

# Initiative 728

2006-07 Report

2007-08 Interim Report

&

Recommendations for 2008-09

# Requirements

- RCW 28A.505.210 ...Annually on or before May 1st, the school district board of directors shall meet at the time and place designated for the purpose of a public hearing on the proposed use of these funds to improve student achievement for the coming year.
- Any person may appear or by written submission have the opportunity to comment on the proposed plan for the use of these funds.

## Requirements – continued

- RCW 28A.505.210 ...No later than August 31st, as a part of the process under RCW [28A.505.060](#), each school district shall adopt a plan for the use of these funds for the upcoming school year. Annually, each school district shall provide to the citizens of their district a public accounting of the funds made available to the district during the previous school year under chapter 3, Laws of 2001, how the funds were used, and the progress the district has made in increasing student achievement, as measured by required state assessments and other assessments deemed appropriate by the district...
- **NO SUPPLANTING OF EXISTING EDUCATION FUNDS**  
It is the intent of the people that existing state funding for education, including all sources of such funding, shall not be reduced, supplanted, or otherwise adversely impacted by appropriations or expenditures from the student achievement fund created in RCW [43.135.045](#) or the education construction fund.

# Eligible Expenses

RCW28A.505.210 - School districts shall have the authority to decide the best use of student achievement funds to assist students in meeting and exceeding the new, higher academic standards in each district consistent with the provisions of chapter 3, Laws of 2001. (1) Student achievement funds shall be allocated for the following uses:

(a) To reduce class size by hiring certificated elementary classroom teachers in grades K-4 and paying nonemployee-related costs associated with those new teachers;

## **REDUCING CLASS SIZE**

*Smaller classes in the early grades can significantly increase the amount of learning that takes place in the classroom. Washington state now ranks forty-eighth in the nation in its student-teacher ratio. This is unacceptable.*

## Eligible Expenses - Continued

(b) To make selected reductions in class size in grades 5-12, such as small high school writing classes;

(c) To provide extended learning opportunities to improve student academic achievement in grades K-12, including, but not limited to, extended school year, extended school day, before-and-after-school programs, special tutoring programs, weekend school programs, summer school, and all-day kindergarten;

### **EXTENDED LEARNING OPPORTUNITIES**

*Student achievement will also be increased if we expand learning opportunities beyond our traditional-length school day and year. In many school districts, educators and parents want a longer school day, a longer school year, and/or all-day kindergarten to help students improve their academic performance or explore new learning opportunities. In addition, special programs such as before-and-after-school tutoring will help struggling students catch and keep up with their classmates. Extended learning opportunities will be increasingly important as attainment of a certificate of mastery becomes a high school graduation requirement.*

## Eligible Expenses - Continued

(d) To provide additional professional development for educators, including additional paid time for curriculum and lesson redesign and alignment, training to ensure that instruction is aligned with state standards and student needs, reimbursement for higher education costs related to enhancing teaching skills and knowledge, and mentoring programs to match teachers with skilled, master teachers. The funding shall not be used for salary increases or additional compensation for existing teaching duties, but may be used for extended year and extended day teaching contracts;

### **TEACHER QUALITY**

*Key to every student's academic success is a quality teacher in every classroom. Washington state's new standards for student achievement make teacher quality more important than ever. We are asking our teachers to teach more demanding curriculum in new ways, and we are holding our educators and schools to new, higher levels of accountability for student performance. Resources are needed to give teachers the content knowledge and skills to teach to higher standards and to give school leaders the skills to improve instruction and manage organizational change.*

*The ability of school districts throughout the state to attract and retain the highest quality teaching corps by offering competitive salaries and effective working conditions is an essential element of basic education. The state legislature is responsible for establishing teacher salaries. It is imperative that the legislature fund salary levels that ensure school districts' ability to recruit and retain the highest quality teachers.*

## Eligible Expenses - Continued

(e) To provide early assistance for children who need pre-kindergarten support in order to be successful in school;

### **EARLY ASSISTANCE**

*The importance of a child's intellectual development in the first five years has been established by widespread scientific research. This is especially true for children with disabilities and special needs. Providing assistance appropriate to children's developmental needs will enhance the academic achievement of these children in grades K-12. Early assistance will also lessen the need for more expensive remedial efforts in later years.*

(f) To provide improvements or additions to school building facilities which are directly related to the class size reductions and extended learning opportunities under (a) through (c) of this subsection.

# Achievement Progress

- District made Adequate Yearly Progress (AYP) in all 41 categories
- Eight out of nine schools made AYP
- In 2006-07, average District student scores on 8 out of 20 required WASL testing areas exceeded the State average.
- Achievement gaps continue in the areas of gender, income, and ethnicity.
- The District performs similar to other Districts of like demographics. The goal is to perform the same, if not better.

# Achievement Progress - continued

## WASL Results: (Testing occurs April – May)

	2004-05	2005-06	2006-07	
1.		62.1 %	62.9 %	3 <sup>rd</sup> grade students met standard in reading and math
2.	36.9 %	43.1 %	48.8 %	4 <sup>th</sup> grade students met standard in reading, math, and writing
3.		27.4 %	49.3 %	5 <sup>th</sup> grade students met standard in reading, math, and science
4.		32.1 %	40.7 %	6 <sup>th</sup> grade students met standard in reading and math
5.	40.1 %	40.5 %	43.9 %	7 <sup>th</sup> grade students met standard in reading, math, and writing
6.		32.1 %	42.1 %	8 <sup>th</sup> grade students met standard in reading and math and science
7.	31.6 % 44.0 %	43.9 %		10 <sup>th</sup> grade students met standard in reading, math, and writing
8.	Tenth grade low income students improved from 55% prior year to 76% in reading, 24% to 34% in math, and 58% to 80% in writing.			
9.	Highest Poverty and Ethnic school in the district, Rock Island Elementary 4 <sup>th</sup> graders, outperformed State in math, reading, and writing.			

## Achievement Progress - continued

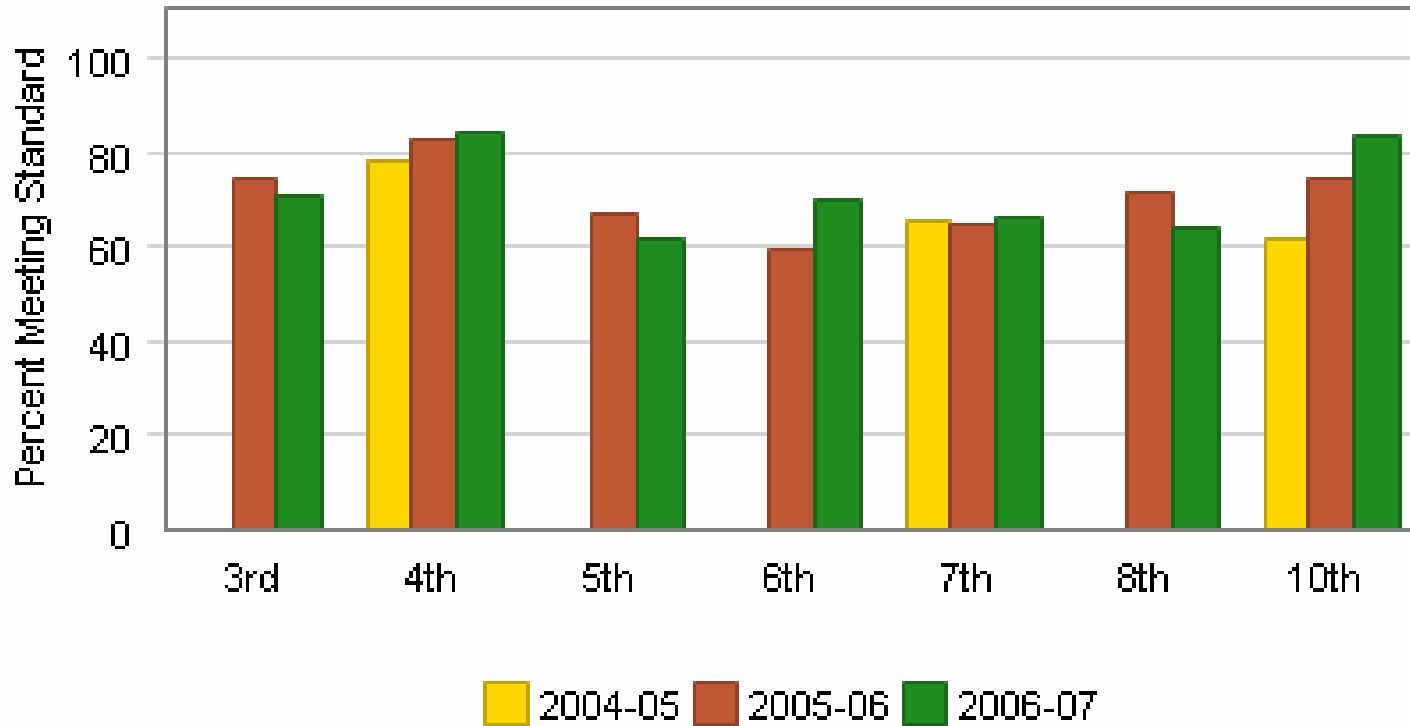
	2004-05	2005-06	2006-07	State 06-07
3 <sup>rd</sup> Reading	not tested	74.8	70.6	70.9
3 <sup>rd</sup> Math	not tested	71.8	76.1	69.6
4 <sup>th</sup> Reading	78.5	82.9	83.8	76.6
4 <sup>th</sup> Math	54.8	55.4	59.8	58.1
4 <sup>th</sup> Writing	47.8	60.4	72.3	60.2
5 <sup>th</sup> Reading	not tested	66.8	61.4	71.9
5 <sup>th</sup> Math	not tested	52.8	56.7	59.5
5 <sup>th</sup> Science	not tested	31.5	33.5	36.5
6 <sup>th</sup> Reading	not tested	59.5	69.7	68.0
6 <sup>th</sup> Math	not tested	36.7	44.1	49.6
7 <sup>th</sup> Reading	65.9	65.1	66.0	68.7
7 <sup>th</sup> Math	49.2	53.7	51.0	54.6
7 <sup>th</sup> Writing	58.1	64.0	71.3	68.4
8 <sup>th</sup> Reading	not tested	71.7	63.8	65.0
8 <sup>th</sup> Math	not tested	44.2	45.7	49.8
8 <sup>th</sup> Science	35.3	37.0	39.3	44.6
10 <sup>th</sup> Reading	61.9	74.5	83.8	80.8
10 <sup>th</sup> Math	38.5	44.7	48.9	50.4
10 <sup>th</sup> Writing	49.4	76.8	85.1	83.9
10 <sup>th</sup> Science	29.3	29.2	32.7	36.4
12 SAT (college entry)	NA	R = 505, M = 504	R = 496, M = 502	R = 522, M = 527
12 ACT (college entry)	22.1	21.8	23.3	23.1

# Achievement Progress - continued

- **Actions to Improve Student Learning:**
- Align curriculum horizontally and vertically P-12 and develop common grading and reporting standards K-12
- Continue training on Powerful Teaching and Learning/Critical Friends Groups
- Implement Response to Intervention (RTI) K-12
- Use NEWEA testing in reading/math in gr. 2-10<sup>th</sup> and Dibbles reading/math testing in gr. K-4
- Update school improvement plans using Olympia SD template with the following categories: (1) Introduction (2) Goal 1 Reading , (2) Goal 2 Writing, (3) Goal 3: Math, (4) Goal 4: Science, (5) Safe and Inclusive School (6) Targeted Assistance (7) Technology implementation, AND (8) Parent/community involvement activities to improve student learning

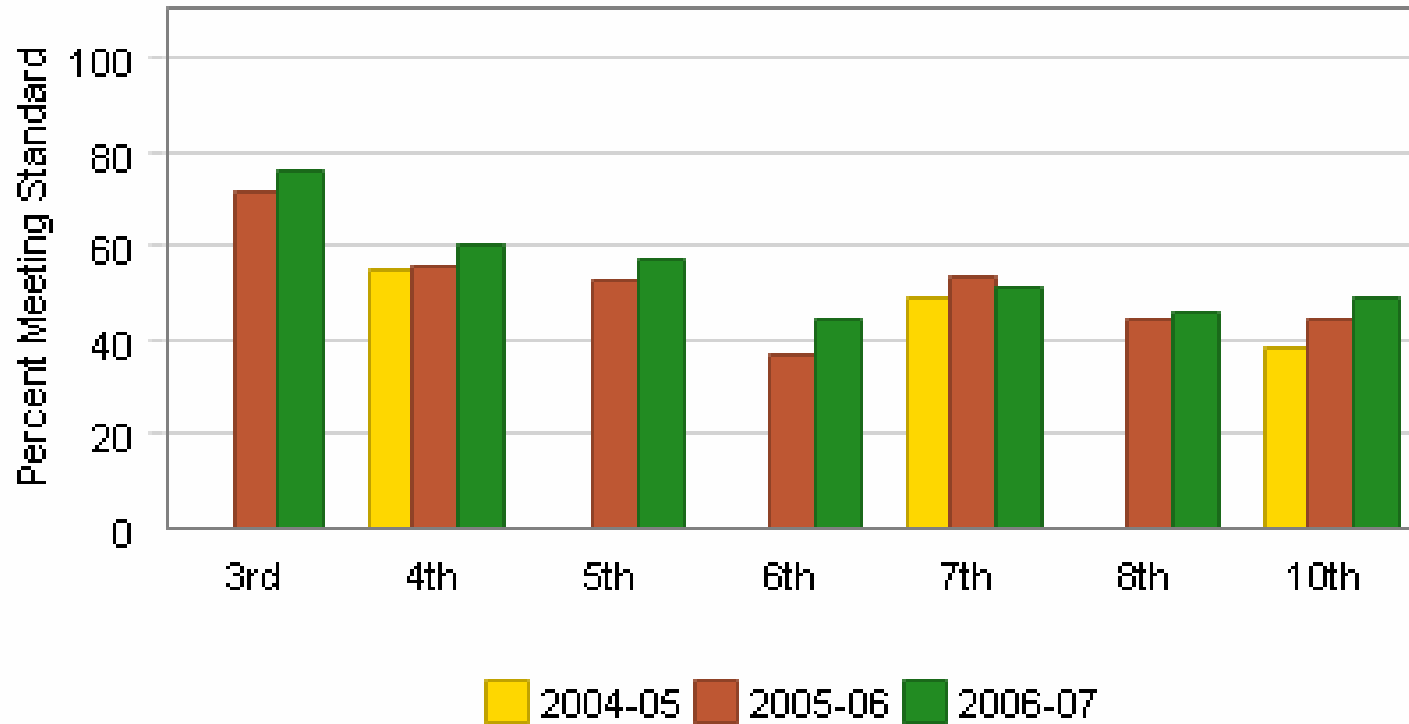
# Achievement Progress - continued

## Reading



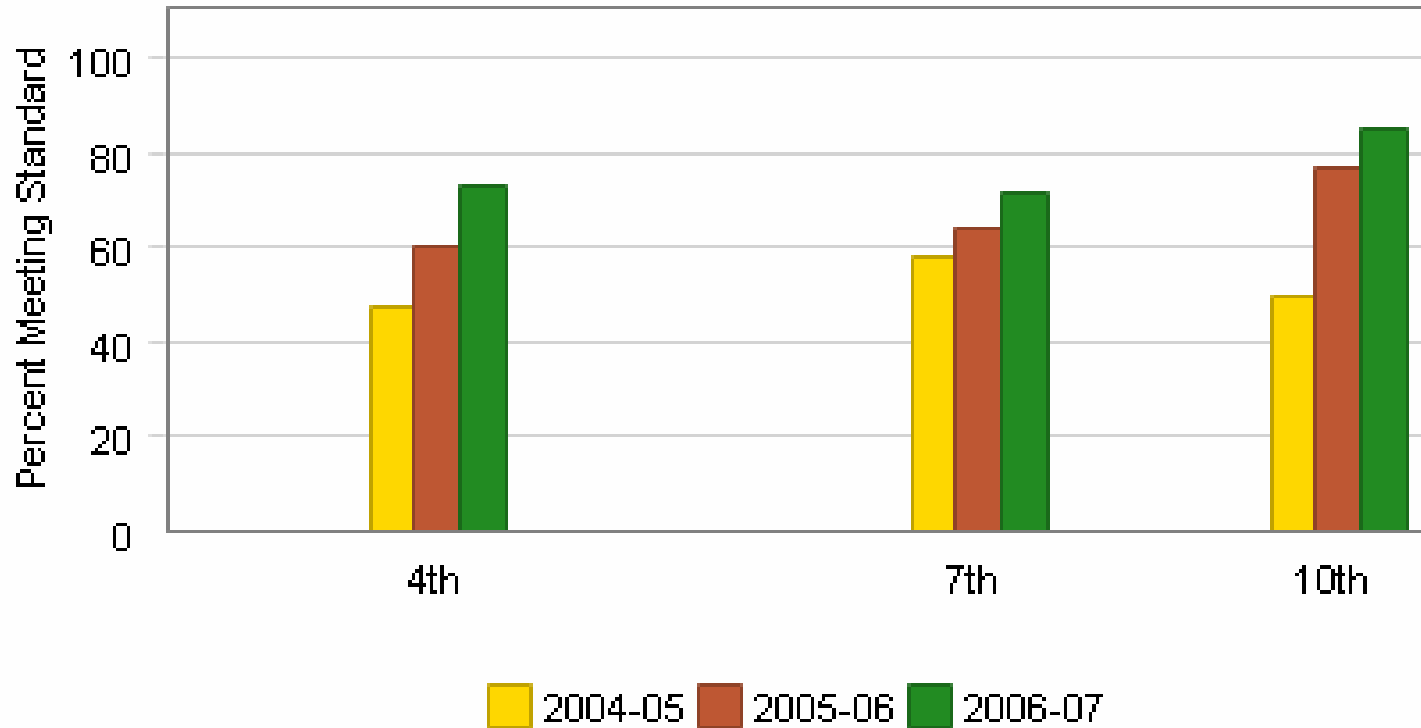
# Achievement Progress - continued

## Math



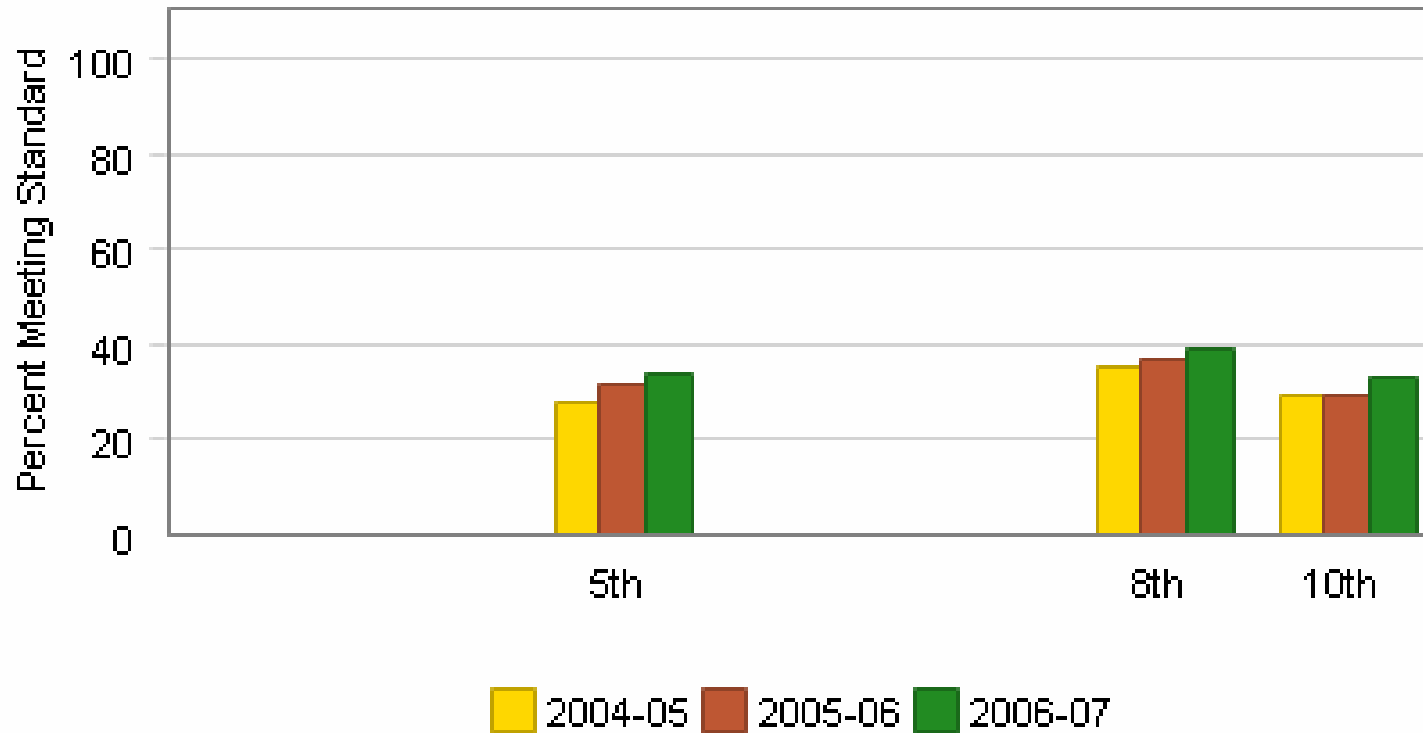
# Achievement Progress - continued

## Writing



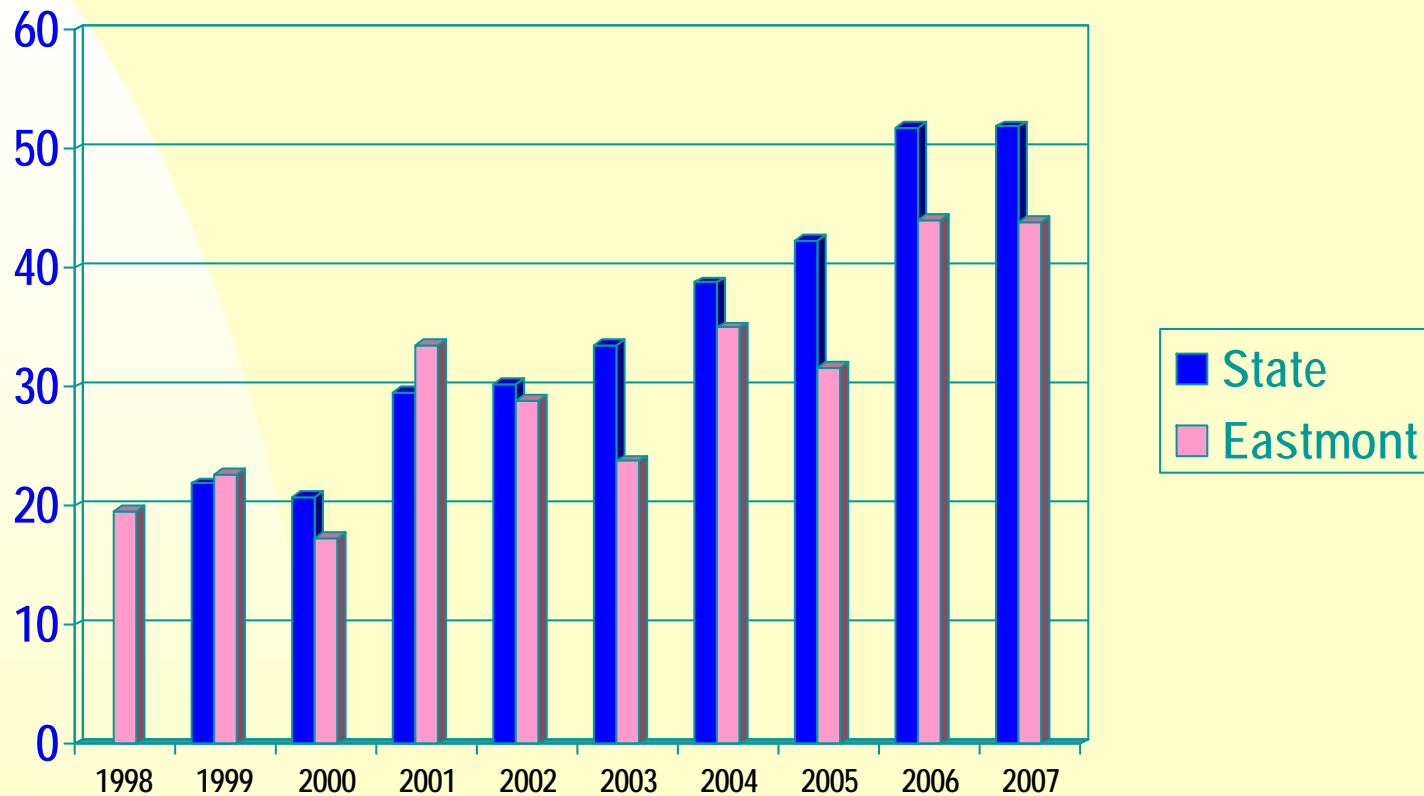
# Achievement Progress - continued

## Science



## Achievement Progress - continued

The number of Eastmont 10<sup>th</sup> graders passing **all** required areas on the WASL remained the same in 2007 (43.9%). Tenth grade scores in reading, math, writing and science increased.



## Initiative 728 (2005-06)

<b>2005-06 Budget &amp; Actual</b>				
Expenditures			<b>Budgeted</b>	<b>Actual</b>
Professional Development	18%		\$352,991	\$311,723
Reduce class sizes K-4	28%		\$479,109	\$475,343
Reduce class sizes 5-12	36%		\$633,299	\$620,347
Extended learning opportunities	16%		\$329,527	\$266,458
Pre-kindergarten assistance	0%		\$0	\$0
Facilities to reduce class size	0%		\$0	\$0
Indirects	2%		\$42,021	\$33,477
Expenditures			\$1,836,947	\$1,707,348
Balance/Reserve	8%			\$129,599

## Initiative 728 (2006-07)

2006-07 Budget and Actual			\$2,147,857	
Expenditures			Budgeted	<i>Actual</i>
Professional Development	23%		\$434,455	\$176,552
Reduce class sizes K-4	22%		\$414,789	\$455,911
Reduce class sizes 5-12	41%		\$767,846	\$681,437
Extended learning opportunities	26%		\$491,904	\$507,138
Pre-kindergarten assistance	0%		\$0	\$0
Facilities to reduce class size	0%		\$0	\$0
Indirects	2%		\$38,863	\$36,421
Subtotal of direct expenditures			\$2,147,857	\$1,857,459
Reserve/Carryover	16%		\$0	\$290,398

## Initiative 728 (2007-08)

<b>Estimated 2007-2008 Revenue</b>		<b>\$450</b>	<b>\$2,292,281</b>
Carryover from 2006-07			\$290,398
<b>Estimated Total Funds Available</b>			<b>\$2,582,679</b>
<b>Proposed Expenditures</b>			
Professional Development (TRI Activities)	12%		\$301,798
Reduce class sizes K-4	27%		\$694,353
Reduce class sizes 5-12	29%		\$757,957
Extended learning opportunities	19%		\$491,506
Pre-kindergarten assistance	0%		\$0
Facilities to reduce class size	0%		\$0
Indirects	5%		\$129,134
Total Estimated Expenditures			\$2,374,748
Estimated Reserve/Carryover	8%		\$207,931

## Proposal for 2008-09 Initiative 728 Funds

<b>Estimated 2008-2009 Revenue (5,300 FTE)</b>		<b>\$450</b>	<b>\$2,427,930</b>
Carryover from 2007-08			\$250,000
<b>Estimated Total Funds Available</b>			<b>\$2,677,930</b>
<b>Proposed Expenditures</b>			
Professional Development (TRI Activities)	14%		\$385,000
All Day Kindergarten (4 FTE)	9%		\$252,000
Reduce class sizes K- 4 (3 FTE)	7%		\$189,000
Reduce class sizes 5-12 (16 FTE)	38%		\$1,008,000
Extended learning opportunities	19%		\$500,000
Pre-kindergarten assistance	0%		\$0
Facilities to reduce class size	0%		\$0
Indirects	10%		\$267,793
<b>Total Estimated Expenditures</b>			<b>\$2,601,793</b>
Estimated Reserve/Carryover	3%		\$76,137