development work (see Part (D)(5)) will form a basis of the state’s professional development system, which will be delivered through the Washington Professional Development Cooperative.

Contributing to the development of this new system will be the information gained through the new educator data reporting as described in Washington’s State Fiscal Stabilization Fund Part 2 grant application. Critical areas will be identified for state professional development attention. This will include the development of a beginning educator support program, which is now being piloted. Washington has had a beginning teacher assistance program for more than 20 years. (RCW 28A.415.250, see *Appendix (D)(2)-11.*) The pilot program under way will inform an updated approach to educator induction. Its expansion and design will be informed by the data related to new teacher evaluations.

To summarize, Washington’s new system will provide a rigorous basis for evaluating teacher and principal performance and making decisions about appropriate assignment, professional development and employment. The recently enacted legislation makes a change in

regard to the length of provisional status for new teachers, from two years to three years for most teachers. A school district superintendent may also make a determination after two years to move a teacher from provisional status to continuing status if the employee has received one of the top two evaluation ratings during the second year of employment in the district. (E2SSB 6696, Section 203, see *Appendix (D)(2)-13*.)

The Teacher and Leader Development and Effectiveness Innovation Cluster work will provide an opportunity for examining changes in state compensation policy. (This is described in Section D(5).)

The Professional Educator Standards Board has been developing and implementing evidence-based assessments to inform certification decisions at two levels: the decision made at the completion of a preparation program related to competency to take on the teaching role, and the decision made several years into practice related to the demonstration of skills of sufficient quality to support continuing certification. In Washington these levels are labeled the Residency Certificate and the Professional Certificate. (See Part (D)(4) for further explanation of the evidence-basis for decision making.) Licensure and evaluation are philosophically two different processes in Washington. Licensure is related to a set of competencies; evaluation is related to performance in a specific assignment. This distinction will continue in Washington.

One of the criticisms of the evaluation system is that while evaluations are conducted annually, they often do not address the items of concern due to outdated criteria. It takes time and effort, over and above the standard evaluation process, to describe performance concerns. Additionally, RCWs 28A.405.210 and 28A.405.220 (See *Appendices (D)(2)-14 and (D)(2)-15*) provide the conditions and processes by which school employees, teachers and principals will not have their contract renewed. These procedures provide for the components of due process for employees on continuing contracts and procedures for employees on provisional contracts.

The legislation provides a process to examine these concerns. In the context of the new evaluation systems, a state-level group representing administrators, principals, human resources specialists and classroom teachers will analyze the procedures, timeliness, probationary periods, appeal procedures, and other items related to the timely exercise of employment decisions and due process provisions. This work will be done during the phase-in years of the new evaluation systems. (E2SSB 6696, Section 204, see *Appendix (D)(2)-15*)

**(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; and (15 points)
- (ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points)

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

**Evidence for (D)(3)(i):**

- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State's Teacher Equity Plan.

**Recommended maximum response length: Three pages**

**(D)(3) Ensuring equitable distribution of effective teachers and principals**

The development of the plan for equitable distribution of effective teachers and principals is based on historical and current practices and the state’s unique factors affecting employment and distribution. Washington is a state of great variation among the composition of its school districts. The geographical features and distribution of the state’s population have a distinct influence on the organization of schools and the delivery of instruction. Schools in this state are in both densely and sparsely populated areas. Schools are sometimes very isolated – located on islands and lakes at the end of long ferry rides. It can be difficult for some school districts to offer the full range of desired programming with very few staff. And the “fit” of staff to serve in these schools is unique in that it must not only address the individual’s command of subject matter, but also include the sensibilities of individuals willing and wanting to live and work in very special conditions. Washington’s approach to systems design – whether related to the application of evaluation criteria or staff assignment, as examples – must acknowledge and include all school districts.

Washington’s statutes squarely place responsibility for the operation of school districts with the district board of directors, which act through its administrative staff. This includes the establishment and implementation of policies and procedures related to staff. (RCW 28A.150.230, see *Appendix (D)(3)-1.*)

**(D)(3)(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students**

**School district actions**

Washington’s education reform legislation creates an information foundation for school district policies related to equitable distribution of staff. The evaluation systems that are described in (D)(2) provide definitions for high-quality teaching and leading and a rating system that documents individual accomplishments. The legislation requires reporting of these data. Data being collected, reported and acted on as required by the legislation will follow in the 2010-11 school year. (E2SSB 6696, Section 201, see *Appendix (D)(3)-2*)

School districts will report the following information to the state: evaluation criteria and rubrics being used for each employee group; descriptions of the ratings for the criteria; and the number of staff receiving each rating. This will give the state a picture of staff strengths and weaknesses and provide this by district. For many districts, this will be the first time evaluation data are used in this way.

School districts determine final assignment of staff according to classroom and program needs, but also according to classroom and program data. The district's plan must support the learning needs of all students in the district and give specific attention to high-need schools and classrooms.

The school district's community must receive information describing the district's policies related to hiring, assigning, terminating, and evaluating staff, including the criteria for evaluating teachers and principals.

These data and information reflect items that Washington staff will report, as specified in its plan for data collection and public reporting under the American Recovery and Reinvestment Act, State Fiscal Stabilization Program, Part 3B.

### **Partnership Agreement Requirement**

Participating school districts have committed to using "evaluation systems to inform decisions regarding professional development, assignment practices, and career advancement." Via the Partnership Agreement, the coupling of individual, school and district needs and data will provide the necessary ingredients for staff assignments to support the needs of students across Washington's diverse set of schools and districts. Washington's state and school district commitment are found in *Appendix (A)(1)-13.*)

### **State Level Actions**

The Office of Superintendent of Public Instruction is implementing activities to ensure an equitable distribution of teachers through multiple pathways that target the current teaching force and all future teachers.

These pathways are organized into eight focus areas of the current Teacher Equity Plan as required by the Elementary and Secondary Education Act. The areas are data and reporting systems; teacher preparation; out-of-field teaching; recruitment/retention of experienced teachers; professional development; specialized knowledge and skills; working conditions; and

policy coherence. Of these, two of the most critical areas are the ability to record and collect data in which to analyze the current and future needs of the working force and policy coherence. Because of their primary functions, they are critical to the activities in the other six focus areas. Through the implementation and monitoring of the Elementary and Secondary Education Act Teacher Equity Plan, districts are provided support and technical assistance by the Office of Superintendent of Public Instruction in a variety of ways.

### *Data and Reporting Systems*

As of this year, Washington's statewide longitudinal data system has the capability to link courses, teachers and student data. School district personnel have been involved in its development. Beginning in the 2010-11 school year, the Office of Superintendent of Public Instruction will inform and educate school district human resource personnel and school building personnel such as principals, about the use of educator data to support teacher recruitment and assignment decisions. Work in this area includes:

- Developing school building-level analysis tools that address teacher qualifications and assignments, courses and student performance data related to state mandated testing, student demographics, teacher turnover rates, and other areas as identified by stakeholders.  
(summer–fall 2010)
- Providing training Webinars and workshops specific to the analysis of teacher qualification and assignment data, and reporting procedures. (fall 2010)
- Expanding the ability of the Office of Superintendent of Public Instruction to provide one-on-one technical assistance to school districts where data indicates inequitable distribution of qualified teachers between high poverty/minority schools and those that are not.
- Expanding and enhancing the monitoring of “highly qualified” teacher requirements and teacher assignments to include more detailed conversations with school districts about teacher effectiveness and measurements of effectiveness (as provided in E2SSB 6696) as well as through federally mandated annual processes such as Consolidated Program Reviews and the Elementary and Secondary Education Act, Section 2141 requirements related to highly qualified teacher requirements.
  - The Consolidated Program Review process affects approximately 80-100 school districts per year.

- The Elementary and Secondary Education Act, Section 2141 requirements currently impact approximately 100 school districts (one-third of total districts). The priority districts in this area include those with variances in poverty levels among schools.

### ***Policy Coherence***

Through federal and state legislated policy, the emphasis on teacher qualifications and placement of effective teachers has become more prominent. The following supportive actions have been or are being developed and implemented in Washington and affect the equitable distribution of effective teachers:

- Providing compensation for National Board Certified Teachers, with additional compensation for teachers employed in challenging schools (based on poverty). (current)
- Implementing National Board Certified Teacher program components, such as Take One!, in schools and districts identified for district and school improvement. This is provided through the strong support of the Washington Education Association, the state affiliate of the National Education Association. (current)
- Focusing professional development specific to teachers' needs in schools and districts identified for improvement. (current)
- Implementing four-tiered evaluation systems for teachers and principals that include student growth measures and other factors that influence student learning. The development and implementation process includes multiple stakeholder involvement, including principal and administrator organizations and the Washington Education Association. (in development)
- Increasing the rigor of teacher preparation program requirements with the inclusion of instructional strategies for second language learners and cultural competence. (in development)

### ***National Board Certified Teachers***

State level policy makers have enacted a program to encourage and promote high-quality instructors to serve in challenging schools. Since 1999, Washington holders of National Board for Professional Teaching Standards certification have received a state-paid stipend. Washington will provide more than \$28 million in stipends during the 2010-11 school year for the National Board bonus program and more than \$36 million in stipends during the 2011-12 school year.

The state values the evidence-based certificate as a means of recognizing high-quality instruction. In 2007, Governor Gregoire proposed and the legislature approved an additional stipend for National Board certificate holders who serve in challenging schools in an amount equal to that of the basic bonus. (RCW 28A.405.415, see *Appendix (D)(3)-3*) The goal is to attract National Board certificate holders to these schools and to retain high-quality instructors. In 2007, 14.8 percent of National Board Certified Teachers taught in challenging schools. In 2009 22.5 percent of National Board Certified Teachers taught in these schools, even as the numbers of state certificate holders grew.

**Table D-6  
National Board Certified Teachers**

Year	Total Certificate Holders	% of Total in Challenging Schools
2007	1,806	14.8
2008	2,726	16.6
2009	3,974	22.5

(See *Appendix (D)(3)-4* for additional information on Washington’s National Board Certified Teachers.)

To determine if this strategy of bonuses for National Board certificate holders draws teachers to challenging schools or encourages teachers in challenging schools to acquire the certification, the State Board of Education commissioned a study by the University of Washington, to see if the stipends have made a difference in the distribution of National Board Certified Teachers. Preliminary data released in March, the first year of a multi-year study, indicates that:

- The challenging schools criteria established by the state reflects a segment of the student population that is struggling academically.

- The overall number of National Board Certified Teachers and the proportion of National Board Certified Teachers in challenging schools has increased in the first two years of the challenging schools incentive.
- More than half of the state's challenging schools had no National Board Certified Teachers in their buildings.
- National Board Certified Teachers in challenging schools had higher retention rates than both other teachers and National Board Certified Teachers statewide.
- National Board Certified Teachers tend to move at higher rates in their districts than other teachers. This suggests they may be more willing to relocate to a challenging school. However, the current economic climate presents fewer opportunities to move from one school or district to another.

The data and its evaluation provided in this study will help inform state and district practices about equitable distribution of effective staff. (See *Appendix (D)(3)-5, Study of the Incentive Program for National Board Certified Teachers, Interim Report to the State Board of Education, April 2010.*)

### **Innovations and State Study of Compensation Factors**

The Innovation Cluster focused on teacher and leader development and effectiveness provides another opportunity for districts to design systems that address the placement of teachers and principals in rural, high-poverty, and/or low-achievement schools. The work of these districts will not only inform Washington's educators, but have a role in providing data and implementation considerations for a broader application of innovative practices. The Quality Education Council will be undertaking a study of teacher compensation in 2011 (SSB 2776, Section 7, see *Appendix (D)(3)-6*). This study is not limited to determining appropriate base pay, but also addressing alignment of state expectations for educator development with the compensation system; labor market adjustments; account for difficult recruitment and retention of staff in different geographic areas; and new instructional and leadership roles and types of bonuses.

**Table D-7  
Participating School Districts' Performance Measures**

<b>Performance Measures for (D)(3)(i)</b>  Note: All information below is requested for Participating LEAs.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	NA	NA	NA	35%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	NA	NA	NA	35%
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	NA	NA	NA	NA	3%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	NA	NA	NA	NA	3%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	NA	NA	NA	35%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	NA	NA	NA	35%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	NA	NA	NA	NA	3%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	NA	NA	NA	NA	3%
<p>The reporting timelines explained in (D)(2) above affect the reporting timelines in this section. A small number of school districts have implemented four-tier rating systems; the ratings generally follow this pattern: Unsatisfactory, Approaching Proficiency (or Approaching Standard), Proficient (or Meeting Standard) and Distinguished. The percentages were developed by linking this rating scenario with the highly effective definitions. The estimates in the 2013-14 school year are for the first year that all school districts are required to implement the new evaluation systems, also the first year the state will have data to report this statewide information.</p>					

**Table D-8  
School District General Data**

<b>General data to be provided at time of application:</b>	
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	723
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	813
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	19,316
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	20,140
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	832
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	816
This data is developed using the Office of Superintendent of Public Instruction’s dataset for Elementary and Secondary Education Act reporting and S-275 data.	

**(D)(3)(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, special education; teaching in language instruction educational programs and teaching in other areas as identified by the State or LEA.**

As Washington implements its new teacher and principal evaluation system that will identify our most effective teachers and principals, we will build new systems for analyzing, responding to and increasing the number and percentage of effective teachers teaching hard to staff subjects and specialty areas. Our strategy will be three-fold:

- Better analysis and identification
- Technical assistance to districts
- State funded incentives

As discussed in section D(1)(iii), beginning in the 2010-11 school year, all Washington school districts, brought together regionally by the Educational Service Districts, will engage in analysis of newly available state and local work force data and, together with existing or potential educator preparation providers, identify projected workforce needs and how

recruitment and enrollment plans will be responsive to these projections. It is anticipated that the first round of data analysis and dialogue will inform recruitment and preparation program development and expansion. It will also provide a clearer picture of statewide need for technical assistance to districts, particular low-performing districts, to reexamine and improve their human resource and staffing practices.

Washington is fortunate to have a base of expertise in this area. The Wallace Foundation-commissioned Study of Leadership for Learning Improvement conducted by the national research consortium Center for the Study of Teaching and Policy, located at University of Washington, has examined best practices and developed recommendations related to central office transformation and strategic investment of staffing and other resources. This past year, Washington school districts engaged in a number of initiatives that will inform a statewide approach. Four school districts, with funding from Washington’s business community, partnered with The New Teacher Project to conduct a study of district staffing practices particularly related to support for student achievement in STEM. The project resulted in a report with recommendations for statewide improvements in policy and practice, some of which have shaped the approach to the Race to Top Program application. In addition, the Seattle School District was one of three districts that were part of a National Center for Teaching Quality study, “Human Capital in Urban School Districts,” which analyzed, critiqued and offered recommendations for transformation of central office practice. Washington school districts that are recipients of federally funded School Improvement Grants and which selected the “transformation” model of intervention have begun working with state and national organizations with expertise in improving human resource and staffing practices.

Districts participating in the Teacher and Leader Development and Effectiveness Innovation Cluster will commit to partnering with an alternative route provider to create and implement a residency-model teacher preparation program that will serve as both part of a district’s or group of district’s work force development and school improvement strategy. These alternative route partnerships will place priority on the preparation of teachers in STEM subject areas and attracting individuals to rural areas with specific subject matter needs.

The Office of Superintendent of Public Instruction and Professional Educator Standards Board are working with a group of states sponsored by the Association of Mathematics Teacher Educators and the Brookhill Foundation to develop new credentials for elementary mathematics

specialists. The Professional Educator Standards Board will adopt standards for this new credential and a similar credential for elementary science specialists in early 2011. During summer 2010, among the charges of the compensation study group of the Quality Education Council will be consideration of compensation-related incentives for districts to recruit and assign teachers with these specialized credentials.

As described in (D)(1) and *Appendix (D)(1)-3*, Washington has a number of programs aimed at increasing the number and percentage of teachers in hard-to-staff subjects and areas. Regional work force planning and data from Washington’s new teacher and leader evaluation system will enable identification of the state’s most effective teachers; show where they are needed and why; provide the structure; and fund programs, policies, and incentives to continually rectify inequalities.

**Table D-9  
Math, Science, Special Education, Language Instruction Teachers – Performance**

<b>Performance Measures for (D)(3)(ii)</b>  Note: All information below is requested for Participating LEAs.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
Percentage of mathematics teachers who were evaluated as effective or better.	NA	NA	NA	NA	80%
Percentage of science teachers who were evaluated as effective or better.	NA	NA	NA	NA	80%
Percentage of special education teachers who were evaluated as effective or better.	NA	NA	NA	NA	80%
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	NA	NA	NA	NA	80%
The percentages established for this data set are based upon the assumptions described in (D)(2) goals data section above.					

**Table D-10  
Math, Science, Special Education, Language Instruction Teachers – General Data**

<b>General data to be provided at time of application:</b>	
Total number of mathematics teachers.	N/A
Total number of science teachers.	N/A
Total number of special education teachers.	8,095
Total number of teachers in language instruction educational programs.	502
<p>Data that will make it possible to calculate the number of teachers who teach mathematics and science classes was submitted to the state for the first time this school year. These data are being checked for accuracy and completeness. Until this process is completed, it is not possible to accurately calculate the number of teachers who teach mathematics and science.</p>	

**(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)**

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and
- (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: One page

**D(4) Improving the effectiveness of teacher and principal preparation programs**

Washington state's plan for improvement of the effectiveness of teacher and principal preparation programs is comprehensive. It links measures of teaching and leadership effectiveness to preparation and certification programs, and supports growth of effective programs. The plan ensures continuous improvement of all approved teacher and principal programs; rapid improvement or removal ineffective programs; and public reporting of program data effectiveness; and linking funding and approval to effective programs, which provides transparency and accountability.

**D(4)(i) Link student achievement and student growth (both as defined in this notice) data on the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the state**

While Washington's new system of teacher and principal evaluation will be implemented in the 2013-2014 school year, the state will not wait until then to link measures of impact on student achievement and growth to preparation programs.

Washington is one of 14 states selected to participate in the piloting of a nationally-available Teacher Performance Assessment lead by the Council of Chief State School Officers, the American Association of Colleges of Teacher Education, Stanford University and the University of Washington. This classroom-based assessment of teaching effectiveness, incorporating student-based evidence, will be piloted beginning in the 2010-11 school year and required for all candidates for residency teacher certification – whether completing a traditional or alternative route – in the 2012-13 school year. (*Appendix (D)(4)-1* contains more information about this national study of Teacher Performance Assessment.) The Teacher Performance Assessment is based on the state of California Performance Assessment for California Teachers. Teachers' ratings on assessments like the Performance Assessment for California Teachers have been found to predict their students' value-added achievement on state tests. Thus Washington teaching candidate scores on the Teacher Performance Assessment are anticipated to be a valid measure of teaching effectiveness. Aggregate data from the Teacher Performance Assessment will be linked back to the preparation program the candidate completed.

Washington is a national leader at the second-tier level of teacher certification. This year, Washington implemented a student evidence-based assessment for second-tier teacher licensure. Partnering with LiveText and the Educational Testing Service, Washington's ProTeach Portfolio is the first large-scale, consequential portfolio assessment in the country delivered and scored entirely online. Beginning in 2011, the ProTeach Portfolio will be the sole determinate for continued teacher licensure. Washington's Professional Educator Standards Board has also secured a grant from the Bill and Melinda Gates Foundation for value-added research study linking the ProTeach Portfolio to student gains. Results are expected in 2012. This research will both demonstrate the link between this measure and student gains and allow Washington to reweight the assessment for an even strong link. As such, the ProTeach portfolio will be another means to tie aggregate teacher results to their preparation program as well as to their beginning teacher induction and mentoring program. (*Appendix (D)(4)-2* contains greater detail on the ProTeach Portfolio and the value-added research study linking it to student gains.)

Because school districts often have groups of teachers which completed the same preparation program due to geographic proximity, the process will begin with the district piloting the evaluation system in the 2010-11 school year. The informal results allow for the examination of trends and help identify implications for program improvement. With full implementation of

the evaluation system in the 2013-2014 school year, redesign of Washington’s preparation program accreditation system will be ready to incorporate these important data and use data to inform program re-approval decisions.

**Table D-11  
Teacher Preparation Programs Data**

<b>Performance Measures</b>	<b>Actual Data: Baseline (Current school year or most recent)</b>	<b>End of SY 2010- 2011</b>	<b>End of SY 2011- 2012</b>	<b>End of SY 2012- 2013</b>	<b>End of SY 2013- 2014</b>
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates’ students.	NA	NA	NA	NA	100%
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates’ students.	NA	NA	NA	NA	100%
The Professional Educator Standards Board has a webpage that reports the program approval status of the teacher, principal and other preparation programs in Washington. Certification examination information from program candidates will be added. The reporting system will also be expanded to provide information regarding the performance of program graduates in the 2013-2014 school year, when all school districts will be using new teacher and principal evaluation systems.					

**Table D-12  
Teacher Preparation Programs General Data**

<b>General data to be provided at time of application:</b>	
Total number of teacher credentialing programs in the State.	21
Total number of principal credentialing programs in the State.	15
Total number of teachers in the State.	57,920
Total number of principals in the State.	1,881
The total number of teachers and principals data is that reported on the Superintendent of Public Instruction’s S-275 reporting system. The teacher data is a combination of duty codes 31, 32 and 33 (elementary, secondary, and other: special education, gifted, disadvantaged, early childhood, home-hospital). The principal data is a combination of duty codes 21 and 23 (elementary and secondary).	

**D(4)(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals**

The Professional Educator Standards Board has begun fundamental redesign of its preparation program accreditation system. A foundational piece of this redesign is a new, state-generated data system and program report card that will inform continuous program improvement as well as accreditation and state policy decisions. Washington’s new system will move well beyond the previous accreditation model common to most states: heavily reliant on professional judgment and infrequent site visits. Washington will shift the emphasis to transformation and continuous improvement. A state task force will begin the system design using principles of evidence-centered assessment design, incorporating the broader range of evidence needed to inform specific program improvements and measures of program impact in terms of completer effectiveness, for purposes of state accountability. This system will drive state-funded scholarships and other financial incentives, as well as funding for enrollment expansion, to the most effective programs. It will also serve as the basis for reapproval decisions or closing ineffective programs.

As new measures of program effectiveness become available with Race to the Top Program funding, the state will increase its efforts to broker strong partnerships between Washington school districts and the most effective preparation programs, including current and new alternative route providers. This will greatly increase the presence of district-centric residency preparation models. The following table summarizes the redesign plan.

**Table D-13  
Program Accreditation Redesign Plan**

<b>Race to the Top Criteria</b>	<b>Activities/Strategies</b>	<b>Timeline</b>	<b>Responsible Parties</b>
Use data on preparation program completer impact on student achievement to drive program improvement and inform state actions and investments to expand effective	Launch educator evaluation pilots	2010	Office of Superintendent of Public Instruction
	Fully integrate state’s educator certification data with longitudinal student data warehouse and educator evaluation data	2010	Office of Superintendent of Public Instruction; Professional Educator Standards Board
	New program data site populated	2010	Professional Educator Standards Board
	Aggregate results from ProTeach	2010	Professional Educator

Race to the Top Criteria	Activities/Strategies	Timeline	Responsible Parties
programs	Portfolio reported by program		Standards Board
	Task Force applies evidence-based assessment design principles to redesign of program approval system	2011	Professional Educator Standards Board
	Aggregate results from Teacher Performance Assessment reported by program	2012	Professional Educator Standard Board
	New teacher and principal evaluation system launched statewide; data reviewed by program	2014	Office of Superintendent of Public Instruction; Professional Educator Standards Board
	Launch new preparation program continuous improvement and accountability system incorporating new assessment and evaluation system that links student gains to preparation programs	2015	Professional Educator Standards Board
	Link financial incentives for programs and candidates tied to program effectiveness. Develop legislative proposal linking enrollment funding and scholarships to effective programs	2016	Professional Educator Standards Board, Governor, Legislature

**(D)(5) Providing effective support to teachers and principals (20 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

- (i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high-need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and
- (ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

**Recommended maximum response length: Five pages**

**(D)(5) Providing effective support for teachers and principals**

Professional development funding in Washington has followed the traditional paths traveled by many states, districts and national organizations. Typically, funds are made available (by the state for school districts and by districts for school buildings) to buy time for staff members to receive training. The focus of professional development may be determined by the source of funds; however, the use of those funds has often been determined by personnel at the school level, with one professional development activity isolated from the next.

Often times, individual teachers take courses at their choosing to maintain their teaching certificates and to increase credits which are then recognized on the state salary allocation table. After so many credits are taken, the state provides additional salary funds to the school district for that teacher. The salary schedules in most school districts reflect this allocation table. This

credit continues to be supported as part of the base salary for subsequent years. (RCW 28A.415.023, see *Appendix (D)(5)-1.*)

For many years, the State Legislature provided funds to school districts to partially support assistance programs for new teachers. The program components were designed more than 20 years ago. Given the significant changes in preparation programs and certification requirements over the years, the former Teacher Assistance Program is being significantly changed. A two-year pilot is under way (supported by more than \$4 million in state funds) to redesign an assistance program for beginning teachers. A partner in this work is the Washington state based Center for Strengthening the Teaching Profession. The center's research in mentoring and coaching, as well as providing high quality support for early career teachers, has provided a framework for district activities.

The Legislature has taken several steps to target the resources provided to school districts for professional development, which include:

- 1) When state funds are provided for general district professional development, called Learning Improvement Days, the purposes are stated in statute. (RCW 28A.415.360, see *Appendix (D)(5)-2.*) The statute limits activities to mathematics, science or reading, and lists expected outcomes, including increased course rigor and application opportunities for students, as well as increased student success on state achievement measures.
- 2) The provisions of almost \$40 million during the 2007-09 biennium for mathematics and science professional development in support of school district implementation of new standards and assessments.
- 3) Resources have been provided since 2007 to support school district development of mathematics and science instructional coaches. (RCW 28A.415.380, see *Appendix x (D)(5)-3.*) The statute provides direction in this work building from research on best practices.
- 4) A clear partnership relationship between the Office of Superintendent of Public Instruction and the regional Educational Service Districts was established as it related to the delivery of professional development. (RCW 28A.415.350, see *Appendix x (D)(5)-4.*) Funds to support a mathematics and science specialist at each of the Educational Service Districts were appropriated.

5) The development of the Washington State Leadership Academy was authorized to focus on the development and enhancement of personal leadership skills. (RCW 28A.415.340, see *Appendix x (D)(5)-5*) This is a public-private partnership. The Association of Washington School Principals and the Washington Association of School Administrators are the conveners of the Academy Board of Directors and fiscal agent. Participating school district leaders use a “problem of practice” approach through which leadership skills are developed and applied, mentoring is provided, and learning assessed. This work leads to recommendations for changes in superintendent and principal preparation programs, the administrator licensure system and continuing education requirements.

There will always be a need for in-depth professional learning opportunities for the educators. No matter the starting skill level and depth of knowledge, educators truly understand that the learning process never ends. (See *Appendix (D)(5)-6.*) Professional educators need to be connected to the overarching practices that support good instruction. Washington is developing a new set of practices and structuring professional development in a new way to support the process.

**Table D-14  
Teacher and Principal Professional Development**

<b>Performance Measures</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Number of teachers receiving training by the regional Data Coaches in how to use data to inform and improve instruction	200	1800	2700	3600	4500
Number of training days provided to district teacher leaders and principal leaders receiving trainer-of-trainer professional development modules 1, 2, 3 and 4.	NA	NA	600 training days	900 training days	900 training days

**(D)(5)(i) Provide effective, data-informed professional development**

**Washington State Professional Development Cooperative**

The Washington State Professional Development Cooperative will lead the design and delivery of a coherent system of research-based services and supports by partnering with

districts, schools, educational service districts, regional networks, clusters of schools/districts, the multiple teaching and learning divisions within the Office of the Superintendent of Public Instruction, the Washington Improvement and Implementation Network Center and external partners. The purpose is to provide consistent, instructionally sound, relevant, connected professional development that focuses on building student achievement and improving school and district capacity to support learning.

The Cooperative will identify, develop, deliver, train trainers, and broker services to deliver foundational content, consistent processes, and related materials and tools through meaningful professional development. The new state chapter of the National Staff Development Council will be one important advisor in the development of the cooperative. Led by a recognized cooperative staff, in conjunction with the Professional Development Coordinator housed in the Office of the Director of Education Reform and Innovation, schools and districts should expect to receive the right services and technical assistance, delivered at the right time when the cooperative is fully developed. The cooperative will use a performance management systems-approach based on student performance and growth to ensure technical assistance and professional development services and materials align directly with locally based needs and evidence-based practices.

The cooperative will build individual and collective capacity at the local, regional, and state levels to implement and sustain evidence-based practices and innovations. For example, it will enhance and expand the work of the Regional Implementation Support Network as well as integrate it with other high-quality, Washington state-led professional development initiatives. Key data sources will be the longitudinal data system, the DEWIS, student performance assessment results, instructional management system information, and state-level teacher and leader evaluation data.

The Cooperative's seven functions are:

- 1) Identify the range of services and supports based on school, district, and educator performance and growth.
- 2) Coordinate and broker services so that district/school teams have timely access to technical assistance and support through regional partners and premiere providers.
- 3) Begin with creation and delivery of differentiated and customized services and technical

assistance related to:

- implementing activities in any of the four federal criteria areas and STEM (standards and assessments, longitudinal data systems, great teachers and leaders, and/or struggling schools);
  - piloting new teacher and principal evaluation systems;
  - implementing one of four federal intervention models;
  - addressing the needs of schools in the bottom 6-20% of the state’s persistently lowest-achieving schools; and
  - participating in one or more of the Race to the Top Innovation Clusters.
- 4) Serve as a repository for best practices, products, frameworks, tools, and Web-based resources developed by providers for the benefit of all and for use by trained providers.
- 5) Evaluate and aggregate statewide educator evaluation data, identify trends, and develop responsive professional development tools.
- 6) Ensure that premier providers:
- Engage in open source practices;
  - Use technology to create, store, and retrieve resources and deliver services;
  - Share developed products, frameworks, and tools for the benefit of all and for use by trained providers; and
  - Deliver services in a trainer-of-trainer model on behalf of the cooperative.

**Table D-15  
Professional Development Cooperative**

Year	Cooperative Activities
2010-11	<ul style="list-style-type: none"> <li>• Network leadership and key partners will develop common principles, goals, objectives, policies, and structures to guide and support the cooperative.</li> <li>• Identify the range of services based on performance and need which will be offered to districts/schools beginning 2011-12.</li> <li>• Build state-level consistency for delivery of technical assistance, including an infrastructure for developing/sharing common rubrics, materials, methods, and materials consistent with the core body of knowledge and evidence-based practices</li> <li>• Coordinate and broker services and technical assistance for delivery beginning in 2011-12</li> </ul>

Year	Cooperative Activities
	<ul style="list-style-type: none"> <li>• Begin reviewing and piloting options for Web-based infrastructures to use as (1) a repository for agreed-upon professional development offering of cooperative participants’ resources data warehouse and providers (i.e., “scale-up” tools, best practices, etc.) – and that can be linked with the state’s instructional improvement system (see Section (C)); and (2) an online “clearinghouse” of professional development offerings by cooperative participants.</li> </ul>
2011-12	<ul style="list-style-type: none"> <li>• Conduct strategic outreach to broaden cooperative participation and providers. Formalize process for participation.</li> <li>• Identify core statewide components of technical assistance needed (build on this from year to year).</li> <li>• Disseminate information to all schools/districts re: resources available through repository, data warehouse, and providers (i.e., “scale-up” tools, best practices, etc.).</li> <li>• Select repository and clearinghouse online systems.</li> <li>• Identify the range of services based on performance which will be offered to districts/schools beginning 2012-13.</li> <li>• Coordinate and broker services and technical assistance for delivery beginning 2012-13.</li> <li>• Deliver agreed-upon services and technical assistance to districts/school teams as identified in year 1.</li> </ul>
2012-13	<ul style="list-style-type: none"> <li>• Deliver agreed-upon services and technical assistance to districts/school teams.</li> <li>• Identify core statewide components of technical assistance needed (build on this from year to year).</li> <li>• Disseminate information to all schools/districts re: resources available through repository, data warehouse, and providers (i.e., “scale-up” tools, best practices, etc.).</li> <li>• Monitor effectiveness of technical assistance and implementation in districts/schools.</li> <li>• Identify the range of services based on performance and need which will be offered to districts/schools beginning 2013-14.</li> <li>• Coordinate and broker services and technical assistance for delivery beginning 2013-14.</li> </ul>
2013-14	<ul style="list-style-type: none"> <li>• Deliver agreed-upon services and technical assistance to districts/school teams.</li> <li>• Identify core statewide components of technical assistance needed (build on this from year to year).</li> </ul>

Year	Cooperative Activities
	<ul style="list-style-type: none"> <li>• Disseminate information to all schools/districts re: resources available through repository, data warehouse, and providers (i.e., scale-up tools, best practices, etc.).</li> <li>• Monitor effectiveness of technical assistance and implementation in districts/schools.</li> <li>• Identify the range of services based on performance and need which will be offered to districts/schools beginning 2014-15.</li> <li>• Coordinate and broker services and technical assistance for delivery beginning 2014-15.</li> </ul>

**(5)(D)(ii) Measuring, evaluating and improving supports**

The above description of the Washington State Professional Development Cooperative includes program evaluation and direct response to evaluation as a centerpiece of the work. As noted above, for Washington this will be the first truly system-wide, purposeful undertaking to ensure the efficacy of the educator supports put in place. There is more to be done in this area.

Washington’s work to improve teacher and leader development will be greatly informed by the work of the districts participating in the Teacher and Leader Development and Effectiveness Cluster supported by Race to the Top funding.

**Teacher and Leader Development and Effectiveness Innovation Cluster**

The Teacher and Leader Development and Effectiveness Innovation Cluster is designed to provide opportunities for school districts and their employees to challenge the usual practices of thinking about teacher and leadership development and related human resource and financial resource connections. Those willing to explore new policies and practices by implementing new programs and procedures 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 paths of succession and define opportunities that are more closely related to teaching and leading.

The Teacher and Leader Development and Effectiveness Cluster includes two areas of emphasis: compensation and evaluation, and preparation. Additional information on the Cluster is provided in Appendix (A)(1)-6.

## E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

### State Reform Conditions Criteria

#### (E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

In the text box below, the State shall describe the current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

#### Evidence for (E)(1):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.

**Recommended maximum response length: One page**

*Each of our children deserves the opportunity to thrive and reach his or her full potential. We must insist on boldness now and hold ourselves accountable to act. No child's education should hold them hostage from a bright future. President Obama and U.S. Secretary of Education Duncan are encouraging states to focus on the urgent need to dramatically improve the bottom five percent of persistently low achieving schools. That is what this proposed accountability system seeks to do. To succeed, this accountability system must provide districts with the resources, expertise, and authority to rise to the challenge, a strong set of effective models for guidance, and broad public support for the work they must do.*

~ Washington State Board of Education

#### (E)(1) **Intervening in the Lowest-achieving Schools and LEAs**

On March 29, 2010, Governor Chris Gregoire signed Engrossed Second Substitute Senate Bill 6696 into law. Part 1, Sections 101 through 114 of the legislation authorizes Washington State, through the State Board of Education and Superintendent of Public

Instruction, to intervene directly in school districts with the state’s persistently lowest-achieving Title I and Title I eligible schools. The law becomes effective June 10, 2010. A full summary of each of these sections of the law is provided as *Appendix (E)(1)-1*.

Section 101 establishes the legislative intent:

*“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.”*

This legislation requires intervention in the lowest-achieving schools using a state/local partnership aligned with the federal school improvement definitions and guidelines, including the required implementation of one of the four federal intervention models.

The Required Action process for identifying persistently lowest-achieving schools and the actions to be taken by Required Action Districts, schools, and the state pursuant to this legislation is summarized in Section (E)(2).

### **Support for Schools in Required Action Districts**

Beginning in 2011, school districts with the state’s persistently lowest-achieving schools that are designated by the State Board of Education as Required Action Districts must create and implement a Required Action Plan using one of the four federal intervention models. The legislation requires the following actions when school districts are designated as Required Action Districts:

1. The Office of Superintendent of Public Instruction will contract with an external audit team to conduct an academic performance audit of the Required Action District and its lowest-achieving schools. The findings are to be made available to the Required Action District, the State Board of Education, and the school district community.
2. The Required Action District superintendent and school board must submit a Required Action Plan to the State Board of Education for approval. The plan is to be developed in collaboration with administrators, teachers, staff, parents, unions, students and representatives of the local community. The Office of Superintendent of Public Instruction

will review and approve the plan provided it is consistent with federal school improvement guidelines. The Required Action Plan must include: (a) implementation of one of the four federal intervention models (turnaround, restart, closure, transformation); (b) an application for a federal school improvement grant; (c) a budget for resources; (d) plans to address the academic performance audit; and (e) identification of measures a school district will use in assessing improvement in student achievement.

3. The local parties involved in collective bargaining must reopen their agreement or negotiate an addendum (if needed) to make any necessary changes to terms and conditions of employment to implement a Required Action Plan. If parties are unable to agree, they must begin mediation by April 15. If no settlement is reached by May 15, the issue will go to superior court for a final decision by June 15. The court decision is final and binding.
4. If the State Board of Education does not approve the Required Action District Plan, the Required Action District must submit a new plan within 40 days or may request a Required Action Review Panel to review the State Board of Education decision. The panel will be appointed by the Legislature and Governor, and may affirm the decision of the State Board of Education or recommend the State Board of Education reconsider the district's Required Action Plan or recommend changes. If the Required Action District does not submit a Required Action Plan, the State Board of Education may require OSPI to redirect the Required Action District's Title I funds based on the Academic Performance Audit.
5. The plan must be implemented during the fall of the calendar year the District was designated as a Required Action District, and will be implemented over three years using federal funds. During this time, the Superintendent of Public Instruction will provide technical assistance and oversight to the Required Action District. Additional information regarding this assistance is provided below.
6. Based on a recommendation from the State Superintendent of Public Instruction, the State Board of Education will release a Required Action District from its designation after three years if the district has met the requirements for release. If the Required Action District has not made satisfactory progress it will remain in Required Action and submit a new plan.

## **(E)(2) Turning around the lowest-achieving schools**

### **Reform Plan Criteria**

#### **(E)(2) Turning around the lowest-achieving schools (40 points)**

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and (5 points)**
- (ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). (35 points)**

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

#### **Evidence for (E)(2) :**

- **The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.**

**Recommended maximum response length: Eight pages**

### **(E)(2)(i) Identifying Persistently Lowest-achieving Schools and Required Action Districts**

Engrossed Second Substitute Senate Bill 6696 establishes the criteria and process for identifying Washington State's persistently lowest-achieving schools and the criteria and process

for designating “Required Action Districts.” These criteria and processes are summarized below:

1. By December 1, 2010, and each year thereafter, the Superintendent of Public Instruction is required to annually identify a school 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, but is among the lowest-achieving 5 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 5 percent of Title I schools, or Title I eligible schools, will 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 for Title I of the Elementary and Secondary Education Act of 1965. The criteria must take into account both: (a) The academic achievement of the “all students” group in a school in proficiency on the state’s assessment – and- 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.
3. The Superintendent of Public Instruction is also to establish the criteria for determining the school districts with persistently lowest-achieving schools should be designated as “Required Action Districts.” Based on these criteria, the Superintendent is required to annually recommend to the State Board of Education which districts should be designated as Required Action Districts. By January of each year, the State Board of Education must designate districts as Required Action Districts based on the superintendent's recommendation. Districts that received a federal school improvement grant in 2010 will not be considered for designation as Required Action Districts if for three consecutive years following receipt of the grant, the districts has implemented federal school intervention model at each school identified for improvement.

Following annual identification of the state’s persistently lowest-achieving schools, the Superintendent will invite school districts with persistently lowest-achieving schools/districts annually to voluntarily participate as a School Improvement Grant District. (In 2010, 18 school

districts received school improvement funds for schools identified as persistently lowest-achieving schools). In addition, a subset of school districts with persistently lowest-achieving schools/districts will annually be required to go into the state intervention Required Action process described above. Schools in both the voluntary and required processes must implement one of the four school intervention models.

### **Next Steps**

The Office of Superintendent of Public Instruction and the State Board of Education are developing the rules to implement E2SSB 6696. This will include adoption of the criteria for identifying the state's persistently lowest-achieving schools and designating school districts for required action, as well as a timeline for the process. Draft rules will be proposed this summer and final rules will be adopted in the fall of 2010 to prepare for the first group of Required Action Districts to be selected for intervention in January 2011.

### **Race to the Top Funding**

The state will use Race to the Top Program funds to further enhance these processes and implementing the federal school intervention model through funding:

- Up to five additional persistently lowest-achieving schools in the lowest 5 percent and their districts that volunteer to participate, but were not funded through the School Improvement Grant process due to lack of available federal funds.
- Up to three additional persistently lowest-achieving schools in the lowest 1 percent and their districts that are required to participate in the Required Action intervention.
- Up to 15 schools in the lowest 6-10 percent will be invited to apply for the Struggling Schools Innovation Cluster.

### **(E)(2)(ii) Support for LEAs in Assisting Low-achieving Schools**

#### **Comprehensive System of Support**

While all of Washington's Education Reform Plan Goals are implicit in assisting low-achieving schools the third goal is primary: All Washington students will attain high academic standards regardless of race, ethnicity, income or gender. To do that, Washington is working

hard to ensure that student achievement improves dramatically and that achievement gaps are reduced in our lowest-achieving schools.

Recognizing sustainable and substantial reform at the district, school, and classroom levels is governed by bold reform at the state level. Washington has implemented a comprehensive system of performance and accountability to support School Improvement Grant schools and districts to be used with low-achieving schools and Required Action Districts. This comprehensive system reflects both current research on effective implementation and lessons learned through earlier school and district improvement initiatives. Highlights of innovations in place or under development at the state level, which will be strengthened by Race to the Top Funding, include:

1. The Office of Superintendent of Public Instruction Performance Management and Turnaround Office identifies the state's persistently lowest-achieving schools, selects and allocates funding and other resources, provides administrative and evaluation services and technical assistance, and monitors and provides oversight for district/school improvement and accountability.
2. Implementation of the Washington Performance Management Framework to determine the range of services and supports offered to districts and schools across the state based on performance and growth/gains on annual state assessments and other performance measures.
3. Strengthening of the Washington Improvement and Implementation Network to provide on-the-ground technical and evaluation assistance to eligible schools and districts.
4. Contributing practices and professional development tools to the Professional Development Cooperative and participating in cooperative design, development and implementation activities.

### ***Performance Management and Turnaround Office***

The state's Persistently Lowest-Achieving schools will receive support, professional development, and technical assistance from the Performance Management and Turnaround Office in the Office of Superintendent of Public Instruction.

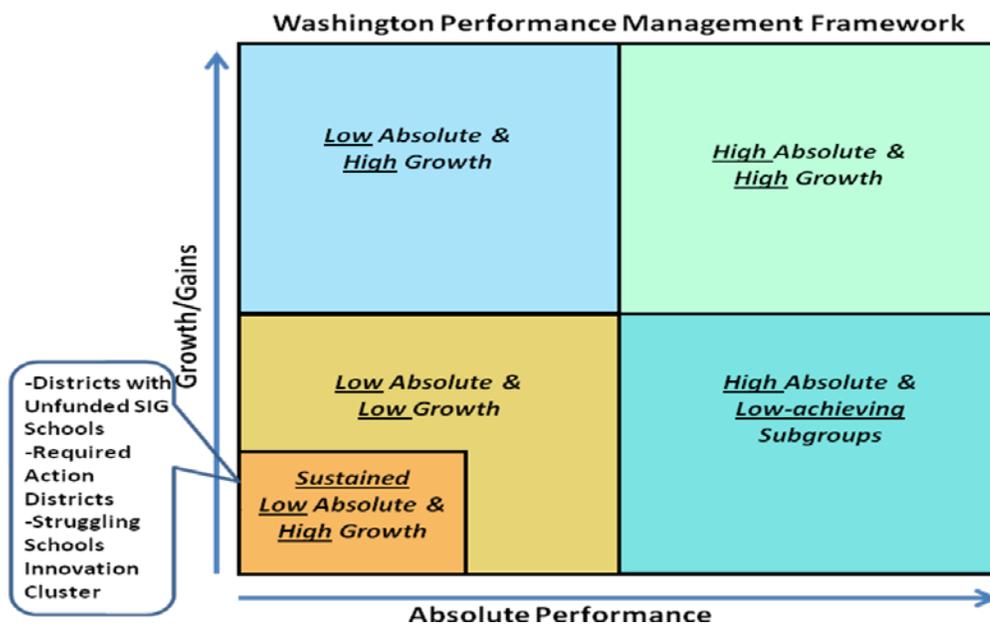
The mission of the Office is to ensure each student in each school across the state, including the state’s Persistently Lowest Achieving schools, receives an equitable and excellent education and graduates students prepared for success in college and careers.

The Performance Management and Turnaround Office is responsible for developing the state’s overall school improvement plan; coordinating financial and human resources; brokering and delivering technical assistance through both voluntary and required programs; and disseminating knowledge, processes and tools essential for dramatic and sustainable change.

**Washington Performance Management Framework**

The Performance Management and Turnaround Office uses the Washington Performance Management Framework as a systematic way to identify the range of services and supports offered to districts and schools across Washington State and to monitor progress on a range of indicators and outcomes. As illustrated in Chart E-1, the framework uses both performance and growth data to group districts and schools by like needs and technical assistance. It is expected that districts will implement a similar performance management framework to identify the range of services that will be delivered at the school and classroom levels.

**Chart E-1**



Note: Absolute performance represents overall growth on annual state assessments and other performance measures, whereas growth conveys the amount a student or cohort has gained in performance in a given year on state assessments and other performance measures.

Districts will be required to participate in data collection, evaluation and reporting activities. The process for monitoring and holding participating districts and their schools accountable for meeting agreed-upon goals is consistent with the process described in the state's approved School Improvement Grant application. Data related to common leading indicators and annual and long-term achievement are gathered from scheduled reviews of implementation progress through an online tracking system, phone and in-person interviews with key district and school leadership, joint Office of Superintendent of Public Instruction/district review of intervention models at the school level, and mid- and end-of-year reviews of budget expenditures submitted through the state's electronic grant application and reporting system.

The Performance Management and Turnaround Office will regularly monitor the common leading indicators of student performance to determine progress. Through its Performance Management Framework, the office will identify a range of services and supports it will offer to schools and districts based on indicators such as the following:

- Decreasing dropout rates, particularly at transition points;
- Increasing the number and percentage of students graduating prepared with college and career-readiness skills and knowledge;
- Closing achievement gaps in learning outcomes as measured by state and other assessments; and
- Aligning organizational structures and functions essential for consistent use of evidence-based interventions and targeted supports as determined through a district performance management system.

### ***Washington Improvement and Implementation Network***

To provide assistance to low-achieving schools, the Performance Management and Turnaround Office created the Washington Improvement and Implementation Network (See *Appendix (E)(2)-1*). The Washington Improvement and Implementation Network delivers a comprehensive and aligned professional development system that supports districts and schools to dramatically improve instructional and leadership practices.

Technical assistance provided through the Washington Improvement and Implementation Network will support leadership teams to effectively implement required and permissible elements of the federal intervention models, such as:

- Increase teacher and leader effectiveness and ensure equitable distribution of high-quality teachers and leaders and other resources across the district.
- Develop and implement teacher and leader evaluation systems that incorporate student achievement as a substantial component.
- Implement data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.
- Adopt and effectively implement curriculum, instruction, and assessments aligned with state and internationally benchmarked standards.
- Implement a Response to Intervention Framework, a multi-level system to maximize student achievement.
- Create structures to implement classroom walkthrough protocols for gathering and analyzing data regarding the effectiveness of implementing professional development and evidence-based practices delivered through the Washington Improvement and Implementation Network.
- Measure and incentivize college and career readiness, particularly with respect to English Language Learners, low-income students and students of color
- Offer a rigorous program in STEM and measure/incentivize teacher preparation and student participation in these areas
- Build capacity for turnaround leadership to dramatically improve student achievement and close achievement gaps.
- Create structures and systems to sustain evidence-based practices and innovations determined to be successful in substantially improving and accelerating student learning over time.

### *Professional Development Cooperative*

The Professional Development Cooperative – described in greater detail in Section D(5) – will facilitate the coordination of funding, services, and technical assistance between the Office of Superintendent of Public Instruction divisions; educational service districts; institutions of higher education; professional organizations; non-profit, for profit, and public agencies, including the new STEM Center, and districts and their schools, to ensure the right services and technical assistance are delivered at the right time. The central focus for the cooperative will be to build individual and collective capacity at the local, regional, and state levels to implement and sustain evidence-based practices and innovations designed to: (1) eradicate low performance in schools and districts and among educators; (2) analyze teacher and leader evaluation data and identify responsive professional development; and (3) ensure continued growth and performance among all schools and districts.

### **Support for Districts with Persistently Low-Achieving Schools**

Race to the Top Program funds will provide two types of assistance to enhance current state efforts: (1) for those districts with schools identified in the 1-5 percent persistently lowest-achieving group, and (2) for those districts with schools that are in the 6-10 percent persistently lowest-achieving group. Washington’s state and school district commitments are included in the partnership agreement *Appendix A(1)-13*.

#### ***Districts with lowest ranked 1-5 percent Persistently Lowest-Achieving Schools (PLAs)***

The state will use Race to the Top Program funds to continue its current turnaround efforts to improve its lowest-achieving schools through implementation of one of the four federal school intervention models:

- Up to five additional persistently lowest-achieving schools – in the lowest 5 percent of these schools and districts that volunteered to participate, but were not funded through the School Improvement Grant process due to lack of available federal funds – will be funded.
- Up to three additional persistently lowest-achieving schools and their districts that are required to participate in the Required Action intervention. These schools will be in the lowest 1 percent persistently lowest-achieving schools and chose not to volunteer for school improvement grant.

***Districts with lowest ranked 6-10 percent Persistently Achieving Schools: Struggling School Innovation Cluster***

Up to 15 schools in the bottom 6-10 percent 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 concept is to prevent those schools with the potential to become persistently lowest-achieving schools. 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. *(See Appendix A(1)-13 for some additional detail on this cluster.)*

**Table E-2  
Activities, Timelines, Responsibilities**

Education Reform Strategies	Key Race to the Top Program Activities	Timeline	Responsible Parties	Results
<p>Turn around the state's lowest-achieving schools so that, over the three years (2011-14),</p>	<p>Identify the state's persistently lowest-achieving schools consistent with federal guidelines and the state's methodology.</p>	<p>Fall 2010</p>	<p>OSPI</p>	<p>All participating schools make significant progress toward achieving Adequate Yearly Progress, exiting improvement status, and maintaining student gains</p> <p>All student categories improve in reading and math by 4% each year for each participating school</p>
	<p>Based on available funding, districts with up to five schools in the lowest 5% invited to <i>voluntarily</i> apply to participate in funding and support to implement one of four federal intervention models.</p>	<p>December 2010 – January 2011</p>	<p>OSPI</p>	
	<p>Designate Required Action Districts and up to three schools and their districts in the lowest 1% will be required through Required Action process to implement one of four federal intervention models.</p>	<p>January 2011</p>	<p>SBE</p>	
	<p>Conduct academic performance audit and provide technical assistance to districts that will implement one or more of the four federal intervention models.</p>	<p>Winter 2011</p>	<p>OSPI</p>	
	<p>Provide targeted assistance to each district and its schools participating in all turnaround efforts.</p>	<p>2011-14</p>	<p>OSPI</p>	
	<p>Review twice a year benchmarks designed for improvement at each school and district participating to ensure significant progress is made.</p>	<p>May and November 2011, 2012, 2013, 2014</p>	<p>OSPI and SBE</p>	

Education Reform Strategies	Key Race to the Top Program Activities	Timeline	Responsible Parties	Results
<p>Implement a performance management system that will be used at the state and local levels to provide targeted services and align organizational functions and supports based on student and school academic performance and growth.</p>	<p>Provide technical assistance to schools and districts to implement the performance management system to enable robust monitoring systems of student growth and improvement at the school and classroom level. Academic growth, advanced course taking, and family engagement indicators will be used to measure improvement.</p>	<p>2010-12</p>	<p>OSPI</p>	<p>50 school districts will implement performance management systems and monitor key indicators to make improvements.</p>
<p>Create a comprehensive system of technical assistance and establish partnerships for delivering research-based services and supports focused on building capacity to substantially raise student achievement and turn around the state's lowest-achieving schools.</p>	<p>Support leadership teams in PLA schools and districts to address elements of federal intervention models and address the state's education reform goals to develop students ready for success in kindergarten, high academic attainment, graduating prepared for college and careers and increased math and science performance</p>	<p>2010-14</p>	<p>OSPI</p>	<p>90% of districts involved in implementing new federal improvement models will turn their schools around within three years .</p>

Education Reform Strategies	Key Race to the Top Program Activities	Timeline	Responsible Parties	Results
Identify, reward and scale-up innovative practices and strategies that drive change and support substantive school improvement efforts in all schools in Washington.	Up to 15 schools in the lowest 6-10% will be selected for the Struggling Schools Innovation Cluster to implement rapid improvement for students.  Results will be disseminated across the state	2011-14	OSPI	90% of schools will show demonstrated progress based on indicators selected for cluster work.  30 additional schools will adopt practices disseminated.

**Evidence for (E)(2)**

Evidence of the state’s historic performance on school turnaround is provided below. As indicated earlier, District and School Improvement Assistance in Washington State has to date been a *voluntary* program, and all Title I schools in Corrective Action or Restructuring received state support, either through School Improvement Assistance or through District Improvement Assistance.

**Table E-3  
Schools in Corrective Action**

Approach* Schools in Corrective Action	Number of Schools Using Approach Since SY 2004-05 (N=73)
Required implementation of a new research-based curriculum or instructional program	40
Extension of the school year or school day	18
Replacement of staff members, not including the principal, who were relevant to the school’s low performance	5
Significant decrease in management authority at the school level	19
Replacement of the principal	14
Restructuring the internal organization of the school	14
Appointment of an outside expert to advise the school	28
Closure	2

\*Some districts reported implementing multiple approaches.

**Table E-4  
Schools in Restructuring**

<b>Approach* Schools in Restructuring</b>	<b>Number of Schools Using Approach Since SY 2004-05 (N=40)</b>
Developed or completed a Restructuring Plan	<b>40</b>
Other major restructuring of the school governance	<b>32</b>

\*Some districts reported implementing multiple approaches.

**Results**

Tables 4 and 5 provide evidence of growth in Title I schools participating in School Improvement Assistance programs as compared to schools across the state. An index based on state assessments in reading and math was used to view improvement in schools participating in School Improvement Assistance between 2002 and 2008. As illustrated in Table I, nearly 60 percent of the schools served in School Improvement Assistance achieved reading and math improvement above the state average.

**Table E-5  
School Improvement Assistance:  
Gains Compared to Average Improvement in State**

<b>Level</b>	<b>Number of Schools Served in School Improvement Assistance</b>	<b>Number of Schools with Improvement <u>Greater Than</u> the State Average</b>	<b>Percent</b>
Elementary	50	29	58
Middle School	47	25	53
High School	27	19	70

**Table E-6  
Actual vs. Expected Improvement in School Improvement Assistance Schools**

<b>Level</b>	<b>Number of Schools Served in School Improvement Assistance</b>	<b>Number of Schools Improving <u>More Than</u> Expected</b>	<b>Percent</b>
Elementary	50	35	70
Middle School	47	31	66
High School	27	20	74

**External Reviews**

Conclusions from external evaluations of School Improvement Assistance schools participating from 2001 are below.

The Northwest Regional Laboratory Evaluations of School Improvement Assistance concluded that:

- Fidelity of implementation of school improvement efforts has been strong for each cohort as reported in interviews and survey results. The continuing presence of the external facilitator has been consistently cited as the key factor in this success.
- Ninety-eight percent of schools staffs reported that they were familiar with their school improvement plan, and 76 percent reported they had been actively engaged in its development.
- The School Improvement Assistance program has proven to be effective as noted by significant gains in student performance on state assessments, evidence that the achievement gap has narrowed and by the numbers of schools that have made Adequate Yearly Progress and exited improvement status.

The Center on Innovation and Improvement for the U.S. Department of Education (Handbook on Statewide Systems of Support, Center on Innovation and Improvement, 2008) concluded that:

- Student achievement in District Improvement Assistance schools increased at a greater rate than the state, (nearly 60 percent of the schools achieved reading and math improvement above the state average).
- Gaps in achievement between African-American and Latino students and their white peers have been significantly reduced in School Improvement Assistance schools compared to the state.
- Sixty-nine percent of School Improvement Assistance schools improved more than expected based upon their level of poverty (state poverty rate is 37.9 percent and School Improvement Assistance average poverty rate is 72 percent).
- Of the 102 schools served three or more years in School Improvement Assistance, nearly 60 percent exited improvement status or made Adequate Yearly Progress.

The Education Alliance at Brown University indicated that:

*“I look to you and only a very few other states as significantly making a difference for outcomes of students through the design of your effort and the substantive use of resources, internal and external. At this moment, I consider Washington State to be the leading edge of these efforts across all states! I conceive your efforts to be the ‘gold standards’ of statewide education agency effort.”*

~ Dr. Chris Unger, The Education Alliance

## F. GENERAL

### State Reform Conditions Criteria

#### **(F)(1) Making education funding a priority (10 points)**

The extent to which—

- (i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and
- (ii) The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

**Recommended maximum response length: Three pages**

#### **(F)(1) Making education funding a priority**

Additional and equitable funding for public education are commitments in Washington. Over the past two biennia, Washington has increased both total education funding and education's percentage of total available state revenues every year. Equitable funding across school districts is a hallmark of Washington's funding for public schools, as is strong and consistent state funding

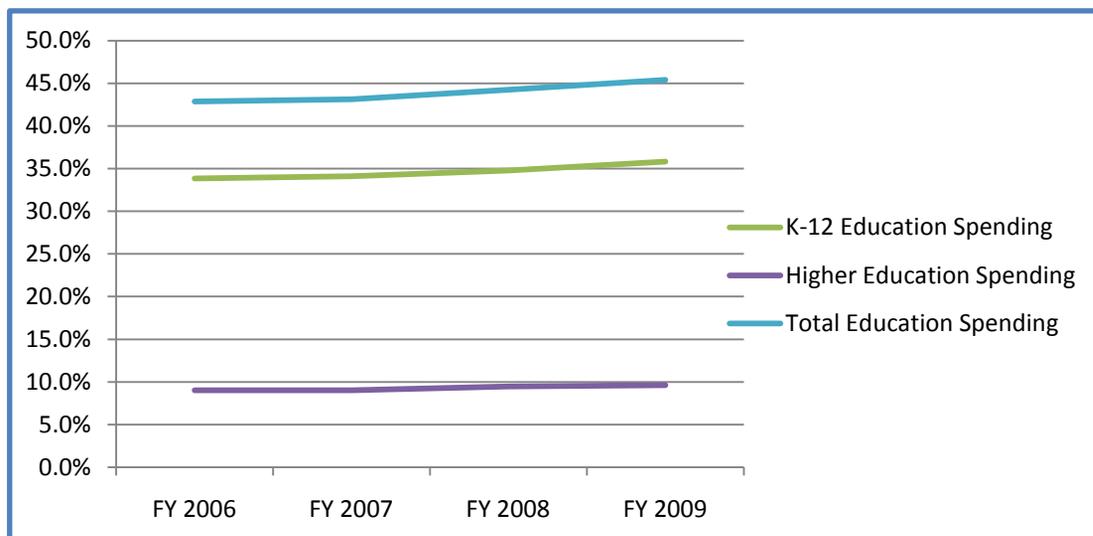
to provide access to postsecondary education through higher education enrollment and financial aid.

**(F)(1)(i) Percentage of total state revenues available to education funding**

The percentage of total state revenues available to the state that were used to support elementary, secondary, and public higher education increased each year from Fiscal Year 2006 through Fiscal Year 2009.

**Chart F-1**

**Public education funding as a percent of total state revenues has increased every year since FY 2006, including FY 2008 to FY 2009**

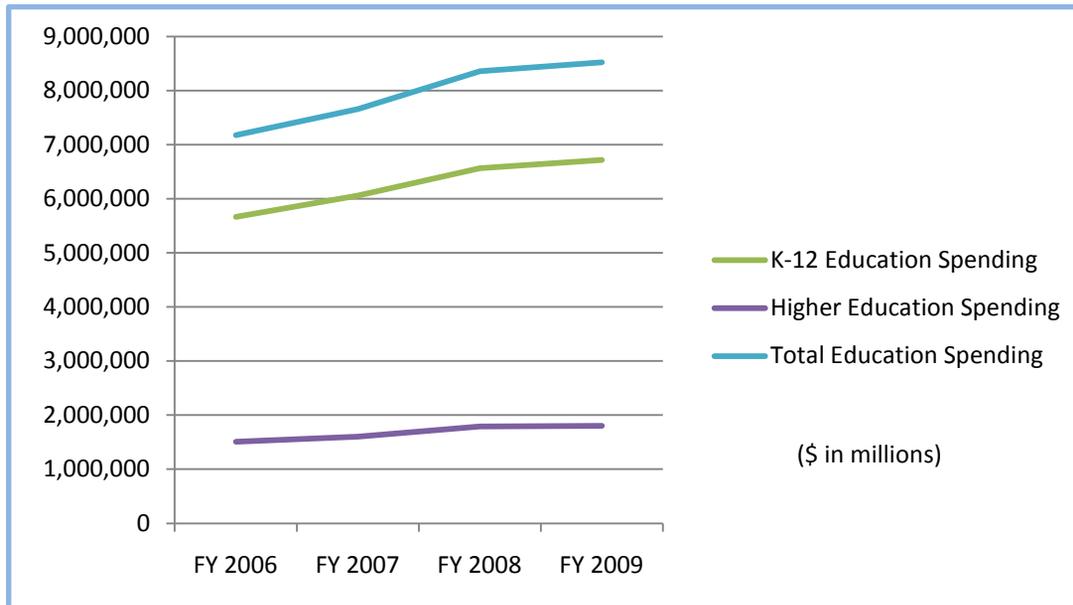


The percentage of total state revenues available to the state used to support elementary, secondary, and public higher education increased from 44.2 percent in Fiscal Year 2008 to 45.4 percent in Fiscal Year 2009. For K-12 public schools, the Fiscal Year 2009 percentage increased one percent from 34.8 percent to 35.8 percent. For higher education, the Fiscal Year 2009 percentage of total state revenues increased 0.1 percent from 9.5 percent to 9.6 percent.

The percentage of total revenue increases are the result of a consistent and significant increase in spending levels for public education over several years. Between Fiscal Year 2006 and Fiscal Year 2009, K-12 spending increased \$1,054,391,000, which was a 19 percent increase. Over the same period, higher education spending increased \$293,593,000, which was

also a 19 percent increase for Fiscal Year 2006-09. The following chart displays the trend in public education spending in Washington.

**Chart F-2  
Trends in Public Education Spending for Fiscal Years 2006-09**



**(F)(I)(ii) The state’s policies lead to equitable funding between and within Local Effort Assistance (LEAs)**

The Washington State Constitution establishes the education of all children as the paramount duty of the state. It requires the state to make ample provision for a uniform system of public schools. These constitutional mandates are the foundation of court decisions and legislative implementation that make funding equity a strength of Washington’s school funding system. To carry out its constitutional responsibility, the state dedicates 43 percent of all state General Fund resources to support of the public schools — spending that ranks Washington schools among the highest in the nation in the percentage of school district revenue provided from state sources.

State funding is distributed to school districts through formulas and grants to assure equitable funding that recognizes variable costs of districts and the special needs of disadvantaged students. The majority of state funding is allocated to school districts in the Apportionment Program, under which funding for staff positions and other costs are provided

based on the number of students in each school district. All positions are funded using a statewide salary allocation model to ensure that equity in compensation across school districts is maintained by limiting discrepancies based on local funding capacity. State categorical funding programs, such as special education and the state's Learning Assistance Program, are allocated to districts based on identified student needs rather than local funding capacity.

### **Levy Lids**

State funding is supplemented with federal and local funding. Local levy funding, however, is limited by the state's levy lid law. This state cap on locally approved property tax collections by school districts is an explicit measure to protect funding equity across districts. In addition, the state partially equalizes local levy funding by providing local effort assistance to property-poor school districts.

### **Continued priority focus on education funding**

State education policy makers and legislative members are focused on improving financial support for education services and reform in our state. During this decade, several significant studies have been completed and in the 2009 and 2010 sessions of the state Legislature, action was taken to: (1) implement a new, transparent funding system designed to connect funding directly with schools and programs; (2) determine funding level targets for the components of the funding formula; and (3) set a timeline to phase in the new funding target levels; all to be achieved by 2018. Additional information is provided in the comprehensive school funding legislation table.

Guiding the implementation of the new funding formulas is the Quality Education Council. Created in 2009 by the passage of ESHB 2261, the council provides recommendations to:

- Inform educational policy and funding decisions of the Legislature and Governor.
- Identify measurable goals and priorities for the educational system in Washington for a 10-year period, including the goals of basic education and strategies for coordinating statewide efforts to eliminate the achievement gap and reduce student dropout rates.
- Enable Washington to continue implementation of an evolving program of basic education.

The council’s work is producing evidence of the need for increased, significant financial support. See *Appendix (F)(1)-1* for the Quality Education Council membership list and Council purpose statement.

**Chart F-3**

<b>Comprehensive School Funding Legislation</b>	
<b>ESHB 2261 – Basic Education Funding Enacted May 2009</b>	<b>HB 2776 – Basic Education Funding Enacted March 2010</b>
<p>This legislation established a Basic Education funding structure based on a prototypical schools model. By 2018, the new definition of Basic Education is fully funded. The Quality Education Council is created to establish baseline values for the elements of the funding model. Several work groups are created to focus on specific areas: a technical group to develop formula details and phase-in plans; a group to focus on local levies and levy equalization; and a group to recommend details of an enhanced salary allocation model. The State Board of Education is to make recommendations on an accountability index for schools and an assistance program. The Professional Educator Standards Board is to address a number of issues, including standards for cultural competency and implementation of the professional certification assessment.</p>	<p>This legislation provides the base financial values for the new basic education funding formula established by ESHB 2261. The baseline values are established for class sizes, building-level staff, supplemental instruction programs, central office administration, maintenance, supplies, operating costs, transportation and other areas. A timeline for the phase in of formula element enhancements is included. Work group charges and product timelines are revised for levies and levy equalization and an enhanced salary allocation model.</p>

**(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)**

The extent to which—

- (i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;
- (ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;
- (iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;
- (iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and
- (v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

**Evidence for (F)(2)(i):**

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State.
- The number and types of charter schools currently operating in the State.

**Evidence for (F)(2)(ii):**

- A description of the State’s approach to charter school accountability and authorization, and a description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
  - The number of charter school applications made in the State.
  - The number of charter school applications approved.
  - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
  - The number of charter schools closed (including charter schools that were not reauthorized to operate).

**Evidence for (F)(2)(iii):**

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the State’s approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

**Evidence for (F)(2)(iv):**

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

**Evidence for (F)(2)(v):**

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

**Recommended maximum response length: Six pages**

## **(F)(2) Ensuring Successful Conditions for High-Performing Charter Schools and Other Innovative Schools**

### **Washington State Charter School History**

Since the mid-1990s, there have been numerous efforts to adopt legislation to authorize the creation of charter schools in Washington. None of the proposals has been adopted, and currently Washington does not have a law authorizing charter schools. A brief summary of the attempts is presented here.

Charter school legislation was first considered in 1995. House Bill 1147 passed the House of Representatives, but was not taken up in the Senate. Washington’s Constitution allows

citizens to bring issues to the attention of the Legislature via the initiative process. In 1995, Initiative 177 was submitted to the Legislature asking for the creation of schools that would be supported by public funds, and exempted from certain state requirements, but operated by independent organizations. The measure was not considered during the 1996 legislative session. As provided in the state's Constitution, the initiative was submitted to the voters in November 1996. It was rejected by a vote of 762,367 in favor and 1,380,816 against.

In 1997, charter school legislation was introduced in both the House and Senate (House Bill 2019 and Senate Bill 5764). The House bill passed the House of Representatives but died in the Senate; the Senate bill died in the Senate Ways & Means Committee. The same scenario occurred again during the 1998 legislative session. Charter legislation was considered during the 1999 session in the House (House Bill 2415) but was not passed to the Senate.

In 2000, a group of citizens gathered enough signatures for a ballot initiative that would authorize charter schools. After a spirited campaign, Initiative 729 was rejected with 52 percent of voters opposed and 48 percent of the voters in support. Opponents of the initiative successfully argued that Washington state law already provided sufficient flexibility to create "charter-like" schools and that control and oversight of schools needed to remain with publicly-elected school boards.

In 2004, charter school legislation was re-introduced in the Legislature. This legislation was passed and signed by the Governor. However, charter school opponents gathered a sufficient number of signatures to place the law on the ballot as a referendum to voters, Referendum 55, asking whether the law should be retained or repealed. Voters chose to repeal the law with 58 percent voting to repeal it and 42 percent voting to retain it. Legislation to authorize charter schools has not been considered since that election.

## Charter School Issues on the Ballot – History

Source: Secretary of State Website

### INITIATIVE TO THE LEGISLATURE NO. 177

(Shall voters be authorized to create “renewed” school districts where nonprofit organizations may operate publicly funded “independent” public schools with parental choice and revised state regulation?) Filed on July 17, 1995, by James R. Spady of Seattle. 248,482 signatures were submitted and found sufficient. The measure was certified to the Legislature on January 30, 1996. The Legislature failed to take action, and as provided by the state Constitution, the measure was submitted to the voters at the November 5, 1996 general election. It was rejected by the following vote: For - 762,367 Against - 1,380,816.

### INITIATIVE MEASURE NO. 729

(Shall school districts and public universities be authorized to sponsor charter public schools, independently operated, open to all students, and subject to revised state regulation?) Filed on February 23, 2000, by James R. Spady of Seattle. 306,361 signatures were submitted and found sufficient. The measure was submitted to the voters at the November 7, 2000, general election and rejected by the following vote: For – 1,125,766 Against – 1,211,390.

### REFERENDUM MEASURE NO. 55

Chapter 22, Laws of 2004 (Statement of the Subject: The legislature passed Engrossed Second Substitute House Bill 2295 (E2SHB 2295 concerning charter public schools). Concise Description: This bill would authorize charter public schools and would set conditions on operations. Charter schools would be operated by qualified nonprofit corporations, under contracts with local education boards, and allocated certain public funds.) Filed on March 29, 2004, by Charles E. Hasse of Federal Way. 153,718 signatures were submitted and found sufficient. The measure was submitted to the voters at the November 2, 2004, general election and was rejected by the following vote: Approved, 1,122,964; Rejected, 1,572,203. As a result, E2SHB 2295 did not become law.

**(F)(3) Demonstrating other significant reform conditions (5 points)**

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

**Evidence for (F)(3):**

A description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents.

**Recommended maximum response length: Two pages**

**(F)(3) Demonstrating other significant reform conditions**

**Overview**

In 1992, Substitute Senate Bill 5953 provided additional flexibility to school districts, through deregulation and restructuring. This flexibility has been further expanded through the adoption of laws that allow for the funding of performance-based schools and programs.

As a result of this policy and fiscal flexibility, the number of innovative, student-centered, performance-based schools has significantly increased. During the 1996-97 school year, Washington had 122 alternative schools. In the current school year, there are 270. The number of alternative schools has more than doubled in the 12-year period and represents more than 12 percent of Washington's public schools.

Alternative schools are characterized by curricular emphasis or themes, variations in mode, timing for delivery of instruction and/or programmatic focus. Examples include parent-partnering programs, part- and full-time online learning schools, evening schools, dropout

recovery programs, STEM high schools and other programs to meet the unique needs of students.

### **Freedom to Innovate**

In the early 1990s, the Washington Legislature significantly changed the policy framework for schools through the passage of two laws: Substitute Senate Bill 5953 in 1992 and Engrossed Substitute House Bill 1209 in 1993. These bills moved the education system from one in which accountability was based on required student/teacher ratios, teacher contact time, and amount of time spent on specific subjects, to a system based on accountability for student performance.

These bills were designed to reduce the regulatory burden on schools and provided more flexibility to principals, teachers, and school boards in how to deliver instruction. The legislation established the creation of content standards in reading, communication, mathematics, science, social studies, health, fitness and the arts. It also created a statewide assessment system for these content areas and classroom-based assessments, and an accountability system that includes annual reporting, rewards and assistance to schools and districts with a large number of struggling students.

In addition, SSB 5953 significantly broadened the ability of school boards to address the needs of students by eliminating the long-standing principle that schools boards were allowed only to take actions in which the Legislature had given its specific permission. Known as the “Dillion rule,” this principle was overturned in SSB 5953, which allowed school districts to take any action that would promote the education of students or the effective, efficient or safe management of the school district unless it was specifically prohibited in state law. This meant that school district boards of directors had broad powers to adopt policies not in conflict with other laws that promote the education and effective, efficient, or safe management and operation of the school district.

### **Ability to Choose a School District**

In 1990, parents were given the ability to take their children out of the resident school district if a financial, educational, safety or health condition of the student would be improved. Parents could also transfer their students if the school was closer to child care or the parent’s workplace. (RCW 28A.225.220, see *Appendix (F)(3)-1*) The Legislature found that “academic

achievement of Washington students can and should be improved. The Legislature further finds that student success depends, in large part, on increased parent involvement in their children's education.” (Section 101, chapter 9, Laws of 1990 1<sup>st</sup> Ex. Sess. - State of Washington) Each school district was required to adopt policies for accepting students from other districts and for informing parents about the program.

In addition to the policy and governance flexibility provided in Washington's education reform laws, additional program flexibility has been provided in how Washington schools are funded. Specifically, funding rules and laws are in effect that allow school districts to “count” students using the traditional “seat-time” method, but also through a performance-based system. These alternative learning experience funding rules allow educators to establish programs that are unique to individual students, or groups of students, in which each student has a learning plan with learning objectives; how they aim to achieve the objectives; how the objectives will be measured and the student will be held accountable; and the resources and assistance that will be provided by the school.

In large part because of this policy, legal and fiscal flexibility, Washington has a very large number of schools that share many of the characteristics of charter schools. These schools and programs are designed to meet the unique needs of individual students, are largely autonomous, are held accountable for student performance and have funding flexibility. In addition, in almost all cases, educators in these schools may apply for and obtain waivers of requirements in education association/school district collective bargaining agreements.

### **Tribal Schools**

Washington has a rich history of Native American culture and 29 federally recognized tribes. The state education system is enhanced by tribal schools, which are uniquely positioned to serve Native American children and their families.

### **Innovative Schools**

With the broad authority granted in 1992, school boards did not need permission to create innovative schools. Washington school districts have schools and programs that highlight the arts, sciences, language immersion, aviation, science, the arts or global perspectives. Although not all innovative schools belong to the Washington Alternative Learning Association, this association lists 179 alternative high schools with 19,986 students, 50 alternative elementary and

middle schools with 2,225 students, 90 parent partnership programs helping families whose students learn at home with 10,935 students, and 24 digital learning programs with 9,774 students. Full school programs that exemplify this concept and have an outstanding record of increased student achievement and college and career readiness are highlighted below.

The Tacoma School of the Arts' mission is to establish an urban center that offers a creative path of learning which emphasizes human expression through the visual and performing arts as central elements in academic achievement and lifelong endeavors. The school operates in Tacoma Public Schools and accepts students for their last three years of high school. The school was established in fall 2001 and serves 450 students.

Aviation High School, affiliated with the Highline School District, is a college preparatory aviation-themed school. Its goal is to become the premier school of choice for science, technology, engineering, and math (STEM) in the Pacific Northwest. Opened in 2004 with the inaugural class of freshmen, the school is now at capacity with 400 students in grades 9-12, it accepts students from the Puget Sound area who are attracted to this unique learning community and aspire to become scientists, engineers, astronauts, pilots, aviation technicians, or CEOs in aviation/aerospace fields. Aviation High School is a small school with a big vision, believing that students can be simultaneously prepared for the rigors of college and the performance demands of a high-tech world and workplace.

Technology Access Foundation Academy, a public-private partnership between Federal Way Public Schools and the Technology Access Foundation, is a unique middle school/high school option. Its features include implementation of a small-school model with no more than 100 students per grade level; a rigorous college-readiness curriculum, a focus on project-based learning; a college preparatory school culture; and application and integration of state-of-the-art technology from cameras, smart boards, school-wide networks and laptops.

Delta High School is a public high school offering immersion in science, technology, engineering and mathematics serving students from the Tri-Cities area of Kennewick, Pasco and Richland. Delta students direct their own learning and practice inquiry- and project-based learning. Delta's mission is to raise a new generation of technical talent, possessing and using knowledge, skill and habits of the mind to pursue postsecondary education, technical training and STEM-related careers.

## **Authority to Contract with Alternative Educational Service Providers**

Within their general authority, school districts are encouraged to contract with alternative educational service providers to provide programs for students who are likely to be expelled, who have been suspended, who are academically at-risk or who have been disciplined repeatedly. (RCW 28A.150.305, see *Appendix (F)(3)-2.*) Examples of eligible providers include but are not limited to other schools, education centers, skills centers, dropout prevention programs, and other public or private organizations excluding sectarian or religious organizations. The Puget Sound Educational Service District contracts with a number of school districts in the region and provides a school for children with severe behavior disorders. The State Military Department/Washington National Guard, in cooperation with the Bremerton School District, operates the Washington Youth Academy, a residential program, which helps youth ages 16 through 19 who have dropped out of school. (RCW 28A. 150.310, see *Appendix (F)(3)-3.*)

## **Online Learning**

Online learning is specifically authorized by Washington law. In 2009, the term “alternative learning experience online program” was defined by statute. School districts can offer online programs, contract to offer such programs, or jointly offer programs with other school districts. Programs must meet accreditation requirements. Students may receive all or part of their education through an online program. (RCW 28A.150.262 and Chapter 28A.250 RCW, see *Appendix (F)(3)-4 and -5.*) As stated in the intent section, Washington strikes a balance between encouraging “the tremendous opportunities for students to access curriculum, courses and a unique learning environment” while assuring quality by “improving oversight and quality assurance of online learning programs.” (RCW 28A.250.005, see *Appendix (F)(3)-6.*)

## **Innovation High School Academies in Small School Districts**

Forty-six of Washington’s 295 school districts are too small to support a high school. In 2010, Engrossed Substitute House Bill 2913 passed. It permits small districts to form an inter-district cooperative to operate an Innovation Academy Cooperative. An initial focus on STEM is encouraged. Other characteristics may include an interdisciplinary curriculum; using multiple instructional delivery models, ranging from classroom instruction to online learning to field-based learning; creative scheduling; use of community facilities; and partnerships with higher

education institutions. Sponsors of the legislation wanted to open a pathway for small school districts to develop innovative secondary education programs based on hands-on, project-based, career- and college-ready components.

### **Running Start**

The Running Start program was initiated by the Legislature as a component of the 1990 Parent and Student Choice Act. High school juniors and seniors are allowed to take classes at community and technical colleges for both high school and college credit. After the law was passed the program was expanded to include some of the state's public four-year institutions of higher education. In 2005, public tribal colleges could also participate. Washington's Running Start program is one of the largest of this type in the United States. In its 20 years, Running Start is credited with helping thousands of students finish high school with college credits and, for some, an Associate of Arts degree at the same time, increasing college readiness and decreasing costs. (RCW 28A.600.300 through 28A.600.400, see *Appendix (F)(3)-7.*)

### **Skills Centers**

Skills centers are an integral part of the K-12 education system in Washington. Skills centers are regional secondary schools that serve high school students from multiple school districts. (Chapter 28A.245 RCW, see *Appendix (F)(3)-8.*) They provide instruction in preparatory programs that are either too expensive or too specialized for school districts to operate individually. Approximately 7,000 students from 110 Washington school districts attend one of the 10 skill centers, including branch and satellite programs. Skill centers specialize in high-cost, high-demand programs and operate under cooperative agreements among participating school districts. The school district superintendents serve on an administrative council that governs each center. Skill centers receive state funding based on the number of full-time equivalent (FTE) students at an enhanced funding rate.

In 2008, eight skills centers and 85 school districts participated in feasibility studies for satellite/branch campuses across the state in accordance with Second Substitute Senate Bill 5790. Skills centers will reach into rural and remote districts, as well as high-density, urban districts with the same quality services as are offered at current regional skills centers. Today's centers and their locations are:

Clark County Skills Center, Vancouver  
New Market Skills Center, Tumwater  
North Central Technical Skills Center, Wenatchee  
North Olympic Peninsula Skills Center, Port Angeles  
Puget Sound Skills Center, Burien  
Sno-Isle Tech Skills Center, Everett  
Spokane Area Professional-Technical Skills Center, Spokane  
Tri-Tech Skills Center, Kennewick  
West Sound Technical Skills Center, Bremerton  
Yakima Valley Technical Skills Center, Yakima

## PRIORITY 2: COMPETITIVE PREFERENCE PRIORITY – EMPHASIS ON SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)

**Priority 2: Competitive Preference Priority – Emphasis on Science, Technology, Engineering, and Mathematics (STEM). (15 points, all or nothing)**

To meet this priority, the State’s application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

### Introduction

The science, technology, engineering, and mathematics (STEM) components of this Race to the Top Program application address the four Reform Criteria and are interwoven throughout the application to ensure a comprehensive and sustainable approach based on rigorous standards with STEM instruction provided in many learning contexts. The crosswalk between the STEM priority and Reform Criteria is summarized in the table below.

Standards and Assessment	Data Systems
<ul style="list-style-type: none"> <li>• Increasing the number of mathematics credits needed to graduate</li> <li>• Strengthening mathematics and science standards and assessments</li> <li>• Adoption of the common core mathematics standards</li> <li>• College readiness mathematics test implementation</li> <li>• State technology standards integrated into core subject areas standards</li> <li>• Washington State Education Coordinating Council focus on STEM in 2009-10. (See Section (B) for more detail.)</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide Longitudinal Education Data System provides science, mathematics and technology course and teacher data</li> <li>• Statewide Longitudinal Education Data System data will be used in program reviews and evaluation for student and teacher STEM career pathways</li> <li>• The 2010 legislatively authorized STEM study will develop comprehensive plan, which will include measureable objectives based on current data</li> <li>• Instructional management systems will be used to support teaching and learning and improve science and mathematics achievement</li> </ul>

Teachers and Leaders	Struggling Schools
<ul style="list-style-type: none"> <li>• STEM Center will provide specialized teacher training and showcase best practices</li> <li>• Availability of STEM teachers will be increased due to special recruitment, retraining and retooling programs</li> <li>• Delivery of exemplary mathematics, science, technology and engineering instruction that is integrated in all grades for all students</li> <li>• New pathways have been created that promote opportunities for underrepresented populations to succeed in STEM education and career fields</li> </ul>	<ul style="list-style-type: none"> <li>• Narrowing achievement gaps will be the focus of the STEM Innovation Cluster work</li> <li>• Legislative authorization for “lighthouse” high schools that are STEM best practice centers will be models for struggling schools</li> </ul>

Washington’s STEM goals are to:

- 1) Promote rigorous courses of study in the sciences, technology, engineering, and mathematics to ensure success in higher education and the work force by preparing students for a seamless transition to the next level of education or employment without the need for remediation.
- 2) 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 workplace by incorporating real-world STEM methods, tools, and technologies.
- 3) Create pathways that promote opportunities for students from underrepresented populations, including females and minorities, to succeed in STEM education and careers, including teaching.
- 4) Create pathways that promote opportunities for students from underrepresented populations, including females and minorities, to succeed in STEM education and careers, including teaching.

**Rigorous courses of study in STEM content areas**

A number of significant actions have been initiated in the past three years to increase mathematics and science achievement expectations for students.

- 1) Strengthening mathematics and science standards, which are clearer, more rigorous, and more focused.

- 2) Revising state mathematics and science assessments in grades three through eight to reflect the new, more rigorous standards.
- 3) Replacing the former high school mathematics assessment with two end-of-course assessments that will measure Algebra I and Geometry skills and knowledge. The former high school mathematics assessment measured skills and knowledge normally learned in seventh or eighth grade.
- 4) Increasing the minimum number of mathematics credits needed for high school graduation from two credits to three, and by increasing specificity about which courses are eligible to earn mathematics credits.

### **Integrating STEM content areas across grades and disciplines**

The above activities build on Washington’s long relationship and well-developed implementation structure to bring Leadership Assistance for Science Education Reform (LASER) to Washington classrooms. Teachers receive professional development in the use of hands-on curriculum materials and it is a model for other programs engaging students in STEM fields of learning.

To expand opportunities in engineering and technology, the Legislature has also funded a “High Demand – High Rigor” grant program that has resulted in the creation of middle and high school technology and engineering courses across the state. State funding is also provided to enable teachers to participate in Project Lead the Way professional development, which prepares teachers to lead engineering-related courses. State funding, as of 2009, is also provided for middle-school STEM classes.

As part of the Race to the Top Program application, and included in the Partnership Agreement, school districts will be required to increase the availability of opportunities to apply and integrate STEM content areas. To assist school districts in expanding STEM opportunities, the Office of Superintendent of Public Instruction is collaborating with the Washington STEM Center. (*Appendix (P)(2)-1*) The Center is being established to spur innovation in STEM teaching and learning and advocate for policies that will scale the development and dissemination of innovations that benefit students, particularly those students who historically have been underserved. The Center will increase students’ and educators’ STEM knowledge and

skills, increase excitement about STEM disciplines and careers, enhance knowledge of relevant and current applications of STEM, and increase the number of our graduates who pursue STEM careers. The Center is a collaborative of business, industry, foundations, and educators from across the state. Washington is enthusiastic about being a partner in the Center’s development. *(Appendix (P)(2)-2)*

With Race to the Top funding, the Office of Superintendent of Public Instruction will contract with the STEM Center to design and implement an interactive STEM Web portal to serve as a user-friendly guide for STEM resources for teachers, students, parents, and community partners statewide. *(Appendix (P)(2)-3)*

### **STEM Innovation Cluster**

To increase evidence-based practices and increase STEM innovation, participating school districts will be provided an opportunity to participate in the optional STEM Innovation Cluster. Two types of initiatives will be funded through the STEM cluster:

- 1) The “scale-up” of evidenced-based practices and programs that have been demonstrated to be successful in increasing achievement in STEM content areas and/or integrating/applying STEM knowledge and skills; and
- 2) The design and implementation of innovative instructional approaches designed to be successful in increasing achievement in STEM content areas and/or integrating and applying STEM knowledge and skills.

The STEM Innovation Cluster will use a customized competitive grant and technical assistance approach to identify and support projects designed to narrow the achievement gap in STEM content areas; prepare underrepresented students for college in STEM careers; increase the availability of opportunities for students to apply and integrate STEM content areas; and enhance elementary and secondary school STEM offerings, programs, coursework, rigor, and teacher and leader skills. These schools and districts will be provided in-depth technical assistance and additional funds to implement innovative and evidenced-based models designed to significantly increase student achievement in STEM areas that can be used by other schools and districts. For example, grants can be awarded for new courses of study in high-demand

STEM areas through partners such as Project Lead the Way, FIRST Robotics, DigiPen, Advanced Placement, as well as dedicated schools or academies.

### **Underrepresented Groups**

Washington has a number of programs currently in place to encourage underrepresented students to participate in STEM study and careers. Using Race to the Top Program funds, these efforts will be significantly expanded by contracting with the Mathematics, Engineering, Science Achievement (MESA) program coordinated by the University of Washington. Under the contract, MESA will provide tested programs that meet students' immediate needs for academic support, challenge them to achieve at high levels of mathematics and science, and inspire them to excel and envision their own success. It will increase the number of Black, Native American, and Hispanic 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. *(Appendix (P)(2)-4)*

### **Strengthening Mathematics and Science Instruction**

The 2010 Washington State Legislature made significant changes to the state's alternative certification program with the goal of increasing the quantity and quality of mathematics and science teachers, which resulted in the above-listed STEM goal #4. Specific strategies for accomplishing STEM goal #4 include recruitment of STEM teachers from fields outside of education and through the Troop to Teachers program and augmenting teachers' skills sets through a Professional Educator Standards Board program to support additional mathematics course work. Also of note is the Professional Educator Standards Board's effort to establish certificate specialties in mathematics and science.

### **PRIORITY 3: INVITATIONAL PRIORITY – INNOVATIONS FOR IMPROVING EARLY LEARNING OUTCOMES.**

#### **Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes.**

**The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (pre-kindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.**

#### **Early Learning in Washington State**

Washington State demonstrates 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) setting to the arrival of the federal Head Start program in the 1960s, Washington has built upon years of experience in working with young children and families. Additionally, the state benefited greatly from the arrival of other key early learning programs in the 1980s such as the Washington Council for Children and Families (Washington’s Child Abuse and Neglect program), and the formation of the Washington State Child Care Resource and Referral network. Perhaps one of the most critical developments in the state recognition of the importance of learning in the early years came with the creation of the state’s pre-kindergarten program, the Early Childhood Education and Assistance Program in 1985. This program was created as a state model of the federal Head Start program, intended to provide comprehensive services to the most at-risk children and families living in Washington communities.

The 1990s brought the federal Early Head Start program to the state, bringing a new focus to the importance of providing services to infants and toddlers. Later in the decade, Governor Gary Locke created the Governor’s Commission on Early Learning to bring greater focus and awareness to the issue, which 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 to focus on the broader early learning field, including early brain development and overall impacts on early learning investments. Perhaps one of the most

important efforts of the foundation was its investment in the first statewide public awareness/engagement campaign highlighting the importance of early learning in Washington State in 2000. Following this initiative, Washington State experienced an explosion of interest and activities by non-profit, community organizations and government agencies to provide information, services and supports for families and to improve early learning.

Kids Matter, Washington's Early Childhood Comprehensive Systems project (federally funded), was developed in 2005 as a strategic framework for building the early childhood system of care in Washington. In 2006 *Washington Learns* identified important outcomes for early learning as one of the five recommendation areas.

The first strategy executed within Washington Learns was the Governor's and Legislature's creation of the first Cabinet-level agency of its kind, the Department of Early Learning in 2006. Elevating early learning to a Cabinet-level agency heightened early learning visibility and focus and placed Washington at the forefront of the nation, positioning the state to become a model for strengthening school readiness. Early learning programs and provider professional development opportunities, which had been directed by several state agencies, were now unified in this new department. Additionally, the creation of the Department of Early Learning provided an opportunity for improved coordination among many other early learning efforts undertaken by many organizations at the state, regional and local levels.

In 2006, Thrive by Five Washington, a public-private partnership, was created to mobilize public and private resources to advance the development and learning of children birth through age five. Led by education, government and business leaders, Thrive communicates and champions the importance of early learning, identifies and supports promising programs and practices around the state, and assists with building an effective early learning system.

In 2007, the Washington State Legislature created the Early Learning Advisory Council (ELAC) to serve in an advisory capacity to the Department of Early Learning. Since its inception, ELAC has provided feedback and counsel to the Department of Early Learning on a variety of issues from the development of the Child Care Development Fund plan to implementation of the statewide Professional Development Consortium. In its first year, the Legislature charged ELAC to develop a statewide early learning plan that ensures school readiness for all children in Washington.

In June 2009, Governor Gregoire charged State Superintendent of Public Instruction Randy Dorn and the Department of Early Learning Director Bette Hyde to develop a comprehensive statewide early learning plan by December 1, 2009. (*Appendix (P)(3)-1*) Also in the summer of 2009 the bond among state leaders in early learning was cemented in a joint resolution. (*Appendix (P)(3)-2*) This effort has been combined with work begun by ELAC, which has been intensely involved in the development of a statewide early learning plan, perhaps their most important charge set forth in legislation. As the development of the first phase of the early learning plan is completed in 2010 and implementation begins, ELAC serves as the central mechanism at the state level for providing oversight and direction to the field for execution and progress of the plan. This Draft Early Learning Plan defines a 10-year comprehensive systems plan for increased efforts and outcomes for early learning that ensures school readiness for all children in the state of Washington. (*Appendix (P)(3)-3*) Feedback from a broad audience of parents, educators and organizations has been solicited and is informing the final version of the plan due in September 2010.

Key components of further defining the state's Early Learning Plan will include substantially enhancing the connection between pre-K and grades K-3, especially by providing strong support and models for the following:

- Transition to kindergarten
- Early literacy and numeracy
- Building strong P-3 partnerships in communities (including systemic professional development for child care and preschool providers, as well as school districts and buildings for how to create a fertile environment in which to grow sustainable)

Through an intensive planning process beginning in 2010, Washington is developing a governance mechanism at the state level that will durably provide for the oversight of the early learning enterprise and take responsibility for planning, assessment, distribution of resources and agenda setting. An important step is the development and implementation of collaborative governance and delivery/support mechanisms at the local/regional level.

Efforts articulated elsewhere in this application (specifically sections (B)(3) and in the Innovation Cluster for Improving College and Career Readiness and Closing the Achievement Gap (P-13) synopsis) show the intention to closely embed this effort in the K-12 Regional

Implementation Network. Future early learning efforts will include expanding state-funded, full-day kindergarten; providing resources and support to districts for implementing a strong and validated kindergarten assessment process; and supporting early learning providers and schools to build strong early literacy and numeracy programs that support families, providers, and preschools for integrating these areas into their efforts. An ongoing legislative initiative requires the Office of the Superintendent of Public Instruction and the Department of Early Learning to strengthen the model of the state-funded Early Childhood Education and Assistance Program.

**Table 1**  
**State Initiatives for Improving School Readiness and Transition to Kindergarten**

<b>Improving School Readiness</b>
<p><i>Washington Early Learning and Development Benchmarks/State Learning Standards for K-3</i></p> <p>In 2005, the state developed a set of <i>Early Learning and Development Benchmarks</i> prepared for early learning and care providers and families that address development benchmarks for children birth through kindergarten entry. The Department of Early Learning and the Office of Superintendent of Public Instruction are collaborating to strengthen the alignment of the Benchmarks to the state’s K-12 academic standards.</p>
<p><i>State-funded, Full-Day Kindergarten and OSPI State Leadership</i></p> <p>In 2007, legislation was enacted to phase-in the provision of full-day kindergarten, starting with schools with the highest number of low-income students as part of Engrossed Second Substitute Senate Bill 5841. The Office of Superintendent of Public Instruction created an Early Learning Director position to support full-day kindergarten and other early learning initiatives. The phase-in of full-day kindergarten is scheduled to reach all school districts by 2018.</p>
<b>Improving the transition from preschool to Kindergarten</b>
<p><i>K-3 Demonstration Projects</i></p> <p>In 2007, also as part of E2SSB 5841, the Legislature provided funds for three K-3 Demonstration Projects to implement a comprehensive program. Resources were provided to design projects for children to be grouped based on their abilities rather than on following automatic grade-to-grade promotion and to deliver a rich exposure to arts, science, music, foreign languages, and other subjects. One requirement of these projects was a strong connection with community preschool and local early learning providers to collaborate and ensure a smooth transition into kindergarten</p>
<p><i>Kindergarten Assessment Process (Washington Kindergarten Inventory of Developing Skills)</i></p> <p>The Department of Early Learning, the Office of Superintendent of Public Instruction, and Thrive by Five Washington are designing and implementing a pilot kindergarten readiness assessment for the 2010-11 school year. A development team representing a broad array of stakeholders is designing a process for piloting that will be culturally appropriate and “partners”</p>

early learning providers, K-12 educators, and parents to share information about the child and, together, develop children's first inventory of skills as they enter kindergarten. The results from this inventory will support the early learning community, primary teachers, and families to nurture the whole child in school readiness, and transition to kindergarten and P-3 classrooms. Race to the Top Program funds are requested through Section (B) to build on and expand this process beyond the initial pilot. During the initial 2010-11 pilot phase of the kindergarten Assessment Process, a comprehensive assessment tool(s) measuring four domains will be identified for use in a statewide kindergarten assessment process. Plans are to increase the number of classrooms using the tools and provide related professional development.

*Developing a Voluntary Program for Early Learning as part of Basic Education*

Substitute Senate Bill 6759 in 2010 charged the Superintendent of Public Instruction and Department of Early Learning to further explore inclusion of a voluntary program of early learning in the overall program of basic education. The Legislature provided resources to develop a comprehensive plan to address opportunities and barriers by November 1, 2011, with a draft in July 2011.

**Establishing P-3 Comprehensive Systems**

Washington State is participating in a Bill and Melinda Gates Foundation / Harvard School of Education review of state early learning systems. By leveraging Harvard University's early learning expertise, Washington can better implement key components of its early learning plan and support district implementation.

**Leading learning research**

The Institute for Learning and Brain Sciences at the University of Washington is a national leader in research on early learning and development. A MEG Brain Imaging Facility has been created, dedicated in May 2010, that uses the most advanced technologies available for brain science. The Institute won a highly competitive Life Sciences Discovery Fund Award for \$4 million which funded the purchase of the magnetoencephalography (MEG) brain imaging machine. The Hanauer Foundation provided funding for the facility. Research centers on brain development and has provided new information about how children learn language.

## **PRIORITY 4: INVITATIONAL PRIORITY – EXPANSION AND ADAPTATION OF STATEWIDE LONGITUDINAL DATA SYSTEMS**

### **Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems**

**The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs,<sup>1</sup> early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (i.e., information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.**

**The Secretary is also particularly interested in applications in which States propose working together to adapt one State’s statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.**

<sup>1</sup> The term English language learner, as used in this notice, is synonymous with the term limited English proficient, as defined in section 9101 of the ESEA relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

Washington’s longitudinal data systems are in a state of continuous expansion and refinement. With a recently awarded \$17.3 million federal grant for expanding and improving our P-20 system, Washington will be able to enhance data governance, interoperability, the early learning data system, and research and reporting efforts.

Washington State has both a K-12 longitudinal data system (See Section (C) of the application) and a research-oriented P-20 data system that incorporates individual-level data from pre-kindergarten through K-12, community and technical colleges, baccalaureate institutions, and the work force. The K-12 longitudinal data system has always included students in special education programs, English language learner programs and some early childhood programs (those administered by public school districts). Beginning with 2009-10 school year, the K-12 Comprehensive Enrollment Data and Research System is collecting information on teachers and classes in addition to student information so that students can be linked with classes and the teachers of those classes.

Building on the K-12 longitudinal data system operated by the Office of the Superintendent of Public Instruction, the Education Research and Data Center in the Office of Financial Management operates Washington's longitudinal P-20 data system, known as the Evergreen State P-20 (ESP-20) system. The K-12 data, including enrollment, graduate/dropout status, student characteristics, free and reduced-price lunch eligibility, and program participation, is a foundational part of the system. The K-12 data is available for all grades back to the 2002-03 school year. A reduced set of information is available for grades 7 through 12 for several years prior to that.

In addition to K-12 longitudinal data, ESP-20 incorporates comprehensive postsecondary student-level data for the state's public baccalaureate institutions. The source system for this component is the Public Centralized Higher Education Enrollment System, which is operated on behalf of the contributing institutions by the Office of Financial Management. The Public Centralized Higher Education Enrollment System contains student-level enrollment and completion information, including student characteristics, courses taken, credits attempted and earned, remedial course-taking, major field of study, and awards of degrees and certificates. Financial aid data, contributed by the Higher Education Coordinating Board, is an additional system component.

The State Board for Community and Technical Colleges contributes student-level data for students in the 34 colleges comprising that system. This includes enrollment information, student characteristics, and remedial course-taking information.

The state Employment Security Department, which administers the Unemployment Insurance program, contributes employment data to the system, including quarterly earnings, hours worked, and related employer information (industry, size class, and geographic area). At the time of this writing, data-sharing agreements were completed or in development with several additional organizations. The Education Research and Data Center has a contract with the National Student Clearinghouse so that postsecondary attendance at out-of-state institutions can be incorporated. The Department of Labor and Industries has recently signed an agreement to provide information to the ESP-20 system for apprentices enrolled in state programs. Agreements with the Department of Early Learning and the Department of Corrections are in development.

The K-12 Comprehensive Enrollment Data and Research System lays the groundwork for relating students to teachers. The ESP-20 system completes the data cycle by enabling the analysis of that data in connection with the teacher and administrator preparation program data and the evaluation of general work force characteristics of all credentialed educators in the state by endorsement area.

By combining data sources spanning the early learning through postsecondary sectors and into the work force, the P-20 longitudinal data system will allow Washington to evaluate programs and their impacts on student outcomes and progress. Relationships between teacher preparation and experience and student outcomes will be assessed using ESP-20. In addition, the collection of longitudinal data will facilitate achievement gap analyses and evaluation of programs designed to eliminate the gaps. One such example will be the Mathematics Engineering Science Achievement (MESA) program: MESA students will be tracked from middle school to high school to postsecondary and the work force, and their outcomes will be compared to a more general population of students. The ESP-20 will contain information about student characteristics, such as MESA and ELL status, but also will have derived elements, such as a student mobility indicator, that will answer questions related to policy, best practices, and effectiveness.

In recognition of the progress that has been made and the quality of our planning, Washington was recently awarded \$17.3 million by the federal government to expand and enhance our P-20 system.

Funds from the grant will be used for five major areas:

1. Data governance: When, how, and what data can be shared, while protecting individuals' privacy.
2. Research and reporting: Reports will be written and datasets created that will inform both policy at the state level and practice at the school level.
3. Data warehouse environment: A data system will be developed to allow more efficient access to data across time so that students can be tracked throughout their P-20 careers.
4. Interoperability: The goal is to facilitate the efficient and standardized exchange between the ESP-20 system and contributing data systems.

5. Strengthening systems: Those systems that supply data to the P-20 system will be strengthened and possibly augmented.

## **PRIORITY 5: INVITATIONAL PRIORITY – P-20 COORDINATION, VERTICAL AND HORIZONTAL ALIGNMENT**

### **Priority 5: Invitational Priority – P-20 Coordination, Vertical and Horizontal Alignment.**

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (e.g., child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (e.g., between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

Washington State first made a firm commitment to P-20 coordination and alignment in 2005 with recommendations of the *Washington Learns* report. Governor Chris Gregoire renewed state focus on the need for education reform by calling together representatives from education, business, state 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, “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.” Ten recommendations from *Washington Learns* provide the impetus for a shift from the traditional K-12 framework to a comprehensive pre-school through post-graduate level framework. This expanded view continues in the 2010 State Education Reform Plan. (See *Washington Education Reform Past and Present -- Foundation for 2010 State Education Reform Plan, Appendix (A)(1)-1*).

Implementation of *Washington Learns* recommendations began immediately with the creation of the state Department of Early Learning. The Office of Superintendent of Public Instruction works extensively with this state agency to develop the early learning benchmarks

and assessments, coordinate programs with school districts and develop new P-3 technical assistance programs. In a similar vein, the Office of the Superintendent of Public Instruction works closely with colleges, universities, and other post-secondary education institutions including Washington State Workforce Training and Education Coordinating Board and the Washington State Apprenticeship and Training Council to ensure that the K-12 system prepares students with the content knowledge and skills necessary to succeed in their chosen post-high school endeavors. Areas of work include: reducing the need for remediation; increasing college and career preparation programs and advanced level courses; providing college preparation and scholarship programs directed toward low-income and minority students; and, making extensive high school connections with the state career and technical colleges.

Horizontal coordination across the total education system is also evident in the development and implementation of the state longitudinal data system that will allow data transfer and system interoperability across the P-20 system. (See Section (C) for details).

Vertical alignment is enabled through the state's well-developed regional service and support system provided by nine Education Service Districts. Educational Service Districts' support of 295 school districts enhances capacity to implement the 2010 State Education Reform Plan.

There are many efforts in the state to coordinate services in support of students. The Office of Superintendent of Public Instruction has formal collaborations with other state agencies through Washington's Family Policy Council that includes the Department of Social and Health Services and the Department of Health. Policy and programs attend to dropout prevention, student health programs, youth and family services, and education programs outside of the traditional delivery system.

The extensive degree of alignment and support, both vertical and horizontal, is formalized and evidenced in the letters of support section (See *Appendix (A)(2)-1*) as well as in the summary below, which highlights the cross walk between this P-20 work and the four Reform Criteria.

<b>Standards and Assessment</b>	<b>Data Systems</b>
<ul style="list-style-type: none"> <li>• Aligned PK-3 systems for standards and assessments, including Early Learning Benchmarks and assessments</li> <li>• Washington’s graduation requirement framework and efforts to develop a meaningful diploma</li> <li>• Aligned standards: early learning through college readiness</li> <li>• Increase programs focusing on successful student transitions including College Success, AVID, and Gear Up</li> <li>• Regional Implementation Support Network will focus on systematic and equitable implementation of statewide standards and assessment initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Education Research Data Center / Statewide Longitudinal Data System is a P-20 system</li> <li>• Dropout Early Warning Intervention System for dropout prevention is data based</li> </ul>
<b>Teachers and Leaders</b>	<b>Struggling Schools</b>
<ul style="list-style-type: none"> <li>• Professional Development Cooperative will focus on implementing college and career ready skills</li> <li>• Teachers received College Board training and support</li> <li>• Coordination with college and universities on teacher preparation policies and programs through Professional Educator Standards Board</li> <li>• New teacher certification evidence-centered assessment design will draw on higher education teacher preparation program approval</li> </ul>	<ul style="list-style-type: none"> <li>• P-20 vision of excellent education for all</li> <li>• Coordination of services for students, schools, and communities</li> <li>• Increase AP/IB in rural and high poverty schools</li> <li>• Innovation cluster will focus on jumpstarting turnaround school models</li> </ul>

# *Washington's* Race to the Top

## **Budget Narrative Part 1 and Part 2 and Tables**

Washington is submitting this Race to the Top Program application for \$250 million for four years. The total budget is allocated across five priority projects and for project leadership and administration. The first year project budget, beginning with the 2010-2011 school year, is for \$48,696,559 and reflects the initial start up process at all levels. The 2011-2012 year total is \$70,564,001 and includes essential development and training activities. The capacities reach highest levels during the 2012-2013 school year, as does innovation cluster activity. The third year request is \$66,029,000. Fourth year effort focuses on final project outcomes, dissemination and reporting. The final year request is for \$64,710,000 with conclusion in 2014. In each year of the award period, \$31,250,000 is sub-granted to participating school districts. The Washington state level budget model is presented in Table 1 below.

In accordance with Phase 2 guidance, the state of Washington State Race to the Top budget request is \$250 million. The guidance further specifies that 50% of an award is reserved for sub-grants to school districts that agree to participate in required activities of the state education reform plan. The remaining 50% is reserved for the state to support planned actions that are considered state responsibilities or other initiatives. Washington's budget summary appears in Table 1 below.

Table 1: Budget Summary

<b>Budget Part I: Summary Budget Table</b>					
<b>Budget Categories</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Total</b>
1. Personnel	\$1,718,571	\$1,782,471	\$1,763,721	\$1,763,721	\$7,028,484
2. Fringe Benefits	\$574,866	\$596,636	\$590,440	\$590,440	\$2,352,382
3. Travel	\$660,523	\$1,264,129	\$1,264,379	\$1,178,223	\$4,369,254
4. Equipment	-	-	-	-	\$0
5. Supplies	\$652,684	\$1,002,710	\$616,405	\$ 554,561	\$2,826,360
6. Contractual	\$5,930,715	\$7,743,855	\$8,978,855	\$8,583,855	\$31,237,280
7. Training Stipends	-	-	-	-	\$0
8. Other	-	-	-	-	\$0
9. Total Direct Costs (lines 1-8)	\$9,537,359	\$12,391,801	\$13,213,800	\$12,670,800	\$47,813,760
10. Indirect Costs	\$ 474,000	\$ 682,000	\$ 640,000	\$ 624,000	\$2,420,000
11. Funding for Involved LEAs	\$4,360,200	\$23,165,200	\$17,850,200	\$17,090,200	\$62,465,800
12. Supplemental Funding for Participating LEAs	\$3,075,000	\$3,075,000	\$3,075,000	\$3,075,000	\$12,300,000
13. Total Costs (lines 9-12)	\$17,446,559	\$39,314,001	\$34,779,000	\$33,460,000	\$124,999,560
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	\$31,250,000	\$31,250,000	\$31,250,000	\$31,250,000	\$125,000,000
15. Total Budget (lines 13-14)	<b>\$48,696,559</b>	<b>\$70,564,001</b>	<b>\$66,029,000</b>	<b>\$64,710,000</b>	<b>\$249,999,560</b>

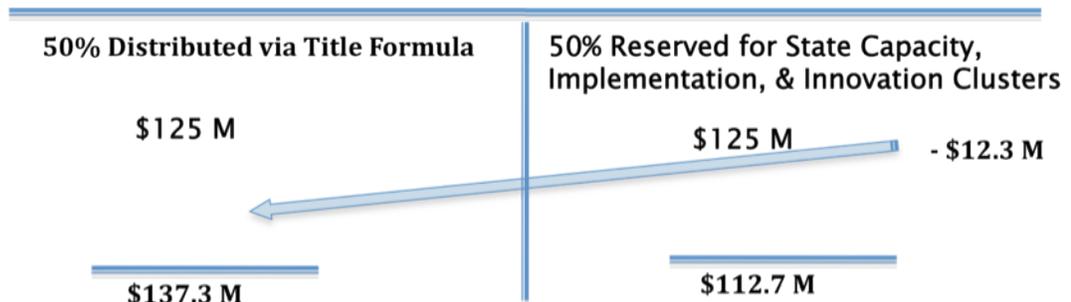
Initial allocations using the Title I formula showed that some small school districts in Washington either had no or very low allocations. The state 50% was then adjusted down by \$12.3 million to support an equalization factor for small districts and those not covered under Title I. This resulted in a total of \$137.3 million to be distributed according to the Title I formula rules and gave each participating school district at least \$22 per student. For very small school districts, if the \$22 per FTE threshold did not equal at least \$4,000, the funding was increased to the lesser of \$50 per FTE or \$4,000 per year. (See Figure 1). The state 50% reserved for

capacity, statewide project implementation and the innovation clusters amounts to \$112.7 million.

### Figure 1: 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



During the fall of 2009, as state planning for the Race to the Top application was in progress, these basic parameters were used to develop an overall Race to the Top Program budget model. The important consideration in the budget development, was the extent to which funding from all sources could be aligned to support the emerging 2010 State Education Reform Plan.

An overview of Washington education reform efforts over the last thirty years up through the present has been provided to describe the reform activity that has taken place before Race to the Top. Another purpose is to show that state education reform has been made because of past state budget provisos, federal grants or programs and other through other financial resources. (See *Appendix (A)(1)-1*). In addition, three major federal grant sources have been, are currently or will be used to support actions that are related to the Race to the Top Reform Criteria. These are State Fiscal Stabilization funding, longitudinal data system grants and school improvement grants. The alignment of each of these sources is noted here.

The Race to the Top Program specifically aligns with federal State Fiscal Stabilization Funds (SFSF) as both are authorized under the American Recovery and Reinvestment Act. Washington State’s total for SFSF is \$819,946,848. The SFSF Phase I funding has been received and distributed to school districts and represents two-thirds of the total. The state SFSF

II application is pending federal approval. It represents the remaining one-third of Washington's allocation. The SFSF II application requires states to file plans which describe how the four American Reinvestment and Recovery Act reform criteria assurance indicators and descriptors meet statutory assurances regarding transparency of implementation. Washington's SFSF Phase II application provides this information on the 32 indicators and the 3 descriptors.

Washington has aligned its Race to the Top federal application and federal State Fiscal Stabilization Funds applications. In Washington, 100% of SFSF funding has been sub-granted to school districts.

Washington State is fortunate to have received two federal longitudinal data system grant awards to support the development of its longitudinal data system. Under CFDA 84.372 Washington was awarded \$5.94 million for completion of the core K-12 reporting system in January 2009. On May 21, 2010, Washington State received notification that it was successful in its bid for a \$17.3 million grant from the U.S. Department of Education, Institute of Education Sciences to support the state longitudinal data system. The Washington Education Research and Data Center will use the funds to develop interoperability among education data systems and extend the K-12 system to a P-20 longitudinal data and information system.

The Washington Race to the Top application also addresses data use from the state system. Specifically it supports the use of data to improve instruction and decision-making. Washington State will use the funds from the two federal grant awards mentioned above for the technical development, governance and training related to the system. The Race to the Top funding directed toward this effort will only be used for supporting the use of data to improve instruction. As described in Section (C) of the narrative, funding under this area will be only used for data coaches, instructional improvement data systems and employment of the Colorado Growth Model.

Washington has received two School Improvement Grants (SIG). Under CFDA 84.377A the award was \$7,351,072 and under CFDA 84.388A the award was \$42,476,886. The funds are being used to implement federally approved school improvement models in Washington schools that meet the (federally approved) state definition of persistently-lowest achieving school. Race to the Top Program funds for school improvement will be aligned, but not duplicate services provided by SIG grants. Only unfunded SIG schools, additional Required Action schools and schools participating in Innovation Clusters will benefit from the Race to the Top support.

State Budget Model

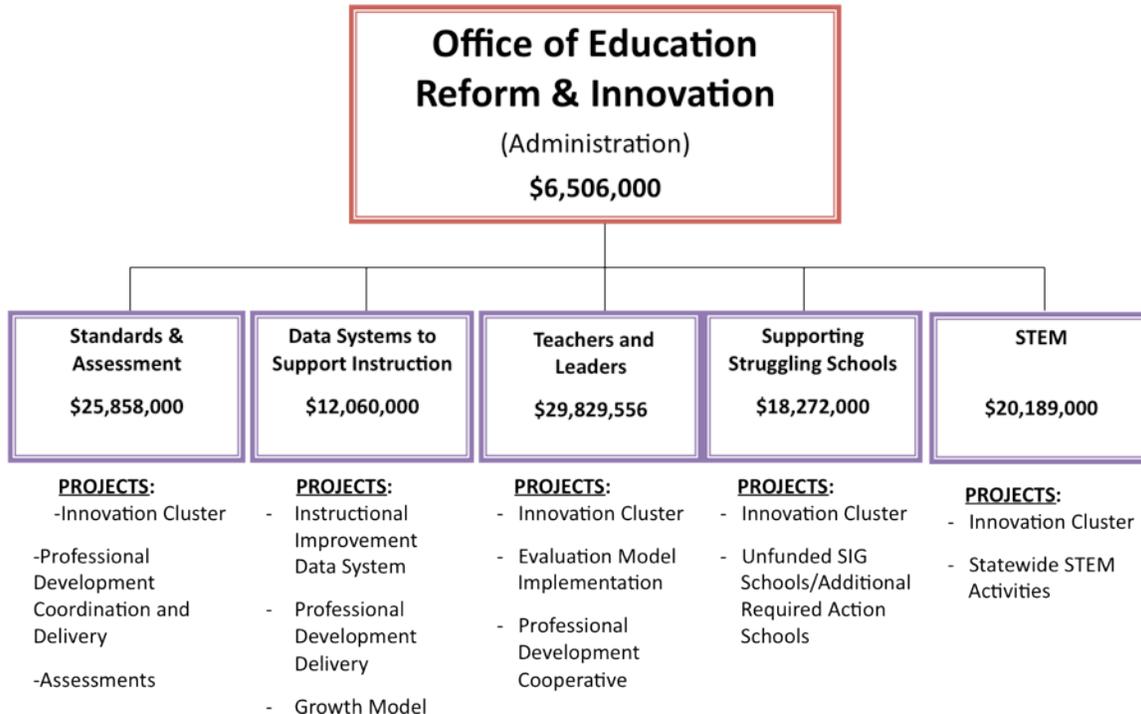
The Washington Education Reform Plan framework is based on the vision and state education goals; an analysis of current conditions and capacities, state performance data and newly passed education reform legislation. New projects and change strategies that could be accomplished through Race to the Top Program funding were selected after a great amount of committee work and stakeholder input. A preliminary budget model based on Phase I information was formed. However, when the Phase 2 guidance was issued on April 2, 2010, stating specific award limitations per state, the projects and activities that were being actively

discussed, were prioritized and the state budget model was adjusted (see Figure 2 below.) The preliminary school district allocations were recalculated so that the estimates regarding sub grants could be presented to school districts in relation to the required element of participation.

In Washington State, the Memorandum of Understanding referred to in the general guidance, has been named Partnership Agreement to reflect that the state and participating school district each have distinct responsibilities, but will agree to work in partnership to implement the state reform plan. Required elements are clearly distinguished from optional/competitive preferences. As the Partnership Agreement was presented to school districts, it was accompanied by resource estimates for each of Washington 295 school districts based on 100% statewide participation. Per year and four year estimates were provided as part of the school district transmittal package, and posted online. (See *Appendix (A)(1)-12*).

Figure 2 below shows the \$112.7 million state budget category by major project area and the percentage of the state portion it reflects. The plan includes \$6,506,000 for leadership (5.8%), \$18,272,000 (16.2%) to support Struggling Schools; \$20,189,000 (17.9%) for STEM achievement, \$25,858,000 (22.9%) for Standards and Assessment and \$12,060,000 (10.7%) for Data Systems to support instruction, and \$29,829,556 (26.5%) for Teachers and Leaders.

**Figure 2**  
**Washington’s Race to the Top State-Level Budget**



Washington State operates under a negotiated indirect cost agreement with the U.S. Department of Education. The restricted rate is 11.4%. A copy of the Agreement No. 2010-040 is included at the end of this Part II budget narrative.

**Table 2: Part II Budget / Project Level (Standards and Assessment)**

<b>Budget Part II: Project-Level Budget Table</b>					
<b>Project Name: Standards and Assessment</b>					
<b>Associated with Criteria: Section B – Standards and Assessments</b>					
<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$236,252	\$236,252	\$236,252	\$236,252	\$945,008
2. Fringe Benefits	\$78,740	\$78,650	\$78,650	\$78,650	\$314,690
3. Travel	\$235,078	\$496,762	\$496,762	\$496,762	\$1,725,364
4. Equipment	-	-	-	-	\$0
5. Supplies	\$164,837	\$250,207	\$250,207	\$250,207	\$915,458
6. Contractual	\$1,757,890	\$2,000,930	\$2,000,930	\$2,150,930	\$7,910,680
7. Training Stipends	-	-	-	-	\$0
8. Other	-	-	-	-	\$0
9. Total Direct Costs (lines 1-8)	\$2,472,797	\$3,062,801	\$3,062,801	\$3,212,801	\$11,811,200
10. Indirect Costs	\$111,000	\$165,000	\$165,000	\$165,000	\$606,000
11. Funding for Involved LEAs	\$3,360,200	\$3,360,200	\$3,360,200	\$3,360,200	\$13,440,800
12. Supplemental Funding for Participating LEAs	-	-	-	-	\$0
13. Total Costs (lines 9-12)	\$5,943,997	\$6,588,001	\$6,588,001	\$6,738,001	\$25,858,000

## BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

### Standards and Assessment

#### Summary

The key to Washington State's successful transition to common standards and a comprehensive assessment system is the integration of professional development content and support systems. All activities described within the Standards and Assessment budget are intended to integrate these areas. The Standards and Assessment project section includes three unique components which are summarized below:

- *Professional Development Coordination and Delivery:* Funding is requested to supplement state funding to support statewide transition to implementation of the common core standards and comprehensive assessment system. Funds will be used to support key roles within the Regional Implementation Support Network, including the Network Liaison, an online platform web developer (a shared position with the online platform web developer within Section D (5) and regionally-based literacy/English language arts and school improvement coordinators. In order to reach the almost 80,000 educators in 295 school districts throughout the state, multiple professional development approaches will be necessary in the transition to new standards and a comprehensive assessment system. A representative statewide cadre of content "expert" trainers will be selected to serve as lead trainers with state and regional content specialists to identify and develop support materials and methods for statewide professional development. The full cadre will be formally convened, twice each year for two days, to receive and provide professional development. The materials development goal is two-fold: ideally, 50% of the state's schools will have educators involved in the development process; second, these same educators involved will serve as regional content expert leaders. Within each of the nine Educational Service District regions, funds will be provided to support regional content experts and cadre members to deliver regionally-based professional development. Ten State Implementation Institutes will be hosted over four years throughout the state to reach approximately 10,000 educators.
- *Assessments:* Washington is fortunate to have state resources that will assist in developing and piloting an integrated formative assessment and instructional improvement system, beginning with the 2010-11 school year. Funds are requested to continue and expand our state's kindergarten assessment process and to revise and re-align the state's existing College Readiness Math Test. During the 2010-11 school year, state and private funds will support a limited statewide pilot of this process. Additional resources will allow refinement, expansion, and evaluation of the pilot. A contract will be awarded for the revision of the College Readiness Math Test.
- *Innovation Cluster: Improving Career and College Readiness and Closing the Achievement Gap:* Funding is requested for overall coordination and administration of this Innovation Cluster over the four years. Sub-grants will be awarded school district participants that focus on systemic approaches to closing the P-13 achievement gap. A

cluster coordinator will be hired to support cluster management and technical assistance. The coordinator will provide technical assistance and make site visits.

**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Regional Implementation Network Liaison (1): The network liaison will serve a critical role to facilitate and coordinate professional development efforts among all Network partners, in close collaboration with the Professional Development Cooperative coordinator and the state’s Professional Development lead outlined in Section D.	100%	\$80,000	\$80,000
Administrative Assistant 3 (1): The network liaison will require the assistance of one .5 FTE support staff position to assist with coordination and logistical arrangements for implementation activities.	50%	\$40,502	\$20,251
Online Platform Web Developer (1): The web developer will provide technical support to enable efficient transmittal of materials developed into an electronically accessible format, as well as be the primary lead in facilitating components of the web-based system linking the work of the Network and the Cooperative described in Section D (5) (online repository and clearinghouse).	50%	\$71,500	\$35,750
Cluster Coordinator (1): The cluster coordinator will oversee all components of cluster management and technical assistance. His/her role will include facilitating the sub-grantee selection process, conducting technical assistance site visits, and facilitating biannual professional development for all grantees for collaboration and sharing of best practices.	100%	\$80,000	\$80,000
Administrative Assistant 3 (1): The network liaison will require the assistance of one .5 FTE support staff position to assist with coordination and logistical arrangements for implementation activities.	50%	\$40,502	\$20,251

**2) Fringe Benefits**

- The fringe benefit percentage for all full-time personnel in the project is approximately 32.5%.
- The basis for cost estimates are OSPI’s currently known standard benefit and employer cost rates per employee.

**3) Travel**

Personnel Travel: These travel expenses include a base annual amount per professional FTE to fund incidental travel related to each position.	Annual Amount per FTE
Regional Implementation Network Liaison	\$7,000

Online Platform Web Developer	\$2,609
Cluster Coordinator	\$5,217
Total Annual Amount	\$14,826
4-year Total	\$59,304

Meetings: In calculating meeting expenses, the following assumptions were made - Travel expenses include an average per mile reimbursement of \$.50, assuming an average roundtrip of 100 miles per traveler, OR average flight cost of \$209 roundtrip; hotel cost of \$159/night; \$30 per person, per day in meal costs and an additional \$50 per day for travelers in travel status, and therefore, eligible to receive per diem. Additionally, if teachers are asked to attend, a \$135/day reimbursement for substitutes is included.	# of participants per meeting	# of meetings	4-year Total
Implementation Training Cadre: A cadre of approximately 100 state English language arts and mathematics experts will be selected to participate to develop and deliver professional development using a trainer-of-trainers model. The full cadre will meet twice per year for two-day development and training sessions.	100	8	\$368,000
State Implementation Institutes: Three institutes per year will be held annually, starting in year two, with only one in year one. The institutes described in the summary above are key parts Phase 3 and are described in Section (B) (3) regarding the delivery of professional development materials and training.	500-1,000	10	\$1,080,000
Innovation Cluster meetings: Starting in year two, the approximately 15 Cluster sub-grantees will be brought together twice per year to receive systems-focused professional development, share best practices, and to collaborate with each other. One such convening will be held in year one as a cluster “kick-off.” Each sub-grantee will be invited to bring teams of up to five participants.	100	7	\$207,000
4-year Meeting Total			\$1,655,000

Technical Assistance Site Visits: Travel expenses include an average per mile reimbursement of \$.50, assuming an average roundtrip of 100 miles per traveler, OR average flight cost of \$209 roundtrip; hotel cost of \$159/night; \$30 per person, per day in meal costs and an additional \$50 per day for travelers in travel status, and therefore, eligible to receive per diem.	# Site Visits	4-year Total

Innovation Cluster technical assistance site visits: Technical assistance site visits will be conducted by the Cluster Coordinator and one additional state expert. Starting in year 2, two, one-day visits will be conducted at approximately 15 Innovation Cluster. One site visit per sub-grantee will be conducted in year one.	120	\$154,350
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**4) Equipment**

- None. OSPI’s policy for equipment is defined as items having an acquisition cost of \$5,000 or more per unit. OSPI has included the cost of computer equipment as a one-time cost of \$5,000 per employee in the supplies line item of the budget tables.

**5) Supplies**

OSPI includes per FTE, the following base-level supply costs:

- \$5,000 for computer equipment and necessary office furniture (this is a one-time cost and is per employee, not per FTE).
- \$5,217 for supply costs, per professional level FTE (pro-rated for part-time staff). No supply costs are estimated for support staff.

Additional supplies related to implementation of Section (B)(3):

- Approximately \$200,000 per year (\$100,000 in year one) is requested for additional standards and assessment materials development and reproduction, including materials for statewide “trainer-of-trainer” meetings and state implementation institutes. These funds may also be used to develop bridging materials that align existing Washington standards with common core materials.

**6) Contractual**

Title and Purpose	Estimated Total Cost
<i>Contract with each of nine regional Education Service Districts:</i> These nine contracts will provide resources for hiring content specialists to serve as regional content expert leads (regional literacy coordinators and school improvement specialists) in the Implementation Support Network - Section (B)(3) and Professional Development Cooperative - Section D (5); and delivery of regionally-based professional development on common standards and assessment systems. The Educational Service Districts will receive funds for travel, equipment, and the necessary goods and services related to implementation activities.	\$6,310,680 over 4 years
<i>Contracts for Implementation of Kindergarten Assessment Process:</i> It is anticipated that a total of two contracts will be let for expansion of the kindergarten assessment process pilot. Funds are requested beginning with the 2011-12 school year. Through these contracts, services and support will be provided to the 40-50 districts participating in the pilot. Support services may include: assessment professional development; assessment coach/mentor support within each district; release time for	\$1,500,000 over 4 years

teachers to receive training and to collaborate with early learning providers on the assessment process; and support with data compilation and analysis.	
<i>Contract to Refine and Re-Align the College Readiness Math Test:</i> This is for the refinement and re-alignment of the state’s College Readiness Math Test with the common core mathematics standards. One contract will be awarded to one of the existing state partners that was involved in the development of the initial College Readiness Math Test. Funds will be used for revision work and production of the updated test.	\$100,000 year one only

- Washington State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

**7) Training Stipends**

- None.

**8) Other**

- None.

**9) Total Direct Costs**

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Direct Costs	\$2,472,797	\$3,062,801	\$3,062,801	\$3,212,801	\$11,811,200

**10) Indirect Costs**

- Indirect costs are \$606,000 using OSPI’s currently approved restricted indirect rate of 11.4%.

**11) Funding for Involved LEAs**

Activity	Purpose	Annual grant amount	# LEAs involved	Total
Innovation Cluster sub-grants	Provide funding to participating districts, regional consortia, and/or public private partnerships to scale-up work begun in communities around the state that focus on systemic approaches to closing the P-13 achievement gap and/or increasing academic rigor to enhance college and career readiness. Approximately 5-6 grants will be awarded in each of three focus	\$224,000/year maximum	15	\$13,440,800

	areas: 1) Closing the P-13 Achievement Gap - Early learning, 2) Closing the P-13 Achievement Gap - Achievement Gap/Drop out and 3) Increasing academic rigor to enhance College and Career Readiness			
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**12) Supplemental Funding for Participating LEAs**

- None, other than the \$12.3 million in “equity adjustment” described previously.

**13) Total Costs**

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Total Costs	\$5,943,997	\$6,588,001	\$6,588,001	\$6,738,001	\$25,858,000

**Table 3: Part II Budget / Project Level (Data Systems)**

<b>Budget Part II: Project-Level Budget Table</b>					
<b>Project Name: Data Systems to Support Instruction</b>					
<b>Associated with Criteria: Section C – Data Systems to Support Instruction</b>					
<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$464,570	\$464,570	\$464,570	\$464,570	\$1,858,280
2. Fringe Benefits	\$156,096	\$156,096	\$156,096	\$156,096	\$624,384
3. Travel	\$44,043	\$44,043	\$44,043	\$35,527	\$167,656
4. Equipment	-	-	-	-	\$0
5. Supplies	\$68,291	\$28,291	\$28,291	\$27,807	\$152,680
6. Contractual	\$1,640,000	\$1,593,000	\$2,728,000	\$2,863,000	\$8,824,000
7. Training Stipends	-	-	-	-	\$0
8. Other	-	-	-	-	\$0
9. Total Direct Costs (lines 1-8)	\$2,373,000	\$2,286,000	\$3,421,000	\$3,547,000	\$11,627,000
10. Indirect Costs	\$110,000	\$106,000	\$109,000	\$108,000	\$433,000
11. Funding for Involved LEAs	-	-	-	-	\$0
12. Supplemental Funding for Participating LEAs	-	-	-	-	\$0
13. Total Costs (lines 9-12)	\$2,483,000	\$2,392,000	\$3,530,000	\$3,655,000	\$12,060,000

## BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

### Data Systems to Support Instruction

#### Summary

The Data Systems project includes three components, which are summarized below:

- *Instructional Improvement System:* Funds will be used to supplement state funding to pilot and implement an instructional improvement data system that will be available to districts statewide. In year one, two systems will be piloted in seventy schools across the state. Based on the results of the pilot, a single system will be selected and made available statewide beginning in the 2011-12 school year. RTTT Funds will be used to hire a Formative Assessment Specialist (1.0 FTE) who will be responsible for coordinating the project and for required IT support and programming (1.3 FTE); an Administrative Assistant (.5 FTE); travel, equipment, goods and services; and \$1 million/year for the contract with the vendors that participate in the pilot and the vendor who is chosen for the statewide system. Approximately \$2 million in state funds also are available for the 2010-2011 school year, and additional funds (\$2 million/year) will be requested by OSPI from the Legislature for subsequent school years.

Funding also will be used for an Education Reform and Innovation Data Manager who will work closely with the project office in collecting, analyzing, and reporting student performance data and monitoring the progress of specific projects.

- *Instructional Improvement Data Coaches:* Funding is requested to create a statewide professional development system designed to increase the use of data in instructional decision-making in classrooms, schools, and school districts. Funds will be used to hire a statewide Data Coach Coordinator (1 FTE) and a part-time Administrative Assistant (.5 FTE). Nine Data Coaches who will be regionally-based in each of the nine Educational Service Districts. The Data Coordinator and Data Coaches will be receive funds for travel, equipment, and goods and services. Funding will be provided to the ESDs to pay for substitute teachers so that teachers are able to participate in the trainings. The goal is to provide training to more than 12,000 teachers, principals, and other educators during the four-year grant period.
- *Implementation of the Colorado Growth Model:* Funding is requested to acquire the Colorado Growth model and to customize it. OSPI will be participating in a multi-state collaborative effort to create common data visualizations and conduct research and development that will build upon the current model. Funds will be used for: an Assessment Specialist (1 FTE) who will be responsible for the project and also provide technical assistance regarding the use of student growth data for purposes of accountability and educator evaluations; required IT support and programming (.66 FTE); two meetings of a Technical Advisory Committee to obtain technical assistance and advice regarding the use of growth data; and a contract with the National Center for the Improvement of Educational

Assessment to incorporate Washington assessment data into the model and for technical assistance.

**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Formative Assessment Specialist (1): The Formative Assessment Specialist will be responsible for coordinating the development, piloting, and implementation of the instructional improvement system.	100%	\$80,000	\$80,000
Data Coach Coordinator (1): The Data Coordinator will coordinate the professional development and technical assistance provided by nine Data Coaches who will be regionally-based in each of our Educational Service Districts.	100%	\$92,000	\$92,000
Assessment Specialist (1): The Assessment Specialist will be responsible for the overall implementation of the Colorado growth model and provide technical assistance regarding the use of student growth data for purposes of accountability and educator evaluations.	100%	\$80,000	\$80,000
IT Business Analyst (1): The IT Business Analyst will work with the Formative Assessment Specialist to develop and implement the instructional improvement system and with the Assessment Specialist to implement the Colorado growth model.	67%	\$75,359	\$75,359
Reform and Innovation Data Management Director (1): This individual will be responsible for collecting, analyzing, and reporting all of the RTTT required data elements.	100%	\$80,000	\$80,000
IT Programmer (1): The IT Programmer will work with the IT Business Analyst to develop and implement the instructional improvement system and the Colorado growth model.	33%	\$70,785	\$23,595
Administrative Assistant (1): The Administrative Assistant will provide clerical and administrative support for the professional-level staff.	83%	\$40,502	\$33,617

**2) Fringe Benefits**

- The fringe benefit percentages for all full-time personnel in the project is approximately 32.5%
- The basis for cost estimates are OSPI’s currently known standard benefit and employer cost rates per employee.

**3) Travel**

Personnel Travel: These travel expenses include a base annual amount per professional FTE to fund incidental travel related to each position.	Annual Amount per FTE
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Formative Assessment Specialist	\$7,000
Data Coach Coordinator	\$7,000
Assessment Specialist	\$7,000
IT Business Analyst	\$2,310
Reform and Innovation Data Management Director	\$5,217
IT Programmer	\$ 2,310
<b>Total Annual Amount</b>	<b>\$30,837</b>

Meetings: In calculating meeting expenses, the following assumptions were made - Travel expenses include an average per mile reimbursement of \$.50 assuming an average roundtrip of 100 miles per traveler, OR average flight cost of \$209 roundtrip; hotel cost of \$159/night; \$30 per person, per day in meal costs and an additional \$50 per day for travelers in travel status and therefore eligible to receive per diem. Additionally, if teachers are asked to attend, a \$135/day reimbursement for substitutes is included.	# of participants	# of meetings	Total
A Growth Model Technical Advisory Committee will meet twice a year for three years.	20	6	\$27,000

#### 4) Equipment

- None. OSPI's policy for equipment is defined as items having an acquisition cost of \$5,000 or more per unit. OSPI has included the cost of computer equipment as a one-time cost of \$5,000 per employee in the supplies line item of the budget tables.

#### 5) Supplies

OSPI includes per FTE the following supply costs:

- \$5,000 for computer equipment, and necessary office furniture (this is a one-time cost and is per employee, not per FTE).
- \$5,217 for supply costs, per professional level FTE (pro-rated for part-time staff). No supply costs are estimated for support staff.

#### 6) Contractual

Title and Purpose	Estimated Total Cost
<i>Contract with vendors to pilot and implement instructional improvement data system:</i> The purpose of the contract is to design, pilot, and implement an instructional improvement system that will be available to school districts statewide. In Phase I, two different systems will be piloted. In Phase II, a single system will be implemented based on the results of the pilot.	\$2,000,000
<i>Contract with regional Education Service Districts for employing Data</i>	

<i>Coaches:</i> An interagency agreement will be entered into with each of the nine Educational Service Districts to hire a Data Coach (1 FTE) and pay for a one-time purchase of equipment and for travel, goods and services, and indirects. The total annual cost is approximately \$122,000 per ESD. In addition, funding will be provided to provide professional development for 12,600 teacher/days during the four-year grant period at an average of \$150/day to cover substitutes and other expenses.	\$6,354,000
<i>Contract with the National Center for the Improvement of Educational Assessment:</i> This contract with the National Center for the Improvement of Educational Assessment will be to incorporate Washington state assessment and other data into the Colorado growth model and for technical assistance.	\$470,000

- Washington State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

**7) Training Stipends**

- None.

**8) Other**

- None.

**9) Total Direct Costs**

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Direct Costs	\$2,373,000	\$2,286,000	\$3,421,000	\$3,547,000	\$11,627,000

**10) Indirect Costs**

- Indirect costs are \$433,000 using OSPI’s currently approved restricted indirect rate of 11.4%.

**11) Funding for Involved LEAs**

- None.

**12) Supplemental Funding for Participating LEAs**

- None, other than the \$12.3 million in “equity adjustment” described previously.

**13) Total Costs**

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Total Costs	\$2,483,000	\$2,392,000	\$3,530,000	\$3,655,000	\$12,060,000

**Table 4: Part II Budget / Project Level (Great Teachers and Leaders)**

<b>Budget Part II: Project-Level Budget Table</b>					
<b>Project Name: Teachers and Leaders</b>					
<b>Associated with Criteria: Section D – Great Teachers and Leaders</b>					
<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$156,252	\$220,152	\$201,402	\$201,402	\$779,208
2. Fringe Benefits	\$52,422	\$74,382	\$68,186	\$68,186	\$263,176
3. Travel	\$32,076	\$375,998	\$374,248	\$296,608	\$1,078,930
4. Equipment	-	-	-	-	\$0
5. Supplies	\$23,808	\$148,468	\$137,163	\$75,803	\$385,242
6. Contractual	\$200,000	\$2,220,000	\$2,320,000	\$1,640,000	\$6,380,000
7. Training Stipends	-	-	-	-	\$0
8. Other	-	-	-	-	\$0
9. Total Direct Costs (lines 1-8)	\$464,558	\$3,039,000	\$3,100,999	\$2,281,999	\$8,886,556
10. Indirect Costs	\$36,000	\$176,000	\$173,000	\$158,000	\$543,000
11. Funding for Involved LEAs	\$1,000,000	\$9,700,000	\$4,850,000	\$4,850,000	\$20,400,000
12. Supplemental Funding for Participating LEAs	-	-	-	-	\$0
13. Total Costs (lines 9-12)	\$1,500,558	\$12,915,000	\$8,123,999	\$7,289,999	\$29,829,556

## BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

### Teachers and Leaders

#### Summary

The Teachers and Leaders section includes three unique components, which are summarized below:

- *Evaluation Models – Professional Development Delivery:* As described in the narrative for Section D, there will always be a need for in-depth professional learning opportunities for the educators. No matter the starting skill-level and depth of knowledge, educators truly understand that the learning process never ends. Professional educators, however, need to be connected to the overarching practices that support good instruction. This budget outlines the implementation of the new targeted system of professional development support that will reach statewide and focus on evaluation models and supports for teachers, principals, and administrators. Two staff will support the efforts: principal and administrator professional development and teacher professional development. These directors will lead state cadres of expert facilitators in conjunction with the Professional Development Cooperative and Regional Implementation Network to provide a full spectrum of professional development support to educators and leaders in the State of Washington.
- *Professional Development Cooperative:* The Washington State Professional Development Cooperative will integrate professional development initiatives in the state with other high quality Washington state-led professional development initiatives. The purpose is to provide consistent, instructionally sound, relevant, connected professional development that focuses on increasing student achievement and improving school and district capacity to support learning. The key roles that funds are requested to support are for a Professional Development Cooperative Facilitator and an Online Platform Web Developer (a shared position with the online platform web developer within Section (B) (3)). The online platform web developer will partner closely with the information technology staff associated with the development of web-based tools for implementing the program for evaluating principals, administrators, and teachers, described above. The Regional Implementation Support Network leadership team described in detail within Section B (3), in collaboration with key state and regional providers, will help coordinate and develop the cooperative throughout the four years of the grant. Their focus will include working with the Professional Development Coordinator (in the Office of Education Reform and Innovation) to reach decisions about partner roles and resource allocation; coordinating and brokering contributions of cooperative partners; and identifying key support, materials, and technical assistance needed across the state. Once established, the full cooperative membership will meet on a bi-monthly basis to coordinate and align professional development efforts and statewide direction. Cooperative component workgroups, made up of providers across the state that are working on the same topic, will convene on a more frequent basis starting in year two to further “drill” into building statewide support and consistency in targeted areas. Funds

also are requested to support larger statewide conferences to support expanding and building capacity around these areas.

- Teacher and Leader Development and Effectiveness Innovation Cluster:* The Teacher and Leader Development and Effectiveness Innovation Cluster is designed to provide opportunities for school districts employees to challenge the usual practices of thinking about teacher and leadership development and related human resource and financial resource connections. Districts willing to explore new policies and practices by implementing new programs and procedures will be selected to serve as exemplars in the design of new career continuums that address recruitment, preparation, licensure, and professional growth. The Teacher and Leader Development and Effectiveness Cluster include two areas of emphasis: compensation and evaluation and preparation. This innovation cluster will be coordinated jointly by a new state-funded position at the Office of Superintendent of Public Instruction who will direct overall state piloting and full implementation of the state’s new evaluation system, and two cluster co-coordinators, along with Professional Educator Standards Board staff. One cluster coordinator will be focused on identifying and working with clusters to implement best practices in alternative compensation models, including career ladders and differential pay systems. The second cluster coordinator will assist in design and brokering of preparation program partnerships, including partners at the national level, to offer residency-model preparation programs for teachers and turnaround principals. Both cluster coordinators will assist with the design criteria, district selection criteria, implementation, and evaluation of the cluster district activities. Their collective responsibility will be to ensure that the cluster participants achieve bold and scalable results with clear implications for changes in policy and practice statewide. More specifically, the cluster coordinators will work with the Office of Superintendent of Public Instruction and the Professional Educator Standards Board to support and provide technical assistance to districts involved in this innovation cluster.

**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Professional Development Cooperative Facilitator (1): The cooperative facilitator will serve a critical role to facilitate and coordinate professional development efforts among all cooperative partners, in close collaboration with the Regional Implementation Support Network coordinator and the state’s Professional Development lead outlined in Sections A and B.	100%	\$80,000	\$80,000
Online Platform Web Developer (1): The web developer will provide technical support to enable efficient transmittal of materials developed into an electronically accessible format, as well as be the primary lead in facilitating components of the web-based system, linking the work of the Cooperative and the Regional Implementation Support Network	50%	\$71,500	\$35,750

described in Section (B) (3) (online repository and clearinghouse). The position will be shared between both sections at 50% each to make a full 1.0 FTE.			
Web-based Resource Developer (1): This individual will provide oversight of the development of web-specific professional development tools starting in year two. They will be responsible for developing new web-based resources and integrating with existing web-based resources to ensure a streamline approach statewide.	33%	\$80,000	\$26,400
Information Technology Specialist (1): This individual will be the technician responsible for integrating the newly developed web-based resources with the online platform that will connect the work of the network (Section B (3)), the Cooperative, and all web-based professional development supports related to teacher and leader evaluation. The position will be 50% in year two and 25% in years three and four.	50% (Y2) 25% (Y3-4)	\$75,000	\$37,500 \$18,750
Administrative Assistant 3 (1): One full-time administrative assistant will support the effort of all of the activities within the Teachers and Leaders Section. This role is pivotal for supporting issuance of contracts and managing the myriad of logistics related to the Professional Development Cooperative.	100%	\$40,502	\$40,502

## 2) Fringe Benefits

- The fringe benefit percentage for all full time personnel in the project is approximately 32.5%.
- The basis for cost estimates are OSPI's currently known standard benefit and employer cost rates per employee.

## 3) Travel

Personnel Travel: These travel expenses include a base annual amount per professional FTE to fund incidental travel related to each position.	Annual Amount per FTE
Professional Development Cooperative Facilitator	\$7,000
Online Platform Web Developer	\$3,500
Web-based Resource Developer (years 2-4 only)	\$3,500
Information Technology Specialist (years 2-4 only)	\$2,310
<b>Total Annual Amount</b>	<b>\$16,310</b>

Meetings: In calculating meeting expenses, the following assumptions were made - Travel expenses include an average per mile reimbursement of \$.50 assuming an average roundtrip of 100 miles per traveler, OR average flight cost of \$209 roundtrip; hotel cost of \$159/night; \$30 per person, per day in meal costs and an	# of participants per meeting	# of meetings	4-year Total
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additional \$50 per day for travelers in travel status and therefore eligible to receive per diem. Additionally, if teachers are asked to attend, a \$135/day reimbursement for substitutes is included.			
Implementation Network / Professional Development Cooperative Leadership Meetings: The focus of these meetings will include decision-making around partner roles and resource allocation; coordinating and brokering contributions of Cooperative partners; and identifying key support, materials, and technical assistance needed across the state.	25	16	\$22,000
Full Professional Development Cooperative Meetings: Full cooperative membership will meet on a bi-monthly basis to coordinate and align professional development efforts and provide statewide direction.	50	32	198,558
Cooperative Component Workgroup Meetings: Cooperative component workgroups, made up of providers across the state that are working on the same topic area (such as teacher evaluation models or content area training), will convene on a more frequent basis starting in year two to further “drill” into building statewide support and consistency in targeted areas.	12	8 Starting in year 2	80,000
State Training Cadre Teams: Starting in year two, professional development providers from all corners of the state will convene three times per year to bring together shared professional development practices, materials, and to build a system for supporting continued consistency in the key areas of support needed as defined within the Professional Development Cooperative’s work.	300	9 Starting in year 2	\$1,041,000
<b>4-year Meeting Total</b>			<b>\$1,341,558</b>

#### 4) Equipment

- None. OSPI’s policy for equipment is defined as items having an acquisition cost of \$5,000 or more per unit. OSPI has included the cost of computer equipment as a one-time cost of \$5,000 per employee in the Supplies line item of the budget tables.

#### 5) Supplies

OSPI includes per FTE, the following base-level supply costs:

- \$5,000 for computer equipment, and necessary office furniture (this is a one-time cost and is per employee, not per FTE).
- \$5,217 for supply costs, per professional level FTE (pro-rated for part-time staff). No supply costs are estimated for support staff.

**6) Contractual**

Title and Purpose	Estimated Total Cost
<p><i>Contract for Principal and Administrator Professional Development Project Director:</i> This contractor will provide support starting in year two of the grant for coordination and delivery of professional development related to the implementation of the new teacher and principal evaluation systems. The director will also serve a lead role as one of the innovation cluster co-coordinators described in Section( D) (5) (ii).</p>	<p>\$495,000 over 3 years</p>
<p><i>Contract for Teacher Professional Development Project Director:</i> This individual will be contracted with to provide support starting in year two of the grant for coordination and delivery of professional development related to the implementation of teacher evaluation systems. The director will also serve a lead role as one of the innovation cluster co-coordinators described in Section (D) (5) (ii).</p>	<p>\$495,000 over 3 years</p>
<p><i>Facilitator Contracts for Professional Development Delivery:</i> The Performance Measures outlined within Section D (5) articulate aggressive goals for reaching a large number of teachers, principals, and administrators through targeted professional development. In order to achieve these goals, a number of contracts with experts in the field will be necessary. Approximately 20-24 facilitators will be selected to serve as statewide professional development providers. In addition to serving districts directly, their work will inform, and they will be key members of the statewide Implementation Network and the Professional Development Cooperative.</p>	<p>\$3,900,000 over 3 years</p>
<p><i>Contract for Web-based Products:</i> This contract will allow state access to already developed web-based professional development products in the areas described above.</p>	<p>\$90,000 over 3 years</p>
<p><i>Contract for development of the state’s web-based platform for the professional development cooperative:</i> This contract will support the development of a clearinghouse/repository for professional development and instructional support modules/materials newly developed as part of the subsequent Professional Development Cooperative. The “clearinghouse” will be a key component of the state’s instructional improvement system described in Section C(3) and will serve as a platform for educators to access new and existing materials that are “vetted” fro consistency and content.</p>	<p>\$1,400,000</p>

- Washington State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

**7) Training Stipends**

- None.

**8) Other**

- None.

**9) Total Direct Costs**

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Direct Costs	\$464,558	\$3,039,000	\$3,100,999	\$2,281,999	\$8,886,556

**10) Indirect Costs**

- Indirect costs of \$543,000 using OSPI’s currently approved restricted indirect rate of 11.4%.

**11) Funding for Involved LEAs**

Activity	Purpose	Annual grant amount	# LEAs involved	Total
Innovation Cluster sub-grants	Grants will be awarded to districts willing to explore new policies and practices by implementing new programs and procedures will serve as exemplars in the design of new career continuum(s) that address recruitment, preparation, licensure, and professional growth. This Cluster includes two areas of emphasis: Compensation and Evaluation and Preparation.	TBD	TBD	\$20,400,000

**12) Supplemental Funding for Participating LEAs**

- None

**13) Total Costs**

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Total Costs	\$1,500,558	\$12,915,000	\$8,123,999	\$7,289,999	\$29,829,556

**Table 5: Part II Budget / Project Level (Turning Around Lowest Achieving Schools)**

<b>Budget Part II: Project-Level Budget Table</b>					
<b>Project Name: Supporting Struggling Schools</b>					
<b>Associated with Criteria: Section E - Turning Around the Lowest-Achieving Schools</b>					
<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$138,060	\$138,060	\$138,060	\$138,060	\$552,240
2. Fringe Benefits	\$47,206	\$47,106	\$47,106	\$47,106	\$188,524
3. Travel	\$5,217	\$5,217	\$5,217	\$5,217	\$20,868
4. Equipment	-	-	-	-	\$0
5. Supplies	\$30,217	\$5,217	\$5,217	\$5,217	\$45,868
6. Contractual	\$1,011,300	\$908,400	\$908,400	\$908,400	\$3,736,500
7. Training Stipends	-	-	-	-	\$0
8. Other	-	-	-	-	\$0
9. Total Direct Costs (lines 1-8)	\$1,232,000	\$1,104,000	\$1,104,000	\$1,104,000	\$4,544,000
10. Indirect Costs	\$25,000	\$21,000	\$21,000	\$21,000	\$88,000
11. Funding for Involved LEAs	-	\$5,105,000	\$4,640,000	\$3,880,000	\$13,625,000
12. Supplemental Funding for Participating LEAs	-	-	-	-	\$0
13. Total Costs (lines 9-12)	\$1,257,000	\$6,245,000	\$5,765,000	\$5,005,000	\$18,272,000

**BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**

**Supporting Struggling Schools**

**Summary**

Race to the Top Program funds will provide two types of assistance to enhance ongoing state efforts in the following areas: 1) supporting schools in the bottom 5% of the state’s persistently lowest-achieving schools and their districts to implement one of four federal intervention models, and 2) supporting schools that are in the bottom 6-10% of the state’s persistently lowest-achieving schools and their districts to implement rapid improvement practices. Brief descriptions of each component follows.

- *Schools in the bottom 5% of Persistently Lowest-Achieving Schools (PLAs) and their Districts:*  
 Up to eight additional PLA schools and their districts will receive funds to implement one of four federal intervention models. Districts include those with PLA schools in the lowest 5% that volunteer to participate, but are not funded through the School Improvement Grant process, and districts required to participate in the Required Action intervention. Approximately \$13 million in Race to the Top funds will support selected PLAs and their districts to fully and effectively implement one of four intervention models.
- *Schools in the bottom 6-10% of Persistently Lowest-Achieving Schools and their Districts:*  
 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 the "Struggling Schools Innovation Cluster." Technical assistance and other services provided to participants are designed to transform those schools that have the potential to become Persistently Lowest-Achieving schools so that they substantially raise student achievement and are no longer listed among the state’s PLAs. 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. The state’s Race to the Top budget includes approximately \$5 million to support the Struggling Schools Innovation Cluster.

**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Project Director 1): Responsible for the overall leadership and management for both parts of this project: 1) implementation of one of four federal intervention models in up to eight schools in the bottom 5% of the state’s PLAs, and 2) support for up to 15	100%	\$104,000 per year	\$104,000 per year

schools through the Struggling Schools Innovation Cluster. The Director will report to the Race to the Top Project Director and will be responsible for ensuring effective implementation and monitoring of activities detailed in the plan associated with (E)(2).			
Administrative Assistant (1): Supports the Project Director as he/she provides leadership and management for implementation of one of four federal intervention models in up to eight schools in the bottom 5% of the state's persistently lowest-achieving schools, as described in Section (E)(2).	100%	\$50,282 per year	\$50,282 per year
Secretary Senior (1): Support the Project Director as he/she provides leadership and management for the Struggling Schools Innovation Cluster project described in (E)(2).	50%	\$40,000 per year	\$20,000 per year

## 2) Fringe Benefits

- The fringe benefit percentage for all full-time personnel in the project is approximately 32.5%.
- The basis for cost estimates are OSPI's currently known standard benefit and employer cost rates per employee.

## 3) Travel

Personnel Travel	Annual Amount per FTE
Project Director (1)	\$5,217

## 4) Equipment

- None. OSPI's policy for equipment is defined as items having an acquisition cost of \$5,000 or more per unit. OSPI has included the cost of computer equipment as a one-time cost of \$5,000 per employee in the supplies line item of the budget tables.

## 5) Supplies

OSPI includes the following supply costs:

- \$5,000 for computer equipment and necessary office furniture, for an approximate total of \$15,000. Note: This is a one-time cost and is per employee, not per FTE.
- \$5,217 for supply costs per year for the Project Director.
- \$10,000 during Year 1 of the project for miscellaneous supplies and materials required to launch the two parts of this project: 1) implementing one of four federal interventions in up to 8 schools and their districts, and 2) supporting up to 15 schools and their districts through the Struggling Schools Innovation Cluster. No additional costs for supplies are projected in Years two through four.

**6) Contractual**

<p><i>Teams to conduct District-level External Needs Assessments</i> (approximately 6 districts): External teams of experts will be contracted by the Office of Superintendent of Public Instruction to conduct needs assessments or academic performance audits in each district with schools participating in the Struggling Schools Innovation Cluster. The external needs assessment team will use OSPI’s rubric based on the <i>Characteristics of Improved Districts: Themes from Research</i> and other tools to identify the potential reasons for the school’s low performance and lack of progress. External needs assessments will be conducted only in the first year of the project. The projected cost for each external needs assessment is \$60,000.</p> <p>The external review team will include persons with expertise in comprehensive school district reform. The team will not include staff from OSPI or the school district that is the subject of the assessment, or members and/or staff of the State Board of Education.</p> <p>Note: It is projected that approximately 15 schools in 6 districts will participate in the Struggling Schools Innovation Cluster.</p>	<p>\$360,000</p>
<p><i>Teams to conduct External School Review/Audits</i> (approximately 15 schools): An external review/audit team will utilize OSPI’s rubric based on the <i>Nine Characteristics of High Performing Schools</i> and other tools to identify the potential reasons for the school’s low performance and lack of progress. The audit report will include, but will not be limited to, an analysis of the following: student demographics, mobility patterns, school feeder patterns, performance of different student groups on assessments, strategic allocation of resources, alignment with the <i>Nine Characteristics of High Performing Schools</i>, any unique circumstances or characteristics of the school or district, and, as applicable, alternative school best practices. School reviews/audits will be conducted only in the first year of the project. The projected cost for each external review/audit is \$50,000.</p>	<p>\$600,000</p>
<p><i>Technical Assistance Contractors with Specialized Expertise (TACSE)</i>: OSPI will contract with approximately 15 educators with expertise in areas such as: school/district reform, English language development, implementing effective K-12 mathematics and reading systems, utilizing evidence-based instructional strategies and classroom walk-through protocols, supporting students with special needs, turnaround leadership, partnering with parents and the community, and expanding learning time for students and staff. TACSEs will support school/district teams to implement evidence-based practices and other innovations presented to them in professional development delivered through the Struggling Schools Innovation Cluster. Each participating school will receive approximately \$10,000 in TACSE services during Years two through four of the project.</p>	<p>\$360,000</p>

<p>Turnaround Specialists: The Office of Superintendent of Public Instruction will contract with approximately 15 educators with expertise in areas such as: school/district reform; turnaround leadership; implementing evidence-base practices and other innovations in reading, mathematics, English language development, and meeting the needs of students with special needs; and building capacity for continuous improvement and sustaining reforms over time. Turnaround specialists will support school/district teams to implement evidence-base practices and other innovations presented to them in professional development delivered through the Struggling Schools Innovation Cluster. Each participating school will receive approximately \$60,000 in Turnaround Specialists services during Years 2-4 of the project.</p> <p>Note: It is projected that approximately 15 schools in 6 districts will participate in the Struggling Schools Innovation Cluster.</p>	\$2,160,000
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- Washington State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

**7) Training Stipends**

- None.

**8) Other**

- None.

**9) Total Direct Costs**

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Total Direct Costs	\$1,232,000	\$1,104,000	\$1,104,000	\$1,104,000	\$4,544,000

**10) Indirect Costs**

- Indirect costs are \$103,000 using OSPI's currently approved restricted indirect rate of 11.4%.

**11) Funding for Involved LEAs**

Activity	Purpose	Cost	# LEAs involved	Total
Grants to districts with unfunded SIG schools and to Required Action Districts (up to 8 PLA schools served with	Implement one of four federal intervention models in each selected PLA school	Year 1: No grant funds distributed Year 2: Total of \$4,640,000	Up to 8	\$12,200,000

these grants)		Year 3: Total of \$4,160,000 Year 4: Total of \$3,400,000		
Grants to schools in the Struggling Schools Innovation Cluster	Engage in professional development and other services provided to the cluster; implement evidence-based practices and other innovations at the school/district level.	Year 1: No grant funds distributed Year 2: Total of \$571,000 Year 3: Total of \$571,000 Year 4: Total of \$571,000	Up to 15 schools in a projected 6 districts	\$1,425,000

**12) Supplemental Funding for Participating LEAs**

- None, other than the \$12.3 million in “equity adjustment” described previously.

**13) Total Costs**

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Total Costs	\$1,257,000	\$6,245,000	\$5,765,000	\$5,005,000	\$18,272,000

**Table 6: Part II Budget / Project Level (STEM Competitive Preference)**

<b>Budget Part II: Project-Level Budget Table</b>					
<b>Project Name: STEM</b>					
<b>Associated with Criteria: Priority 2: Competitive Preference Priority</b>					
<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$93,936	\$93,936	\$93,936	\$93,936	\$375,744
2. Fringe Benefits	\$31,322	\$31,322	\$31,322	\$31,322	\$125,288
3. Travel	\$40,664	\$40,664	\$40,664	\$40,664	\$162,656
4. Equipment	-	-	-	-	\$0
5. Supplies	\$17,553	\$12,553	\$12,553	\$12,553	\$55,212
6. Contractual	\$1,321,525	\$1,021,525	\$1,021,525	\$1,021,525	\$4,386,100
7. Training Stipends	-	-	-	-	\$0
8. Other	-	-	-	-	\$0
9. Total Direct Costs (lines 1-8)	\$1,505,000	\$1,200,000	\$1,200,000	\$1,200,000	\$5,105,000
10. Indirect Costs	\$21,000	\$21,000	\$21,000	\$21,000	\$84,000
11. Funding for Involved LEAs	-	\$5,000,000	\$5,000,000	\$5,000,000	\$15,000,000
12. Supplemental Funding for Participating LEAs	-	-	-	-	\$0
13. Total Costs (lines 9- 12)	\$1,526,000	\$6,221,000	\$6,221,000	\$6,221,000	\$20,189,000

**BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**

**STEM**

**Summary**

The STEM project includes two components, which are summarized below:

- STEM Innovation Cluster:* Funding is requested for the STEM Innovation Cluster for three major activities: OSPI and Washington STEM Center coordination and technical assistance (\$1.2 million), meeting expenses for bringing together the cluster participants to learn about promising and innovative practices and to share progress (\$160,000), and grants to school districts to “scale-up” promising practices and implement innovative STEM practices and programs (\$15 million). A total of \$5,000,000 per year will be available for approximately 30 three-year grants that will range in size from \$30,000 to \$300,000 per year depending on the number of students, teachers, and schools involved in the grant application. In addition to coordinating the STEM Cluster, the OSPI and STEM Center Coordinators will provide STEM technical assistance to educators in participating school districts that are not involved in the cluster.
- Statewide STEM Activities - STEM Portal:* Funding is requested to develop and maintain a state-of-the-art STEM website that catalogues, organizes, and stores information on 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, discussions, and reviews. OSPI will contract with the Washington STEM Center to design, develop, and maintain the website. The center will hire a Chief Technology Officer to manage the project and the center will conduct research on state, national, and international STEM best practices as it develops the site. A total of \$100,000 will be provided annually in years two through four for ongoing portal website upgrades and maintenance.

**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
STEM Innovation Cluster Coordinator (1): The cluster coordinator will oversee all components of cluster management and technical assistance. His/her role will include facilitating the sub-grantee selection process, conducting technical assistance site visits, and facilitating biannual professional development for all grantees for collaboration and sharing of best practices.	100%	\$ 80,000	\$80,000
Administrative Assistant (1): The Administrative Assistant will provide clerical and administrative support for STEM Cluster Coordinator.	33%	\$40,502	\$ 13,366

**2) Fringe Benefits**

- The fringe benefit percentage for all full-time personnel in the project is approximately 32.5%.
- The basis for cost estimates are OSPI’s currently known standard benefit and employer cost rates per employee.

**3) Travel**

Personnel Travel: These travel expenses include a base annual amount per professional FTE to fund incidental travel related to each position.	Annual Amount per FTE
STEM Cluster Coordinator	\$7,000

Meetings: In calculating meeting expenses, the following assumptions were made - Travel expenses include an average per mile reimbursement of \$.50 assuming an average roundtrip of 100 miles per traveler, OR average flight cost of \$209 roundtrip; hotel cost of \$159/night; \$30 per person, per day in meal costs and an additional \$50 per day for travelers in travel status, and therefore eligible to receive per diem. Additionally, if teachers are asked to attend, a \$135/day reimbursement for substitutes is included.	# of participants	# of meetings	Total
STEM Innovation Cluster meetings: Cluster subgrantees will be brought together twice per year to receive systems-focused professional development, share best practices, and to collaborate with each other and STEM partners. Each subgrantee will be invited to bring teams of up to four participants	100	8	\$164,000

**4) Equipment**

- None. OSPI’s policy for equipment is defined as items having an acquisition cost of \$5,000 or more per unit. OSPI has included the cost of computer equipment as a one-time cost of \$5,000 per employee in the supplies line item of the budget tables.

**5) Supplies**

OSPI includes per FTE the following supply costs:

- \$5,000 for computer equipment and necessary office furniture (this is a one-time cost and is per employee, not per FTE).
- \$5,217 for supply costs, per professional level FTE (pro-rated for part-time staff). No supply costs are estimated for support staff.

**6) Contractual**

Title and Purpose	Estimated Total Cost
<i>Contract with STEM Center for Cluster Coordination and Other Technical Assistance:</i> The contract will be to assist OSPI in the coordination of the STEM Innovation Cluster and for the provision of other technical assistance to assist school districts in integrating and applying STEM content areas.	\$531,900
<i>Contract with STEM Center for STEM Portal:</i> The contract will be to design and implement an interactive STEM web portal that will be a comprehensive guide for STEM resources for teachers, students, parents, and community partners statewide.	\$1,020,000
<i>Contract with MESA for Assisting Underrepresented Students:</i> This contract will be for the delivery of programs that meet students’ needs for academic support, challenges them to achieve at high levels of mathematics and science, and inspires them to excel. \$700,000 will be provided annually for the contract.	\$2,800,000

- Washington State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

**7) Training Stipends**

- None.

**8) Other**

- None.

**9) Total Direct Costs**

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Direct Costs	\$1,505,000	\$1,200,000	\$1,200,000	\$1,200,000	\$5,105,000

**10) Indirect Costs**

- Indirect costs are \$84,000 using OSPI’s currently approved restricted indirect rate of 11.4%.

**11) Funding for Involved LEAs**

Activity	Purpose	Annual grant Amount	# LEAs involved	Total
STEM Innovation	Grants to school districts to “scale-up” promising practices	\$30,000 -	Up to 30	\$15,000,000

Cluster Subgrants	and implement innovative STEM practices and programs	\$300,000		
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**12) Supplemental Funding for Participating LEAs**

- None, other than the \$12.3 million in “equity adjustment” described previously.

**13) Total Costs**

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Total Costs	\$1,526,000	\$6,221,000	\$6,221,000	\$6,221,000	\$20,189,000

**Table 7: Part II Budget /Project Level**

<b>Budget Part II: Project-Level Budget Table</b>					
<b>Project Name: Office of Education Reform and Innovation</b>					
<b>Associated with Criteria: Leadership and support for Sections A-F</b>					
<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$629,500	\$629,500	\$629,500	\$629,500	\$2,518,000
2. Fringe Benefits	\$209,080	\$209,080	\$209,080	\$209,080	\$836,320
3. Travel	\$303,445	\$303,445	\$303,445	\$303,445	\$1,213,780
4. Equipment	-	-	-	-	\$0
5. Supplies	\$347,975	\$557,975	\$182,975	\$182,975	\$1,271,900
6. Contractual	-	-	-	-	\$0
7. Training Stipends	-	-	-	-	\$0
8. Other	-	-	-	-	\$0
9. Total Direct Costs (lines 1-8)	\$1,490,000	\$1,700,000	\$1,325,000	\$1,325,000	\$5,840,000
10. Indirect Costs	\$171,000	\$193,000	\$151,000	\$151,000	\$666,000
11. Funding for Involved LEAs	-	-	-	-	\$0
12. Supplemental Funding for Participating LEAs	-	-	-	-	\$0
13. Total Costs (lines 9-12)	\$1,661,000	\$1,893,000	\$1,476,000	\$1,476,000	\$6,506,000

**BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**

**Office of Education Reform and Innovation**

**Summary**

The organizational structure for implementing Washington’s Race to the Top Program includes the development of a new Office of Education Reform and Innovation in the Office of the Superintendent of Public Instruction. This implementation and management function will be led by a Director of Education Reform and Innovation, who will have a lean central staff but a strong network of existing and new personnel and partners on whom to rely for day-to-day project implementation and management. Functions housed in the Office of Education Reform and Innovation will include: Leadership (2.0 FTEs); performance management and accountability (1.0 FTEs); research, evaluation, and knowledge management to document, record, and disseminate best practices (1.0 FTEs); staffing the governance function ; fiscal and grants management (1.0 FTEs); innovation cluster coordination (1.0 FTE); professional development coordination (1.0 FTE) and reform and innovation data manager (1.0 FTE).

**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Director of Education Reform and Innovation (1): The Director of Education Reform and Innovation will provide leadership and coordinate the actions included in the state’s education reform plan and provide oversight of activities funded by the Race to the Top grant.	100%	\$110,000	\$110,000
Executive Assistant (1): The Administrative Assistant will provide clerical and administrative support to the Director of Education Reform and Innovation.	100%	\$60,000	\$60,000
Accountability and Performance Management Director (1): The Account-ability and Performance Management Director will align information technology, the instructional improvement system, accountability reporting, report cards, and assessment functions.	100%	\$ 80,000	\$80,000
Research, Evaluation, Knowledge Management Director (1): The Research, Evaluation, Knowledge Management Director will conduct research, coordinate evaluations, and share key findings and outcomes with educators, decision-makers, and the public.	100%	\$80,000	\$80,000
Reform and Innovation Data Manager (1): Reform and Innovation Data Manager will design and implement the performance management report card, design and maintain the Education Reform website, and provide other technology-related technical assistance for office personnel.	100%	\$ 71,500	\$71,500
Professional Delivery Coordination Director (1): The Professional Delivery Coordination Director will coordinate professional	100%	\$80,000	\$80,000

development delivery across the Education Service Districts, the Office of Superintendent of Public Instruction, the Performance Management and Turnaround Office, and the Professional Development Cooperative.			
Fiscal Analyst (1): The Fiscal Analyst will provide fiscal oversight of the grant funds and coordinate the issuance of grants and funding allocations to school districts.	100%	\$68,000	\$68,000
Innovation Cluster Coordination Director (1): The Innovation Cluster Coordination Director will support the implementation activities associated with each of the four innovation clusters to ensure the coordination of common practices.	100%	\$80,000	\$80,000

**2) Fringe Benefits**

- The fringe benefit percentages for all full-time personnel in the project is approximately 32.5%.
- The basis for cost estimates are OSPI’s currently known standard benefit and employer cost rates per employee.

**3) Travel**

Personnel Travel: These travel expenses include a base annual amount per professional FTE to fund incidental travel related to each position.	Annual Amount per FTE
Director of Education Reform and Innovation	\$7,000
Executive Assistant	\$1,000
Accountability and Performance Management Director	\$5,217
Research, Evaluation, Knowledge Management Director	\$1,000
Reform and Innovation Data Manager	\$1,000
Professional Delivery Coordination Director	\$5,217
Fiscal Analyst	\$1,000
Innovation Cluster Coordination Director	\$5,217
<b>Total Annual Amount</b>	<b>\$26,651</b>

Meetings: In calculating meeting expenses, the following assumptions were made - Travel expenses include an average per mile reimbursement of \$.50 assuming an average roundtrip of 100 miles per traveler, OR average flight cost of \$209 roundtrip; hotel cost of \$159/night; \$30 per person, per day in meal costs and an additional \$50 per day for travelers in travel status and therefore eligible to receive per diem. Additionally, if teachers are asked to attend, a \$135/day reimbursement for substitutes is included.	# of participants	# of meetings	Total
Participating District - Statewide Information Sharing and Coordination meetings: These meetings will be held annually. The initial meeting will provide information regarding the development of the plan each school district will be required to complete to be eligible for RTTT funding. The subsequent meetings will highlight innovative practices and share strategies that can be implemented to improve teaching and learning.	1,000	4	\$ 1,060,000
Regional Project Coordination and Implementation Meetings: These meetings, which will be at the nine Educational Service Districts, will provide educators from participating school districts to share best practices, discuss ideas for innovation, and develop and implement plans for improving education in their region.	111	36	\$568,000

**4) Equipment**

- None. OSPI’s policy for equipment is defined as items having an acquisition cost of \$5,000 or more per unit. OSPI has included the cost of computer equipment as a one-time cost of \$5,000 per employee in the supplies line item of the budget tables.

**5) Supplies**

OSPI includes per FTE the following supply costs:

- \$5,000 for computer equipment, and necessary office furniture (this is a one-time cost and is per employee, not per FTE).
- \$5,217 for supply costs, per professional level FTE (pro-rated for part-time staff). No supply costs are estimated for support staff.

**6) Contractual**

- None.

**7) Training Stipends**

- None.

**8) Other**

- None.

**9) Total Direct Costs**

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Direct Costs	\$1,490,000	\$1,700,000	\$1,325,000	\$1,325,000	\$5,840,000

**10) Indirect Costs**

- Indirect costs are \$666,000 using OSPI's currently approved restricted indirect rate of 11.4%.

**11) Funding for Involved LEAs**

- None.

**12) Supplemental Funding for Participating LEAs**

- None.

**13) Total Costs**

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Total Costs	\$1,661,000	\$1,893,000	\$1,476,000	\$1,476,000	\$6,506,000

### Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES

NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: 07/01/09 to 6/30/10

Approving Federal agency: X ED    OTHER

*(Please specify agency):* \_\_\_\_\_

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If “No” is checked, ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
  - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and
  - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

APR 22 2010

RECEIVED  
APR 29 2010  
SPI BUDGET & ACCOUNTING

Ms. Jo Lynn Berge  
Director, Financial Services  
WA Superintendent of Public Instruction  
Old Capitol Building  
PO Box 47200  
Olympia, WA 98504-7200

Reference: Agreement No. 2010-040

Dear Ms. Berge:

The original and one copy of the Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the US Department of Education. The rates agreed upon should be used to compute indirect cost for grants, contracts, and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

U.S. Department of Education  
OCFO/FIPAO/ICG  
Attention: Mrs. Frances Outland, Rm. 21G1  
830 First Street, NE  
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any questions concerning this agreement, please contact Frances Outland at (202) 377-3750 or [frances.outland@ed.gov](mailto:frances.outland@ed.gov).

The indirect cost rate proposal based on actual data for the year ended, June 30, 2009 was due in our office December 31, 2009. This proposal should be sent to the above address.

Sincerely,

Mary Gougisha  
Director, Indirect Cost Group  
Financial Improvement and Post Audit Operations

Enclosures

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202  
[www.ed.gov](http://www.ed.gov)

*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

RECEIVED  
 APR 29 2010  
 SPI BUDGET & ACCOUNTING

INDIRECT COST RATE AGREEMENT  
 STATE EDUCATION AGENCY

ORGANIZATION:

DATE: APR 22 2010

Washington Superintendent of Public Instruction  
 PO Box 47200, Old Capitol Building  
 Olympia, Washington 98504-7200

AGREEMENT NO. 2010-040  
 Filing Reference: This replaces  
 previous Agreement No. 2008-237  
 dated March 16, 2009

EIN: 91-6001112

The purpose of this Agreement is to establish indirect cost rates for use in award and management of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies (relocated to 2CFR 225). The rates were negotiated by the US Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV - Approvals.

Section I - Rate(s) and Base(s)

TYPE	Effective Period		Rate	Base	Location	Coverage Applicability
	From	To				
Fixed	07-01-09	06-30-10	15.6%	<u>1/</u>	All	<u>2/</u>
Fixed	07-01-09	06-30-10	11.4%	<u>1/</u>	All	<u>3/</u>

1/ Total Direct Costs less equipment purchases, alterations and renovations, flow-through funds, and the portion of individual subwards exceeding \$25,000.

2/ All Federal programs which do not require the use of a restricted rate as defined by 34 CFR 75.563 and 34 CFR 76.563.

3/ All Federal programs which require the use of a restricted rate as defined by 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs. In accordance with OMB Circular A-87-Attachment B, 8.d.(3), payments to separating employees for unused leave are treated as indirect costs.

Capitalization Policy: Equipment items are those with a unit acquisition cost of \$5,000 or more, and an estimated useful life of one year or more.

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**SECTION II – Particulars**

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SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Grantee and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the Washington Superintendent of Public Instruction were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the State Education Agency and applicable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the agency, and which was used as a basis for acceptance of rates agreed to herein are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this agreement are based on the accounting system in effect at the time the agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to changing a particular type of cost from an indirect cost a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs, which will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the cost used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments, which affect this cost allocation plan, will be compensated for during the rate approval process of a subsequent year.

SECTION III - Special Remarks

1. This agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this agreement should be directed to the negotiator.
3. Approval of the rate(s) contained herein does not establish acceptance of the State Education Agency's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.
4. Federal programs currently reimbursing indirect costs to this Department/Agency by means other than the rate(s) cited in this agreement should be credited for such costs and the applicable rate cited herein applied to the appropriate base to identify the proper amount of indirect costs allocable to the program.

SECTION IV - Approvals

For the State Education Agency:

Washington Superintendent of Public Instruction  
PO Box 47200, Old Capitol Building  
Old Capitol Building  
Olympia, Washington 98504-7200

Ken Kanikeberg  
Signature

Ken Kanikeberg  
Name

Chief of Staff  
Title

4/29/10  
Date

For the Federal Government:

U.S. Department of Education  
OCFO/FIPAO/ICG  
830 First Street, NE  
Washington, DC 20202-4450

Mary Gougisha  
Signature

Mary Gougisha  
Name

Director, Indirect Cost Group  
Title

APR 22 2010  
Date

Frances L. Outland  
Negotiator

(202) 377-3750  
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