
HOUSE BILL 2148

State of Washington 61st Legislature 2009 Regular Session

By Representatives Pettigrew and Hudgins

Read first time 02/11/09. Referred to Committee on Education.

1 AN ACT Relating to implementing strategies to address the
2 achievement gap; amending RCW 28A.150.210, 28A.410.210, and
3 28A.660.010; reenacting and amending RCW 28A.415.023; adding new
4 sections to chapter 28A.300 RCW; adding a new section to chapter
5 28A.305 RCW; and creating new sections.

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

7 NEW SECTION. **Sec. 1.** (1) The legislature finds compelling
8 evidence from five commissioned studies that additional progress must
9 be made to address the achievement gap. The studies also contain
10 specific recommendations for action by the legislature, colleges of
11 education, school leadership, teachers, and communities. These
12 recommendations are data-driven and drawn from education research, as
13 well as the personal, professional, and cultural experience of those
14 who contributed to the studies.

15 (2) Therefore, following the priority recommendations from the
16 achievement gap studies, the legislature intends to:

17 (a) Create an ongoing advisory committee to provide a forum for
18 continued focus and priority on eliminating the achievement gap;

1 (b) Include in the basic education goal the responsibility for the
2 school system to be responsive to the distinct learning needs of
3 students from all races, cultures, and income levels;

4 (c) Provide resources to schools with large numbers of
5 disadvantaged students to support parent and community involvement and
6 outreach efforts;

7 (d) Require school improvement plans to include specific strategies
8 to address the achievement gap;

9 (e) Require that teachers have opportunities to increase their
10 multicultural understanding throughout their careers;

11 (f) Create local alternative routes to teacher certification for
12 paraeducators and individuals in the communities surrounding schools
13 and school districts that are struggling to address the achievement
14 gap;

15 (g) Initiate a planning process for creating innovative millennium
16 schools on a pilot basis;

17 (h) Reexamine the study recommendations regarding data and
18 accountability and identify ways for the education data accountability
19 system to address these needs; and

20 (i) Combine the study findings and recommendations into a best
21 practices manual to be distributed to school districts.

22 NEW SECTION. **Sec. 2.** (1)(a) The achievement gap advisory
23 committee is established within the office of the superintendent of
24 public instruction, composed of at least fifteen members each appointed
25 for two-year terms as follows:

26 (i) Three members appointed by the commission on African-American
27 affairs;

28 (ii) Three members appointed by the commission on Hispanic affairs;

29 (iii) Three members appointed by the governor's office of Indian
30 affairs;

31 (iv) Three members representing Asian Americans appointed by the
32 commission on Asian Pacific American affairs; and

33 (v) Three members representing Pacific Islander Americans appointed
34 by the commission on Asian Pacific American affairs.

35 (b) The superintendent of public instruction may appoint up to five
36 additional members, also for two-year terms. The members of the

1 committee shall select the chair of the committee for a one-year term.
2 There is no limitation on the number of terms a member may serve if
3 reappointed.

4 (c) The committee may create temporary subcommittees to examine
5 particular topics in greater depth.

6 (d) Members of the committee shall serve without compensation but
7 must be reimbursed as provided in RCW 43.03.050 and 43.03.060.

8 (e) The office of the superintendent of public instruction shall
9 provide staff support for the committee.

10 (2) The purpose of the achievement gap advisory committee is to
11 advise the superintendent of public instruction, the professional
12 educator standards board, and the state board of education on effective
13 measures to close the achievement gap, to foster public accountability
14 for achieving excellence and equity in public education, and to promote
15 a greater sense of urgency and priority for doing so. The committee
16 has the following responsibilities:

17 (a) Establish key indicators and benchmarks to measure progress in
18 closing the achievement gap, and advise the office of the
19 superintendent of public instruction on the data collection and
20 analysis necessary to track the indicators;

21 (b) Identify current programs and resources that have the potential
22 to narrow the gap and make recommendations for their effective
23 utilization;

24 (c) Offer advice on how to improve communication and coordination
25 among programs aimed at narrowing the achievement gap;

26 (d) Advise the office of the superintendent of public instruction
27 and the professional educator standards board on effective professional
28 development programs and practices that increase cultural competence,
29 family and community engagement, and instruction for struggling
30 students;

31 (e) Advise the office of the superintendent of public instruction,
32 the professional educator standards board, and the state board of
33 education on effective methods of recruiting and retaining diverse
34 teachers and school administrators; and

35 (f) Advise the office of the superintendent of public instruction
36 and the state board of education on making closing the achievement gap
37 a central goal of all school improvement programs and plans.

1 **Sec. 3.** RCW 28A.150.210 and 2007 c 400 s 1 are each amended to
2 read as follows:

3 The goal of the basic education act for the schools of the state of
4 Washington set forth in this chapter shall be to provide students with
5 the opportunity to become responsible and respectful global citizens,
6 to contribute to their economic well-being and that of their families
7 and communities, to explore and understand different perspectives, and
8 to enjoy productive and satisfying lives. Additionally, the state of
9 Washington intends to provide for ~~((a))~~ an excellent and equitable
10 public school system that adequately identifies and is responsive to
11 the distinct learning needs of students from every race, culture, and
12 income level, and is able to evolve and adapt in order to better focus
13 on strengthening the educational achievement of all students(~~(-~~
14 ~~which))~~). This includes high expectations for all students and
15 ~~((gives))~~ provides all students the opportunity to achieve personal and
16 academic success. To these ends, the goals of each school district,
17 with the involvement of parents and community members, shall be to
18 provide opportunities for every student to develop the knowledge and
19 skills essential to:

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

23 (2) Know and apply the core concepts and principles of mathematics;
24 social, physical, and life sciences; civics and history, including
25 different cultures and participation in representative government;
26 geography; arts; and health and fitness;

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

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

33 NEW SECTION. **Sec. 4.** (1) Subject to funds appropriated for this
34 purpose, the superintendent of public instruction shall allocate to
35 each school district ten dollars per full-time equivalent student
36 enrolled in a school in the district where more than forty percent of
37 the students enrolled in the school were eligible for free and reduced

1 price lunch during the prior school year. Each school district
2 receiving an allocation under this section shall distribute the funds
3 directly to the school that generates the funds.

4 (2) Schools shall use the funds under this section to support
5 parent and community involvement and outreach efforts, including such
6 items as additional notices and communication to parents, translations,
7 translators, parent and community meetings, school events within the
8 community, and parent and community outreach facilitators. Schools and
9 school districts are encouraged to consult with the office of the
10 education ombudsman in developing plans for parent and community
11 involvement and outreach.

12 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.305
13 RCW to read as follows:

14 The state board of education shall by rule require each school
15 district to include in the school improvement plans of the district
16 specific actions that will be taken to close the achievement gap across
17 various subgroups of students.

18 **Sec. 6.** RCW 28A.410.210 and 2008 c 176 s 1 are each amended to
19 read as follows:

20 The purpose of the professional educator standards board is to
21 establish policies and requirements for the preparation and
22 certification of educators that provide standards for competency in
23 professional knowledge and practice in the areas of certification; a
24 foundation of skills, knowledge, and attitudes necessary to help
25 students with diverse needs, abilities, cultural experiences, and
26 learning styles meet or exceed the learning goals outlined in RCW
27 28A.150.210; knowledge of research-based practice; and professional
28 development throughout a career. The Washington professional educator
29 standards board shall:

30 (1) Establish policies and practices for the approval of programs
31 of courses, requirements, and other activities leading to educator
32 certification including teacher, school administrator, and educational
33 staff associate certification;

34 (2) Establish policies and practices for the approval of the
35 character of work required to be performed as a condition of entrance

1 to and graduation from any educator preparation program including
2 teacher, school administrator, and educational staff associate
3 preparation program as provided in subsection (1) of this section;

4 (3) Establish a list of accredited institutions of higher education
5 of this and other states whose graduates may be awarded educator
6 certificates as teacher, school administrator, and educational staff
7 associate and establish criteria and enter into agreements with other
8 states to acquire reciprocal approval of educator preparation programs
9 and certification, including teacher certification from the national
10 board for professional teaching standards;

11 (4) Establish policies for approval of nontraditional educator
12 preparation programs;

13 (5) Conduct a review of educator program approval standards at
14 least every five years, beginning in 2006, to reflect research findings
15 and assure continued improvement of preparation programs for teachers,
16 administrators, and school specialized personnel;

17 (6) Specify the types and kinds of educator certificates to be
18 issued and conditions for certification in accordance with subsection
19 (1) of this section and RCW 28A.410.010;

20 (7) Hear and determine educator certification appeals as provided
21 by RCW 28A.410.100;

22 (8) Apply for and receive federal or other funds on behalf of the
23 state for purposes related to the duties of the board;

24 (9) Adopt rules under chapter 34.05 RCW that are necessary for the
25 effective and efficient implementation of this chapter;

26 (10) Maintain data concerning educator preparation programs and
27 their quality, educator certification, educator employment trends and
28 needs, and other data deemed relevant by the board;

29 (11) Serve as an advisory body to the superintendent of public
30 instruction on issues related to educator recruitment, hiring,
31 mentoring and support, professional growth, retention, educator
32 evaluation including but not limited to peer evaluation, and revocation
33 and suspension of licensure;

34 (12) Submit, by October 15th of each even-numbered year, a joint
35 report with the state board of education to the legislative education
36 committees, the governor, and the superintendent of public instruction.
37 The report shall address the progress the boards have made and the

1 obstacles they have encountered, individually and collectively, in the
2 work of achieving the goals set out in RCW 28A.150.210;

3 (13) Establish the prospective teacher assessment system for basic
4 skills and subject knowledge that shall be required to obtain residency
5 certification pursuant to RCW 28A.410.220 through 28A.410.240;

6 (14) By January 2010, set performance standards and develop, pilot,
7 and implement a uniform and externally administered professional-level
8 certification assessment based on demonstrated teaching skill. In the
9 development of this assessment, consideration shall be given to changes
10 in professional certification program components such as the
11 culminating seminar; ~~((and))~~

12 (15) In consultation with the advisory committee under section 2 of
13 this act, establish competencies for all levels of educator
14 certification that address knowledge, skills, and performance in
15 multicultural understanding. For the purposes of this section and
16 section 7 of this act, "multicultural understanding" includes knowledge
17 of student cultural histories and contexts, as well as family norms and
18 values in different cultures; knowledge and skills in accessing
19 community resources and community and parent outreach; and skills in
20 adapting instruction to students' experiences and identifying cultural
21 contexts for individual students;

22 (16) Establish a minimum number of continuing education credits or
23 clock hours for purposes of continuing educator certification,
24 including for teachers, school administrators, and educational staff
25 associates, that must be designed to increase the multicultural
26 understanding of the educator; and

27 (17) Conduct meetings under the provisions of chapter 42.30 RCW.

28 **Sec. 7.** RCW 28A.415.023 and 2005 c 497 s 209 and 2005 c 393 s 1
29 are each reenacted and amended to read as follows:

30 (1) Credits earned by certificated instructional staff after
31 September 1, 1995, shall be eligible for application to the salary
32 schedule developed by the legislative evaluation and accountability
33 program committee only if the course content:

34 (a) Is consistent with a school-based plan for mastery of student
35 learning goals as referenced in RCW 28A.655.110, the annual school
36 performance report, for the school in which the individual is assigned;

1 (b) Pertains to the individual's current assignment or expected
2 assignment for the subsequent school year;

3 (c) Is necessary to obtain an endorsement as prescribed by the
4 Washington professional educator standards board;

5 (d) Is specifically required to obtain advanced levels of
6 certification;

7 (e) Is included in a college or university degree program that
8 pertains to the individual's current assignment, or potential future
9 assignment, as a certified instructional staff; (~~or~~)

10 (f) Addresses research-based assessment and instructional
11 strategies for students with dyslexia, dysgraphia, and language
12 disabilities when addressing learning goal one under RCW 28A.150.210,
13 as applicable and appropriate for individual certificated instructional
14 staff; or

15 (g) Is designed to increase the multicultural understanding of the
16 certificated instructional staff.

17 (2) For the purpose of this section, "credits" mean college quarter
18 hour credits and equivalent credits for approved in-service, approved
19 continuing education, or approved internship hours computed in
20 accordance with RCW 28A.415.020.

21 (3) The superintendent of public instruction shall adopt rules and
22 standards consistent with the limits established by this section for
23 certificated instructional staff.

24 **Sec. 8.** RCW 28A.660.010 and 2004 c 23 s 1 are each amended to read
25 as follows:

26 (1) There is hereby created a statewide partnership grant program
27 to provide new high-quality alternative routes to residency teacher
28 certification. To the extent funds are appropriated for this specific
29 purpose, funds provided under this partnership grant program shall be
30 used solely for school districts, or consortia of school districts, to
31 partner with state-approved higher education teacher preparation
32 programs to provide one or more of four alternative route programs in
33 RCW 28A.660.040, with routes one, two, and three aimed at recruiting
34 candidates to teaching in subject matter shortage areas and areas with
35 shortages due to geographic location. Districts, or consortia of
36 districts, may also include their educational service districts in
37 their partnership grant program.

1 (2) The professional educator standards board shall provide
2 assistance to school districts where data indicates significant
3 achievement gaps among subgroups of students and for large numbers of
4 those students. The purpose of the assistance is to develop
5 partnership grant programs between the districts and teacher
6 preparation programs to provide one or more of the four alternative
7 route programs under RCW 28A.660.040 and recruit paraeducators and
8 other individuals in the local community to become certified as
9 teachers. To the maximum extent possible, the board shall coordinate
10 the recruiting Washington teachers program under RCW 28A.415.370 with
11 the alternative route programs under this subsection.

12 NEW SECTION. Sec. 9. (1)(a) The legislature finds that there is
13 a critical and urgent need for a new model of innovation in public
14 education that confronts and solves the staggering problem of
15 persistent inequity in educational outcomes for students from different
16 demographic groups.

17 (b) This model, to be called millennium schools, will provide a new
18 kind of educational opportunity for students in demographic groups that
19 are currently over represented in measures such as school disciplinary
20 sanctions, failure to meet state academic standards, failure to
21 graduate, enrolled in special education, enrolled in underperforming
22 schools, and who are underrepresented in advanced placement courses,
23 honors programs, and college preparatory classes, college enrollment
24 and completion.

25 (c) Millennium schools will be located in communities, with
26 particular emphasis on urban areas, where there are the largest
27 concentrations of students who face the economic and cultural barriers
28 that place them in these underachieving demographic groups.

29 (d) The new model will offer intensive, rigorous, and supportive
30 learning that is extremely culturally competent and that prepares these
31 students for careers in science, technology, engineering, and math. It
32 will integrate the full array of evidence-based practices that have
33 been shown to reduce demographic disparities in achievement, increase
34 graduation rates, participation in advanced placement, and college
35 enrollment and completion.

36 (2) Subject to funds appropriated for this purpose, the office of
37 the superintendent of public instruction shall award a one-time

1 planning grant to design and create a phased-in implementation plan for
2 up to three millennium schools. The schools must be implemented on a
3 pilot basis beginning in the 2011-12 school year in areas with high
4 concentrations of students who statistically lag in achievement.

5 (3) A "millennium school" is a school that provides all of the
6 following programs or activities:

7 (a) Preparation of students for careers in science, technology,
8 engineering, and math;

9 (b) Integration of best practices;

10 (c) Early outreach to parents to help them provide birth-to-three
11 stimulation and early learning for infants and toddlers as well as
12 early learning programs for children that begin at age three;

13 (d) Parent involvement to build high expectations and planning for
14 postsecondary education;

15 (e) Rigorous curriculum for grades kindergarten through twelve to
16 include advanced placement programs and dual enrollment options to
17 encourage and allow students to earn college credits while still
18 enrolled in high school;

19 (f) Instructional strategies that address multiple learning styles
20 and cultural contexts;

21 (g) Highly qualified teachers;

22 (h) Technology to assist in learning, data tracking, and analysis
23 as well as school management;

24 (i) Transition assistance to ensure that all students leave high
25 school prepared for college-level work without remediation;

26 (j) Partnerships with local businesses that will provide career
27 exploration, mentoring, technology, and other support as well as
28 professional development for teachers; and

29 (k) After school enrichment programs, to include programs such as
30 mathematics engineering science achievement, to increase skills in
31 science and mathematics as well as knowledge of emerging industries.

32 (4) The recipients of the grant under this section shall report to
33 the governor, the legislature, and the office of superintendent of
34 public instruction on their progress and plans for implementation of
35 millennium schools by September 1, 2010.

36 NEW SECTION. **Sec. 10.** The office of the superintendent of public
37 instruction shall:

1 (1) Examine the findings and recommendations of the 2008
2 achievement gap studies regarding student data and identify ways to
3 incorporate the recommendations into the comprehensive data and
4 research system and other data collection initiatives; and

5 (2) Combine the findings and recommendations from each of the
6 studies into a best practices manual to be distributed to school
7 districts and made available on the office web site.

8 NEW SECTION. **Sec. 11.** Sections 2, 4, and 9 of this act are each
9 added to chapter 28A.300 RCW.

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