

HB 2148 - DIGEST

Establishes the achievement gap advisory committee within the office of the superintendent of public instruction to advise the superintendent of public instruction, the professional educator standards board, and the state board of education on effective measures to close the achievement gap, to foster public accountability for achieving excellence and equity in public education, and to promote a greater sense of urgency and priority for doing so.

Requires the office of the superintendent of public instruction to: (1) Subject to funds appropriated for this purpose, allocate to each school district ten dollars per full-time equivalent student enrolled in a school in the district where more than forty percent of the students enrolled in the school were eligible for free and reduced price lunch during the prior school year;

(2) Subject to funds appropriated for this purpose, award a one-time planning grant to design and create a phased-in implementation plan for up to three millennium schools;

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

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

Requires the state board of education to, by rule, require each school district to include in the school improvement plans of the district specific actions that will be taken to close the achievement gap across various subgroups of students.

Requires the Washington professional educator standards board to: (1) In consultation with the advisory committee, establish competencies for all levels of educator certification that address knowledge, skills, and performance in multicultural understanding;

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

(3) Provide assistance to school districts where data indicates significant achievement gaps among subgroups of students and for large numbers of those students.