



Using Stimulus to Drive Change: Washington State's Opportunity to Race to the Top

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

- Washington is participating in the common core standards consortium organized by the National Governors Association and the Council of Chief State School Officers. (A 1)
- Washington is also participating in Achieve's ADP Assessment consortium working toward common math standards and assessments. (A 2)
- The Washington State Board of Education's (SBE) approval of CORE 24 in July 2008 will prepare every high school graduate for college, work and life by increasing minimum graduation requirements from 19 to 24 credits when fully implemented. Additional credits will be required in math, science and world languages. (A 3)
- The Office of the Superintendent of Public Instruction (OSPI), in collaboration with the SBE, have conducted reviews of math and science curriculum alignment with state standards and issued recommendations for highly aligned curriculum. (A 3)
- *Area for improvement:* Standard formative and interim assessments are not used statewide; however, some districts do use them. (A 3)

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

- OSPI was awarded a four-year Statewide Longitudinal Data Systems Grant in June 2009 by the U.S. Department of Education. When fully developed, the system will provide longitudinal assessments of student and teacher growth, useful data that aligns curriculum with desired student outcomes, and transparency of information with a demonstration of governmental accountability to students, parents, taxpayers, policymakers and other stakeholders. (B 1)
- Passage of 2009 c 548 (ESHB 2261) supports the expansion of the state's data system to be one that links student, educator, and financial information. Elements expected in the data system include linked student and educator data; common coding of courses and major areas of study; a common, standardized structure for reporting the costs of programs; separate accounting of state, federal, and local revenues and costs; information linking state funding formulas to school district budgeting and accounting; information that is centrally accessible and updated regularly; and a non-identifiable copy of data that is updated at least quarterly and made available to the public. (B 1, 2)
- Passage of 2009 c 548 also creates a K-12 Data Governance Group within OSPI to focus on improving data systems. (B 1, 2)
- Furthermore, current statute, created in 2007, calls for collected of P-20 data in Education Data Center housed in the Office of Financial Management. (B 1)
- Assessment data is available to educators for use in improving instruction; some data is available to researchers. (B 3)
- *Area for improvement:* While some educators, schools and districts may use student assessment data to inform instruction, there is no universal, statewide mechanism to do so currently in use. Any participating LEA would need to agree to a specific plan to use such data to inform instruction. (B 3)



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Recruiting, developing, retaining and rewarding effective teachers and principals

- There are currently four alternative pathways for prospective teachers to pursue. Most programs are conducted by institutions of higher education; however, one Education Service District runs a consortium program. (C 1)
- Current work by the Professional Educator Standards Board (PESB) and passage of 2009 c 548 requires the development of a uniform, classroom-based means of evaluating teacher effectiveness at the pre-service level, to be used during student teaching. (C 2, 4)
- Bonuses are awarded to teachers who earn their National Board certification. An additional bonus is granted to National Board certified teachers who work in high-poverty schools. (C 2, 3)
- Passage of 2009 c 548 establishes the requirement that by July 2011, residency certification programs must demonstrate how the program produces effective teachers. (C 4)
- Some schools and districts support induction programs for new teachers and encourage/provide time for teacher collaboration and common planning. (C 5)
 - *Area for improvement:* Current alternate routes to teacher certification often require the same amount of credits as traditional routes. (C 1)
 - *Area for improvement:* There are no alternate routes to principal certification at the residency level. (C 1)
 - *Area for improvement:* At present, there is no system to identify and differentiate teachers and principals based on effectiveness, i.e. student growth. The expanding use of the evaluation tool to be used at the pre-service level could be a way to meet this requirement. (C 2)
 - *Area for improvement:* While some schools and districts provide induction and common planning time to teachers, not all do so. Participating LEAs would need to agree to some common system of providing similar supports. (C 5)

Turning around our lowest-performing schools

- The SBE has been developing an accountability system that would provide identify and support struggling schools and districts. Included in 2009 c 548 is direction for the SBE to continue this work, including the development of corrective action plan options for schools and districts that don't improve with voluntary supports and assistance. (D 1)
- The proposed SBE plan will categorize all schools and districts in the state, including the lowest achieving 5 percent. The accountability proposal includes various methods a school and district can use to improve student achievement. (D 3)
 - *Area for improvement:* Intervention authority language for the state remains weak in comparison to other states. (D 1)
 - *Area for improvement:* Charter schools are prohibited in Washington, although the state does host some innovative public-private partnership schools. (D 2)

Overall selection criteria

- Passage of 2009 c 548 establishes conditions favorable to education reform and innovation. This legislation will drive new bold education reform by embracing innovation and college- and career-ready standards. The reform bill will begin to be



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phased in immediately and will be fully implemented by 2018. Washington's newly adopted basic education definition improves student achievement through school improvement and reform. (E 1)

- Since 2003, student scores on the National Assessment of Educational Progress have increased. (E 1)
- Education funding made up a larger percentage of the FY2009-11 budget than the FY2007-08 budget. (E 2)
- Many stakeholders supported the passage of 2009 c 548, a comprehensive plan to reform our education system, including parents, business leaders, and community organizations. (E 3)
 - *Area for improvement:* Washington's FY2009-11 budget largely maintains current operations, rather than drive innovation. (E 1)
 - *Area for improvement:* Achievement gaps on the National Assessment of Educational Progress have not shrunk between all subgroups since 2003. (E 1)
 - *Area for improvement:* Graduation rates have not increased substantially in the past few years. (E 1)
 - *Area for improvement:* The state teachers union opposed 2009 c 548. (E 3)
 - *Area for improvement:* Targets have not yet been set for increasing student achievement, decreasing the achievement gap, or increasing graduation rates beyond targets already established under the Elementary and Secondary Education Act (No Child Left Behind). (E 4)
 - *Area for improvement:* A high-quality overall plan that demonstrates the state's capacity to implement proposed plans has not been finalized. (E 5)