

# Washington

## Consolidated State Application May 1, 2003 Submission

for State Grants under Title IX, Part C, Section 9302 of the Elementary and  
Secondary Education Act (Public Law 107-110)

Due: May 1, 2003



U. S. Department of Education  
Office of Elementary and Secondary Education  
Washington, D.C. 20202

## **Instructions for Completing the Consolidated State Application May 1, 2003, Submission**

As described in the May 7, 2002, Consolidated State Application Package, States' submissions of their consolidated applications have been divided into multiple submissions and information requests. The information States are to provide in their May 1, 2003, consolidated applications is listed below. This list differs from the list in the Consolidated State Application form distributed in 2002 in that it excludes (1) the information that States were required to submit in their January 31, 2003, Accountability Workbooks, (2) the information States are to provide for Goal 5 (All students will graduate from high school), and (3) the information States are to provide regarding their objectives for student development and attainment of English proficiency. It also corrects an error in the application package. The 2002 application package indicated that performance targets for non-AYP indicators would be due in May 2003. It should have stated that both targets and baseline data for non-AYP indicators would be due in September 2003.

(1) Accountability Workbooks. States are expected to submit any outstanding accountability workbook information at the time and in the manner previously established by the Department.

(2) Goal 5 baseline data and targets. The Department is considering publishing an amendment to the Consolidated State Application regulations to require States to use the same definition for graduation rate that has been approved by the Department as part of the State's Accountability Plan under Title I, Part A of the ESEA. Therefore the submission date for baseline data and targets for Goal 5 is changed from May to September 2003.

(3) English Proficiency Objectives. Since many States have indicated that they will not have objectives related to student development and attainment of English proficiency by May, the Department is deferring submission of the objectives until September 2003.

### **Summary of Information Required for May 1, 2003 Submission**

#### **A. ESEA GOALS, ESEA INDICATORS, STATE PERFORMANCE TARGETS**

1. Baseline data and performance targets for the following AYP- related indicators.

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum by attaining proficiency or better in reading/language arts and mathematics.

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment, consistent with the State's annual measurable objectives. (Note: These subgroups are those

for which the ESEA requires State reporting, as identified in section 1111(h)(1)(c)(i).)

- 1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment, consistent with the State's annual measurable objectives. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(c)(i).)
- 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

**Baseline data and performance targets for all ESEA Goals and indicators not included in this May 1, 2003, submission will be due on September 1, 2003.**

2. Baseline data and performance targets for any State identified goals and indicators.

## **B. STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS**

Consistent with the consolidated State Application Package distributed in Spring 2002, States are asked to submit the following information by May 1, 2003:

- 1a. Evidence that the State has:

- adopted challenging content standards in reading/language arts and mathematics at each grade level for grades 3 through 8, consistent with section 1111(b)(1); or
- disseminated grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to LEAs and schools if the State's academic content standards cover more than one grade level.

- 1b. Detailed timeline for major milestones for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

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1c. A detailed timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels.

1d. A detailed timeline for major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).

This workbook format has been developed to facilitate preparation and submission of the information required in this May 1 submission. States may use this format or another format of their choosing provided that all required information is provided in a clear and concise manner. The deadline for submission of this application is May 1, 2003.

## **Transmittal Instructions**

To expedite the receipt of this May 1, 2003, Consolidated State Application submission, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to [conapp@ed.gov](mailto:conapp@ed.gov).

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims  
U.S. Department of Education  
400 Maryland Ave., SW  
Room 3W300  
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**A. ESEA GOALS, ESEA INDICATORS, STATE PERFORMANCE TARGETS**

Baseline Data for Performance Indicators 1.1, 1.2, 2.2, and 2.3

In the following charts, please provide baseline data from the 2001-2002 school year test administration. Charts have been provided for each of grades 3 through 8 and high school to accommodate the varied State assessment systems in mathematics and reading/language arts during the 2001-2002 school year. States should provide baseline data on the percentage of students scoring at the proficient or advanced levels for those grades in which the State administered mathematics and reading/language arts assessments during 2001-2002.

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 3**

<b>Grade 3 Math</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01-02 Baseline</b>
All Students	NA
African American/Black	NA
American Indian/Native Alaskan	NA
Asian/Pacific Islander	NA
Hispanic	NA
White	NA
Other	NA
Students with Disabilities	NA
Students without Disabilities	NA
Limited English Proficient	NA
Economically Disadvantaged	NA
Non-Economically Disadvantaged	NA
Migrant	NA
Male	NA
Female	NA

<b>Grade 3 Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01-02 Baseline</b>
All Students	NA
African American/Black	NA
American Indian/Native Alaskan	NA
Asian/Pacific Islander	NA
Hispanic	NA
White	NA
Other	NA
Students with Disabilities	NA
Students without Disabilities	NA
Limited English Proficient	NA
Economically Disadvantaged	NA
Non-Economically Disadvantaged	NA
Migrant	NA
Male	NA
Female	NA

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 4**

<b>Grade 4 Math</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01-02 Baseline</b>
All Students	<b>51.8</b>
African American/Black	<b>28.6</b>
American Indian/Native Alaskan	<b>36.0</b>
Asian/Pacific Islander	<b>59.4</b>
Hispanic	<b>29.3</b>
White	<b>57.4</b>
Other	<b>—</b>
Students with Disabilities	<b>22.9</b>
Students without Disabilities	<b>55.5</b>
Limited English Proficient	<b>18.2</b>
Economically Disadvantaged	<b>37.8</b>
Non-Economically Disadvantaged	<b>57.0</b>
Migrant	<b>21.5</b>
Male	<b>51.9</b>
Female	<b>52.1</b>

<b>Grade 4 Reading</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01-02 Baseline</b>
All Students	<b>65.6</b>
African American/Black	<b>49.3</b>
American Indian/Native Alaskan	<b>50.9</b>
Asian/Pacific Islander	<b>70.6</b>
Hispanic	<b>42.0</b>
White	<b>71.2</b>
Other	<b>—</b>
Students with Disabilities	<b>30.2</b>
Students without Disabilities	<b>70.1</b>
Limited English Proficient	<b>24.8</b>
Economically Disadvantaged	<b>50.9</b>
Non-Economically Disadvantaged	<b>71.9</b>
Migrant	<b>29.6</b>
Male	<b>62.6</b>
Female	<b>69.4</b>



**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 5**

<b>Grade 5 Math</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01-02 Baseline</b>
All Students	<b>NA</b>
African American/Black	<b>NA</b>
American Indian/Native Alaskan	<b>NA</b>
Asian/Pacific Islander	<b>NA</b>
Hispanic	<b>NA</b>
White	<b>NA</b>
Other	<b>NA</b>
Students with Disabilities	<b>NA</b>
Students without Disabilities	<b>NA</b>
Limited English Proficient	<b>NA</b>
Economically Disadvantaged	<b>NA</b>
Non-Economically Disadvantaged	<b>NA</b>
Migrant	<b>NA</b>
Male	<b>NA</b>
Female	<b>NA</b>

<b>Grade 5 Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01-02 Baseline</b>
All Students	<b>NA</b>
African American/Black	<b>NA</b>
American Indian/Native Alaskan	<b>NA</b>
Asian/Pacific Islander	<b>NA</b>
Hispanic	<b>NA</b>
White	<b>NA</b>
Other	<b>NA</b>
Students with Disabilities	<b>NA</b>
Students without Disabilities	<b>NA</b>
Limited English Proficient	<b>NA</b>
Economically Disadvantaged	<b>NA</b>
Non-Economically Disadvantaged	<b>NA</b>
Migrant	<b>NA</b>
Male	<b>NA</b>
Female	<b>NA</b>

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 6**

<b>Grade 6 Math</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01-02 Baseline</b>
All Students	NA
African American/Black	NA
American Indian/Native Alaskan	NA
Asian/Pacific Islander	NA
Hispanic	NA
White	NA
Other	NA
Students with Disabilities	NA
Students without Disabilities	NA
Limited English Proficient	NA
Economically Disadvantaged	NA
Non-Economically Disadvantaged	NA
Migrant	NA
Male	NA
Female	NA

<b>Grade 6 Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01-02 Baseline</b>
All Students	NA
African American/Black	NA
American Indian/Native Alaskan	NA
Asian/Pacific Islander	NA
Hispanic	NA
White	NA
Other	NA
Students with Disabilities	NA
Students without Disabilities	NA
Limited English Proficient	NA
Economically Disadvantaged	NA
Non-Economically Disadvantaged	NA
Migrant	NA
Male	NA
Female	NA

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 7**

<b>Grade 7 Math</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01-02 Baseline</b>
All Students	<b>30.4</b>
African American/Black	<b>10.3</b>
American Indian/Native Alaskan	<b>14.3</b>
Asian/Pacific Islander	<b>38.6</b>
Hispanic	<b>11.6</b>
White	<b>34.4</b>
Other	—
Students with Disabilities	<b>3.9</b>
Students without Disabilities	<b>33.7</b>
Limited English Proficient	<b>6.8</b>
Economically Disadvantaged	<b>15.8</b>
Non-Economically Disadvantaged	<b>32.4</b>
Migrant	<b>5.5</b>
Male	<b>30.0</b>
Female	<b>31.0</b>

<b>Grade 7 Reading</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01-02 Baseline</b>
All Students	<b>44.5</b>
African American/Black	<b>24.2</b>
American Indian/Native Alaskan	<b>26.4</b>
Asian/Pacific Islander	<b>47.6</b>
Hispanic	<b>21.2</b>
White	<b>49.7</b>
Other	—
Students with Disabilities	<b>8.3</b>
Students without Disabilities	<b>49.0</b>
Limited English Proficient	<b>6.7</b>
Economically Disadvantaged	<b>26.1</b>
Non-Economically Disadvantaged	<b>47.3</b>
Migrant	<b>11.0</b>
Male	<b>39.1</b>
Female	<b>50.6</b>

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 8**

<b>Grade 8 Math</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01-02 Baseline</b>
All Students	NA
African American/Black	NA
American Indian/Native Alaskan	NA
Asian/Pacific Islander	NA
Hispanic	NA
White	NA
Other	NA
Students with Disabilities	NA
Students without Disabilities	NA
Limited English Proficient	NA
Economically Disadvantaged	NA
Non-Economically Disadvantaged	NA
Migrant	NA
Male	NA
Female	NA

<b>Grade 8 Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01-02 Baseline</b>
All Students	NA
African American/Black	NA
American Indian/Native Alaskan	NA
Asian/Pacific Islander	NA
Hispanic	NA
White	NA
Other	NA
Students with Disabilities	NA
Students without Disabilities	NA
Limited English Proficient	NA
Economically Disadvantaged	NA
Non-Economically Disadvantaged	NA
Migrant	NA
Male	NA
Female	NA

**BASELINE STUDENT ACHIEVEMENT DATA: HIGH SCHOOL**

<b>High School Math</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01-02 Baseline</b>
All Students	<b>37.3</b>
African American/Black	<b>13.0</b>
American Indian/Native Alaskan	<b>21.3</b>
Asian/Pacific Islander	<b>44.9</b>
Hispanic	<b>14.3</b>
White	<b>41.9</b>
Other	<b>—</b>
Students with Disabilities	<b>4.3</b>
Students without Disabilities	<b>40.4</b>
Limited English Proficient	<b>8.7</b>
Economically Disadvantaged	<b>18.9</b>
Non-Economically Disadvantaged	<b>38.2</b>
Migrant	<b>6.8</b>
Male	<b>37.2</b>
Female	<b>38.2</b>

<b>High School Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01-02 Baseline</b>
All Students	<b>59.2</b>
African American/Black	<b>36.2</b>
American Indian/Native Alaskan	<b>43.7</b>
Asian/Pacific Islander	<b>62.1</b>
Hispanic	<b>34.9</b>
White	<b>64.6</b>
Other	<b>—</b>
Students with Disabilities	<b>12.6</b>
Students without Disabilities	<b>63.6</b>
Limited English Proficient	<b>13.0</b>
Economically Disadvantaged	<b>38.8</b>
Non-Economically Disadvantaged	<b>44.8</b>
Migrant	<b>20.9</b>
Male	<b>52.9</b>
Female	<b>67.1</b>

Performance Targets for Performance Indicators 1.1, 1.2, 2.2, and 2.3

In the following charts, please provide performance targets for the percentage of students who will be at or above the proficient level in mathematics and reading/language arts on the State's assessment, consistent with the State's annual measurable objectives. Three sets of charts have been provided to accommodate States' varying plans for setting annual measurable objectives, with some States having the same annual measurable objectives for all grade levels in the State and other States having separate annual measurable objectives for elementary, middle, and high schools. At the top of each set of charts, please indicate the grades levels to which your annual measurable objectives apply.

**STATE PERFORMANCE TARGETS (ANNUAL MEASURABLE OBJECTIVES)**

GRADES: 4

<b>Math</b>	<b>Percent of Students at Proficient or Advanced</b>
2002-2003 Target	<b>35.6</b>
2003-2004 Target	<b>41.4</b>
2004-2005 Target	<b>47.3</b>
2005-2006 Target	<b>53.1</b>
2006-2007 Target	<b>59.0</b>
2007-2008 Target	<b>64.9</b>
2008-2009 Target	<b>70.7</b>
2009-2010 Target	<b>76.6</b>
2010-2011 Target	<b>82.4</b>
2011-2012 Target	<b>88.3</b>
2012-2013 Target	<b>94.1</b>
2013-2014 Target	<b>100.0</b>

<b>Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
2002-2003 Target	<b>56.2</b>
2003-2004 Target	<b>60.2</b>
2004-2005 Target	<b>64.2</b>
2005-2006 Target	<b>68.1</b>
2006-2007 Target	<b>72.1</b>
2007-2008 Target	<b>76.1</b>
2008-2009 Target	<b>80.1</b>
2009-2010 Target	<b>84.1</b>
2010-2011 Target	<b>88.1</b>
2011-2012 Target	<b>92.0</b>
2012-2013 Target	<b>96.0</b>
2013-2014 Target	<b>100.0</b>

**STATE PERFORMANCE TARGETS (ANNUAL MEASURABLE OBJECTIVES)**

GRADES: 7

<b>Math</b>	<b>Percent of Students at Proficient or Advanced</b>
2002-2003 Target	<b>24.2</b>
2003-2004 Target	<b>31.1</b>
2004-2005 Target	<b>38.0</b>
2005-2006 Target	<b>44.9</b>
2006-2007 Target	<b>51.8</b>
2007-2008 Target	<b>58.7</b>
2008-2009 Target	<b>65.5</b>
2009-2010 Target	<b>72.4</b>
2010-2011 Target	<b>79.3</b>
2011-2012 Target	<b>86.2</b>
2012-2013 Target	<b>93.1</b>
2013-2014 Target	<b>100.0</b>

<b>Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
2002-2003 Target	<b>35.9</b>
2003-2004 Target	<b>41.8</b>
2004-2005 Target	<b>47.6</b>
2005-2006 Target	<b>53.4</b>
2006-2007 Target	<b>59.2</b>
2007-2008 Target	<b>65.1</b>
2008-2009 Target	<b>70.9</b>
2009-2010 Target	<b>76.7</b>
2010-2011 Target	<b>82.5</b>
2011-2012 Target	<b>88.4</b>
2012-2013 Target	<b>94.2</b>
2013-2014 Target	<b>100.0</b>



**STATE PERFORMANCE TARGETS (ANNUAL MEASURABLE OBJECTIVES)**

GRADES: 10

<b>Math</b>	<b>Percent of Students at Proficient or Advanced</b>
2002-2003 Target	<b>31.1</b>
2003-2004 Target	<b>37.3</b>
2004-2005 Target	<b>43.6</b>
2005-2006 Target	<b>49.9</b>
2006-2007 Target	<b>56.1</b>
2007-2008 Target	<b>62.4</b>
2008-2009 Target	<b>68.7</b>
2009-2010 Target	<b>74.9</b>
2010-2011 Target	<b>81.2</b>
2011-2012 Target	<b>87.5</b>
2012-2013 Target	<b>93.7</b>
2013-2014 Target	<b>100.0</b>

<b>Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
2002-2003 Target	<b>52.9</b>
2003-2004 Target	<b>57.2</b>
2004-2005 Target	<b>61.5</b>
2005-2006 Target	<b>65.7</b>
2006-2007 Target	<b>70.0</b>
2007-2008 Target	<b>74.3</b>
2008-2009 Target	<b>78.6</b>
2009-2010 Target	<b>82.9</b>
2010-2011 Target	<b>87.2</b>
2011-2012 Target	<b>91.4</b>
2012-2013 Target	<b>95.7</b>
2013-2014 Target	<b>100.0</b>

Baseline Data and Performance Targets for Performance Indicator 1.3

In the following chart, please provide baseline data and performance targets for the percentage of Title I schools that make adequate yearly progress. For baseline data, please indicate the percentage of Title I schools that made adequate yearly progress in the 2001-2002 school year, based upon the 2001-2002 school year test administration. For performance targets, please indicate the percentage of Title I schools that will make adequate yearly progress from the 2002-2003 school year through the 2013-2014 school year.

<b>Baseline Data and Targets</b>	<b>Percentage of Title I Schools Making Adequate Yearly Progress</b>
2001-2002 Baseline	<b>88.5%</b>
2002-2003 Target	<b>45%</b>
2003-2004 Target	<b>50%</b>
2004-2005 Target	<b>55%</b>
2005-2006 Target	<b>60%</b>
2006-2007 Target	<b>65%</b>
2007-2008 Target	<b>70%</b>
2008-2009 Target	<b>75%</b>
2009-2010 Target	<b>80%</b>
2010-2011 Target	<b>85%</b>
2011-2012 Target	<b>90%</b>
2012-2013 Target	<b>95%</b>
2013-2014 Target	<b>100%</b>

**2. Baseline data and performance targets for any State identified goals and indicators**

If your State included any State identified goals and indicators in its June 2002 consolidated State application submission, please provide baseline data and performance targets for those goals and indicators below.

**BASELINE DATA AND PERFORMANCE INDICATORS FOR STATE IDENTIFIED GOALS AND INDICATORS**

**Additional Information on Graduation Rate**

The **graduation rate** is the additional AYP indicator at the high school level. The baseline in 2002 as well as the annual performance target through 2013 is 73 percent in order to make AYP. If a school is below that level, it must make improvement from the previous year by one percentage point in order to make AYP. The target in 2014 is 85 percent for all student groups.

**Identified Indicator for Elementary and Middle Level**

The **unexcused absence rate** is the additional indicator at the elementary and middle school level. This is a new indicator for which there are no available baseline data. (In the past, the state collected only truancy data at the district level.) This summer the state will collect school and district data on unexcused absences for grades 1-8.

The performance target for 2002 through 2013 is a maximum of 1.0 percent in order to make AYP. If a school is above that level, it must make improvement from the previous year to make AYP. The target in 2014 is to have no more than 1.0 percent unexcused absence in all subgroups.

**B. STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS**

- 1a. Please provide evidence that the State has:**
- **adopted challenging content standards in reading/language arts and mathematics at each grade level for grades 3 through 8, consistent with section 1111(b)(1); or**
  - **disseminated grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to LEAs and schools if the State's academic content standards cover more than one grade level.**

**STATE RESPONSE**

<b>Activity</b>	<b>Completion Date</b>
1. Selected McREL for review of Essential Academic Learning Requirements (EALRs).	Summer 2002
2. Formed Content Review Committees to:	Fall 2002 - Winter 2003
a) Refine the EALRs based on McREL's recommendations;	
b) Review current research;	
c) Review grade level content expectation documents produced by LEAs and other state departments; and	
d) Prepare draft documents in reading and mathematics based upon the above tasks.	
3. Research and Feedback:	Winter 2003
a) Inform LEA staffs and the greater community through state-wide conferences (WERA, OSPI Jan. Conference, WSASCD), stakeholder groups (EALR review Panel, ESEA Academic Content Standards Work Group, Curriculum Advisory Review Committee, PTA, ESDs), of the research in reading and mathematics used to drive decision-making at the state/national level..	
b) Share draft documents and request feedback from the greater community listed above (3a).	
4. Content Review Committees:	Winter - Spring 2003
a) Revise draft I and create draft II after feedback from OSPI January Conference.	
b) Revise draft II and create draft III after EALR Review Panel and CARC feedback.	
5. Wide-scale Public Feedback:	Spring 2003
Provide opportunity for wide-scale public feedback from all stakeholders via electronic survey.	
6. Expert Review: Contract with at least two reading and two mathematics experts to review draft III.	Spring 2003
7. Content Review Committees:	Spring 2003
Using wide-scale feedback and expert review feedback, revise draft III to create draft IV.	
8. Curriculum Advisory and Review Committee:	Spring 2003
Reviews draft IV.	
9. Final Document: ready for distribution and professional development in curriculum alignment training at the 2003 OSPI Summer regional institutes.	Summer 2003

**1b. Please provide a detailed timeline for major milestones for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).**

**STATE RESPONSE**

<b>Activity</b>	<b>Completion Date</b>
1. Selected McREL for review of Essential Academic Learning Requirements (EALRs).	Summer 2002
2. Form Content Review Committees to:	
a) Refine the EALRs based on McREL's recommendations;	Fall 2002
b) Review current research;	Spring 2003 -
c) Review grade level content expectation documents produced by LEAs and other state departments; and	
d) Prepare draft documents in science based up the above tasks.	
3. Research and Feedback:	Winter 2004
a) Inform LEA staffs and the greater community through state-wide conferences (WERA, OSPI Jan. Conference, WSASCD), stakeholder groups (EALR review Panel, Curriculum Advisory Review Committee, PTA, ESDs, WSTA), of the research in science that is being used to drive decision making at the state/national level.	
b) Share draft documents and request feedback from the greater community listed above (3a)	
4. Content Review Committees:	Winter -
a) Revise draft I and create draft II after feedback from OSPI January Conference.	Spring 2004
b) Revise draft II and create draft III after stakeholder groups (3a above) have reviewed the document.	
5. Wide-scale Public Feedback:	
Provide opportunity for wide-scale public feedback from all stakeholders via electronic survey	Spring 2004
6. Expert Review: Contract with at least two science experts to review draft III.	Spring 2004
7. Content Review Committees:	Spring 2004
Using wide-scale feedback and expert review feedback, revise draft III to create draft IV.	
8. Curriculum Advisory and Review Committee:	Spring 2004
Reviews draft IV.	
9. Final Document: ready for distribution and professional development in curriculum alignment at the 2004 OSPI Summer regional institutes.	Summer 2004

**1c. Please provide a detailed timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels.**

**STATE RESPONSE**

<b>Activity:</b> (Note: all timelines and activities apply to assessments with and without accommodations.)	<b>Completion Date</b>
1. Develop grade level expectations and indicators for grades 3-8.	Math – April 2003 Reading – March 2003
2. Develop test and item specifications for grades 3-8.	Math – May 2003 Reading – March 2003
3. Conduct fairness review for grade 5 science.	April 2003
4. Administer grade 4, 7, and 10 assessments and alternate assessments in reading and mathematics	May 2003
5. Administer voluntary operational assessments and alternate assessments in science in grades 8 and 10.	May 2003
6. Pilot science assessments in grade 5.	May 2003
7. Range finding and scoring of science grade 8 and 10 assessments and alternate assessments and grade 5 pilot items.	June 2003
8. Range finding and scoring of science grade 5 pilot items.	June 2003
9. Item writing for grades 3, 5, 6, and 8 reading and mathematics.	July 2003
10. Range finding and scoring of grade 4, 7, and 10 assessments in reading and mathematics.	July 2003
11. Content reviews of new items in reading and mathematics.	August 2003
12. Conduct bias and fairness reviews and content review with data for grades 4, 7, and 10 in reading and mathematics.	September 2003
13. Conduct item development, review, and selection for Grades 3, 5, 6, and 8 pilots in reading and mathematics.	October 2003
14. Conduct fairness reviews for 3, 5,6, and 8 in reading and mathematics.	November 2003
15. Item writing for grades 3,4, 5, 6,7, 8, and 10 in reading and mathematics and in grades 5, 8, and 10 in science.	February 2004
16. Administer operational assessments and alternate assessments in grades 4,7, and 10 in reading and mathematics.	May 2004
17. Conduct limited pilot assessments in reading and mathematics in grades 3, 5, 6, and 8.	May 2004
18. Administer voluntary operational assessments and alternate assessments in science in grade 5.	May 2004
19. Administer required operational assessments and alternate assessments in science in grades 8 and 10.	May 2004
20. Range finding and scoring for operational assessments.	July 2004

<b>Activity1c. continued</b>	<b>Completion Date</b>
21. Conduct item development, review, and selection for grades 3, 5, 6, and 8 pilots in reading and mathematics.	October 2004
22. Conduct fairness reviews for 3, 5, 6, and 8 in reading and mathematics.	November 2004
23. Develop, edit print, and distribute voluntary pilot forms for grades 3, 5, 6, and 8 in reading and mathematics.	February 2005
24. Pilot assessments in reading and mathematics in grades 3, 5, 6, and 8.	May 2005
25. Range finding and scoring of pilot items in reading and mathematics.	August 2004
26. Data review of all pilot forms in grade 3, 5, 6, and 8 reading and mathematics and in grade 5 science.	October 2004
27. Item writing for grades 3 - 8 and 10 in reading and mathematics and in grades 5, 8, and 10 in science.	February 2005
28. Administer assessments and alternate assessments in reading and mathematics in grade 4, 7, and 10 and science in grades 8 and 10.	May 2005
29. Administer voluntary state-wide pilot assessments in reading and mathematics in grades 3, 5, 6, and 8.	May 2005
30. Administer required operational assessment and alternate assessment in science in grade 5.	May 2005
31. Range finding and scoring of operational assessments and alternate assessments in reading and mathematics in grade 4, 7, and 10 and science in grades 5, 8 and 10.	July 2005
32. Administer required assessments and alternate assessments in reading, mathematics in grades 3–8 and 10, and science in grades 5, 8 and 10.	May 2006
33. Range finding and scoring of operational assessments for grades 3-8, 10 in reading, mathematics, and grades 5, 8, and 10 science.	July 2006
34. Provide evidence that all developed reading and mathematics assessments meet the requirement of Section 1111(b)(3).	December 2006
35. Provide evidence that all developed science assessments meet the requirement of Section 1111(b)(3).	December 2008

**1d. Detailed Timeline for Setting Academic Achievement Standards: Mathematics, Reading / Language Arts, and Science**

**STATE RESPONSE**

<b>Activity:</b> (Note all timelines and activities apply to assessments with and without accommodations):	<b>Completion Date</b>
1. Develop achievement descriptions for each level of performance for the current grades 4, 7, and 10 assessments in reading and mathematics.	May 2003
2. Conduct standard setting to establish achievement levels, descriptions and cut scores for each level of performance for alternate assessments for all content areas and grade levels.	May 2003
3. Conduct standard setting to establish achievement levels, descriptions and cut scores for each level of performance for science in grades 8 and 10.	August 2003
4. Recommend cut scores for science in grades 8 and 10 to A+ Commission.	August 2003
5. Establish achievement level descriptions for “proficiency” for assessments in reading and mathematics in grades 3, 5, 6, and 8 in alignment with achievement descriptions for grades 4, 7, and 10.	September 2003
6. Establish achievement level descriptions for all four levels of performance (below basic, basic, proficient, and advanced) for assessments in reading and mathematics in grades 3, 5, 6, and 8 in alignment with achievement descriptions for grades 4, 7, and 10.	November 2003
7. Conduct standard setting to establish achievement levels, descriptions and cut scores for each level of performance for science in grade 5 and mathematics and reading in grade 10.	August 2004
8. Recommend cut scores for science in grade 5 and mathematics and reading in grade 10 to A+ Commission.	August 2004
9. Conduct standard setting to establish achievement levels, descriptions, and cut scores for each level of performance for reading and mathematics in grades 3, 5, 6, and 8.	July 2006
10. Review and revise, as necessary, cut scores in reading and mathematics August 2006 in grades 3-8 and 10 and cut scores in science in grades 5, 8, and 10 to ensure a coherent assessment system.	August 2006
11. Recommend cut scores for entire assessment system in grades 3-8 and 10 to A+ Commission.	August 2006
12. Implement complete system of academic achievement standards in all grades and subjects required by ESEA.	August 2006
13. Provide standard setting reports and A+ commission records to demonstrate that academic achievement standards have been adopted and meet the requirements of Section 111(b)(1).	December 2006