

# Quality Education Council

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Report to the 2012 Legislature



**Quality Education Council**

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**Council Members:**

Superintendent Randy Dorn  
Senator Tracey Eide  
Senator Rosemary McAuliffe  
Senator Curtis King

Senator Joseph Zarelli  
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Rep. Cathy Dahlquist  
Rep. Bruce Dammeier

Dr. Bette Hyde  
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Mary Jean Ryan  
Barbara Taylor  
Adie Simmons

# Quality Education Council Report

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January 6, 2012

The Honorable Christine O. Gregoire  
Governor of Washington  
P.O. Box 40002  
Olympia, WA 98504-0002

The Honorable Brad Owen  
Lieutenant Governor of Washington  
P.O. Box 40482  
Olympia, WA 98504-0482

The Honorable Frank Chopp  
Speaker of the House  
P.O. Box 40600  
Olympia, WA 98504-0600

Dear Governor Gregoire, Lieutenant Governor Owen, and Speaker Chopp:

The 2009 and 2010 sessions of the Washington state Legislature passed several historic K-12 education bills. Among those bills was Engrossed Substitute House Bill 2261 (2009) which outlined a bold a new system for state funding of basic education, and created the Quality Education Council to develop and implement it. Substitute House Bill 2776 (2010) authorized the first steps for implementation of the new funding system. This work continues to be critical to address the issues identified and documented by previous workgroups, task forces, and in recent court decisions.

This report is part of the ongoing work of the QEC to implement this new system of basic education. In addition, this report includes recommendations for:

- A comprehensive plan for a voluntary program of early learning as required by [Senate Bill 6759](#)
- The Transitional Bilingual Program's revised funding formula as required by the [2011-13 Biennial Operating Budget \(ESHB 1087\)](#).

We hope this report informs the decisions of policy makers in the 2012 legislative session.

Sincerely,

Shawn Lewis, OSPI  
On behalf of the Quality Education Council

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## **Acknowledgments**

The Quality Education Council would like to thank all of the staff and members from the following agencies, working groups, and committees who contributed to the Council's work.

**Early Learning Technical Working Group**

**Early Learning Advisory Council**

**Bilingual Education Advisory Committee**

**Transitional Bilingual Technical Working Group**

**Education Opportunity Gap Oversight and Accountability Committee**

**Compensation Work Group**

**Levy and Local Funding Work Group**

**House Office of Program Research**

**Senate Committee Services**

**Legislative Caucus Staff**

**Legislative Evaluation and Accountability Program Committee**

**Office of Financial Management**

**Office of the Governor**

**Professional Educators Standards Board**

**State Board of Education**

**Office of Superintendent of Public Instruction**

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## Introduction

The 2009 and 2010 sessions of the Washington state Legislature passed three historic K-12 education bills. Engrossed Substitute House Bill 2261 (2009) outlined a bold a new system for state funding of basic education, and created the Quality Education Council to develop and implement it. Substitute House Bill 2776 (2010) authorized the first steps for implementation of the new funding system. Engrossed Substitute Senate Bill 6696 (2010) set in motion transformative change in four areas: more rigorous academic standards, improvements in teacher effectiveness and equity in teacher distribution, better use of data to drive improvement in student learning, and intervention in schools with persistently low student learning and graduation rates.

The QEC has an ongoing responsibility to identify measurable goals and priorities for the education system, including the goals of basic education, and strategies for coordinating statewide efforts to eliminate the achievement gap and reduce student dropout rates.

As part of its primary responsibilities, the QEC is monitoring several activities that are underway but results are not yet available for inclusion in this report. The Compensation Technical Working Group will provide a report to the QEC by June 30, 2012, with recommendations for an enhanced educator salary allocation model. In addition, the QEC requested the Washington State Institute for Public Policy to study and report back on the use of Learning Assistance Program (LAP) funds and the effectiveness of the strategies being employed with these funds. The QEC expects to include recommendations for LAP and for educator compensation in its report to the 2013 Legislature.

In addition to its ongoing responsibilities, the QEC was designated two additional responsibilities:

1. [Senate Bill 6759](#) passed by the 2010 legislature required the QEC, with input from the Early Learning Workgroup and the Early Learning Advisory Council, to make recommendations for a comprehensive plan for a voluntary program of early learning.
2. [The 2011-13 Biennial Operating Budget \(ESHB 1087\)](#) directed the QEC to examine the revised funding formula for the Transitional Bilingual Program and make recommendations for
  - a. Changing the prototypical school funding formula to align with the revised model in an accurate and transparent manner;
  - b. Reconciling the revised model with statutory requirements the transitional bilingual instructional program;
  - c. Clarifying the elements of the transitional bilingual instructional program that fall under the definition of basic; and
  - d. The extent that the disparate financial impact of the revised model on different school districts should be addressed and options for addressing it.

More information regarding the Quality Education Council, including past reports, workgroups and meeting documents are available at [www.k12.wa.us/qec](http://www.k12.wa.us/qec).

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## ***Early Learning Recommendations***

The 2010 Legislature passed Senate Bill 6759, which required the Office of Superintendent of Public Instruction (OSPI), with assistance and support from the Department of Early Learning (DEL), to convene a technical working group to develop a comprehensive plan for a voluntary program of early learning. The Early Learning Workgroup presented its recommendations for improving the quality and access of preschool programs in Washington to the Quality Education Council on October 26, 2011. The work group's report may be accessed at: [http://www.k12.wa.us/LegisGov/2011documents/Preschool\\_Nov11.pdf](http://www.k12.wa.us/LegisGov/2011documents/Preschool_Nov11.pdf). The Early Learning Advisory Council (ELAC) discussed the workgroup's recommendations on December 12, 2011 and submitted recommendations to the QEC (Appendix A). As required by SB 6759, the QEC has considered the input of the Early Learning Workgroup and the Early Learning Advisory Council in making the following recommendations for a comprehensive plan for a voluntary program of early learning.

### **The QEC makes the following recommendations to the 2012 Legislature**

***Establish the Washington Preschool Program in phases so that by the 2024-25 school year it as an entitlement for all three and four-year old children in Washington who voluntary participate.***

***Include the following program components and standards in the Washington Preschool Program:***

1. All 3 and 4 year-old children will be eligible upon full implementation.
2. Until implementation is complete, the DEL will implement guidelines for prioritizing eligible children.
3. Families with incomes above 250% of the federal poverty-level will be required to pay a co-pay (amount set by DEL).
4. Transportation funding will be an allowable expense, but not required.
5. A minimum of four-hundred and fifty classroom hours will be required.
6. Class-size will be limited to 18 children per class.
7. The teacher to child ratio will be limited to 1 teacher for every 9 children.
8. Lead teachers would be required to complete 100 approved hours of continuing education and/or equivalent academic credits every five years.
9. Child health coordination and family support services will be provided on a tiered basis based on child and family needs.

***Require the Department of Early Learning to be responsible for the following administrative duties:***

10. Approving and contracting with providers, according to the DEL rules.
11. Coordinating the application process of public and private early learning providers. Private early learning providers may apply so long as the program is free from religious instruction, activities or symbolism. Existing organizations that receive funding through ECEAP are eligible and encouraged to apply for contract under the new program.

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12. Awarding contracts beginning in elementary school enrollment areas providing all-day kindergarten and where there is lower than average access to head start or ECEAP.
13. Establishing criteria and a process for:
  - a. Teachers to demonstrate required competencies; and
  - b. Approving continuing education and academic credits.
14. Establishing qualifications and continuing education requirements for other staff in addition to lead and assistant teachers.
15. Monitoring classroom quality.
16. Requiring the administration of a preschool assessment aligned with the kindergarten inventory (WaKIDS).
17. Providing information regarding program and child outcome data to the education and data research center (ERDC).
18. Submitting an annual report to the Governor, OSPI, and Legislature that provides program information. The first report is due December 2015 and annually thereafter.

## ***Define the following funding elements of the Washington Preschool Program:***

21. Funding will be based on an allocation model that considers the characteristics of the students in the schools, including, but not limited to, the income of the parents, eligibility for special education services, home language, and whether the child is in foster care or homeless.
22. Additional enrollment slots will be funded for the new program and existing ECEAP enrollment slots will be transferred to the new program “over time”.
23. Appropriate funding to the DEL for ECEAP for the 2011-12, 2012-13, and 2013-14 school years at an amount sufficient to fund an equivalent number of slots as funded in the 2009-11 enacted budget.
24. Additional funding will be required to be phased-in starting with the 2014-15 school year.

## ***Establish the following advisory committees:***

25. The QEC recommends that the Legislature concurrently phase-in high-quality preschool readiness programs (targeted birth to three and high-quality child care programs) with the Washington Preschool Program. The Early Learning Advisory Council should be directed to establish a Birth-to-Three Technical Working Group to develop a preschool readiness implementation plan and report to the legislature and QEC by November 1, 2012.
26. Direct the Department of Early Learning to establish a subcommittee, who in addition to establishing criteria and a process for teachers to demonstrate required competencies, recommend to the Legislature and the QEC by June 30, 2012 a phase in schedule for the requirement that lead teachers have a Bachelor of Arts degree.

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## ***Transitional Bilingual Program Revised Funding Formula Recommendations***

The 2011-13 Biennial Operating Budget (ESHB 1087) directs OSPI to implement a funding model for the transitional bilingual program (TBIP), beginning in the 2012-13 school year, that is scaled to provide more support to students with beginning levels of English language proficiency and less support to students with higher levels of English language proficiency. In addition, the biennial budget states that the funding model shall provide up to two years of additional funding for students that successfully exit the bilingual program.

ESHB 1087 directs the Quality Education Council (QEC) to examine the revised funding model and provide a report to the education and fiscal committees of the legislature.

### **The QEC makes the following recommendations to the 2012 Legislature**

#### ***Clarify the 2011-13 omnibus budget (ESHB 1087) proviso in Section 514 to ensure:***

1. The revised funding model is revenue neutral to TBIP at the time of implementation. For the 2012-13 school year, only students who have not yet attained proficiency should be funded through the new model.
2. Additional funding for students that successfully exit the bilingual program will be phased in beginning in the 2013-14 school year to provide, on a statewide average, 3.0 hours per week in extra instruction with fifteen students per teacher. Students that successfully exit in the 2012-13 school year should be funded in 2013-14 school year, and beginning in 2014-15 school year the funding model should provide funding for students that have successfully exited the bilingual program in the two previous school years.
3. Funding generated for students that successfully exit the bilingual program shall be used for academic support those students. This funding is not a component of the basic education program. This funding does not represent an individual entitlement to any particular student. Districts shall be allowed flexibility to transfer a portion of this funding to the Transitional Bilingual Program.
4. Districts that lose funding as compared to the old formula are to be held harmless at an estimated cost of \$621,000 in school year 2012-13. The amount of hold harmless funding will be offset and eliminated by the supplementary allocation received by districts beginning with the 2013-14 school year.
5. The Office of Superintendent of Public Instruction shall convene the Bilingual Education Advisory Committee to develop recommendations to the QEC and legislature by June 30, 2012 detailing:
  - a. When fully implemented, the appropriate number of hours necessary to support each level of TBIP eligible student and an accompanying implementation schedule.
  - b. When fully implemented, the appropriate number of hours necessary to support exited students through the additional funding and an accompanying implementation schedule.
  - c. A maximum amount or percentage of the additional funding for exited students that would be eligible for transfer to the TBIP program.

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***Amend RCW 28A.150.260, the prototypical school funding formula, to accurately and transparently identify:***

6. Any funding through this formula to support students that demonstrate English language proficiency is supplementary to the TBIP allocation. The 4.778 hours of additional instruction defined in RCW 28A.150.260 will be the basis for calculating a cost neutral allocation for varying levels of instructional hours for students that have not attained English language proficiency for the 2012-13 school year. Those new allocation hours shall remain constant for future years, subject to additional increases determined by the Legislature. The funding allocation for students that have not demonstrated English language proficiency will then increase or decrease in relationship to changes in the number of students at each level. Funding for exited students should be calculated based on the number of students who exit.

***Do not change the definitions of the TBIP program or eligibility criteria for the program:***

7. After the 2014-15 school year, utilizing programmatic data required in the budget proviso, the legislature should determine whether this formula change was successful in decreasing the length of stay in program, and increasing the success of students who exit. If the legislature determines that, services for students enrolled for two academic years after achieving competency in English on the annual language proficiency assessment is to be permanently included within the bilingual program and as part of the evolving program of basic education, the TBIP statute must be changed at that time.

***Increase Quality Assurance and Accountability in the TBIP:***

8. Amend RCW 28A.180.060 or create a new statute to hold districts receiving funding for the transitional bilingual instruction program accountable for making progress on measurable outcomes consistent with the requirements in companion federal programs.
9. Provide a statutory requirement that by 2017-18 that newly hired or assigned certificated staff to the TBIP hold bilingual/ELL endorsements.
10. Provide future investments in the TBIP funding formula targeted to additional instructional time or professional development of certificated and classified staff specifically related to English language acquisition.

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## Additional QEC Recommendations

### Priority Area 1: Make Progress Toward Ample Funding for Basic Education

1. The 2012 Legislature should continue to support the phase-in of new funding for K-12 education, as provided under SHB 2776, including:
  - a. Continued phase in of full-day kindergarten based on school poverty factors;
  - b. Phase in funding for additional teachers to support smaller class sizes in grades K through 3 based on school poverty factors;
  - c. Transition to the new pupil transportation funding formula and begin to phase in funding enhancements to districts as described in SHB 2776; and
  - d. Increase allocations for maintenance, supplies and operating costs (MSOC).

The QEC considers these four elements to be essential parts of an equitable school funding system, and the Legislature is encouraged to make investments sufficient to meet the legislative intent of SHB 2776.

The QEC recommends that the Legislature and education stakeholders educate and engage the public to build support for full funding of basic education, including these elements from SHB 2776.

SHB 2776 can be found online at <http://apps.leg.wa.gov/documents/billdocs/2009-10/pdf/bills/session%20law%202010/2776-S.SL.pdf>.

2. The 2012 Legislature is urged not to reduce funding for Washington State public schools. While elements within the K-12 system have historically been referred to as basic or non-basic education, the QEC considers many “non-basic” education programs to be essential for providing critical services to students – particularly funds for levy equalization, K-3 class size reduction, the Highly Capable Program, and full-day kindergarten.

### Priority Area 2: Provide Students the Opportunity to Graduate Prepared for Postsecondary Education, Employment and Citizenship

3. The Legislature should direct OSPI to provide technical assistance to districts and schools to help them develop strategies to reduce dropouts and increase their extended graduation rates. This assistance may be provided by OSPI’s District and School Improvement Programs, through the PASS program, or where otherwise allowed by funding sources.

Information on OSPI’s District and School Improvement Program and supports currently provided to school districts can be found online at [www.k12.wa.us/improvement/default.aspx](http://www.k12.wa.us/improvement/default.aspx).

### Priority Area 3: Close the Opportunity Gap for Disadvantaged Students and Students of Color

4. The Legislature should support the strengthening of the Highly Capable Program to ensure that all students have equal access to it, consistent with the recommendations of the Highly Capable Program Technical Working Group:
  - a. The Legislature should adopt a new and uniform definition of Highly Capable Program students, as provided in the Technical Working Group report to the Legislature.

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- b. The Legislature should direct OSPI to create a common and consistent identification process for Highly Capable Program students.

The Highly Capable Workgroup report can be found online at [www.k12.wa.us/legisgov/reports.aspx](http://www.k12.wa.us/legisgov/reports.aspx).

- 5. The Legislature should support the strengthening of the Learning Assistance Program (LAP) based on recommendations of the LAP Working Group:
  - a. The Legislature should allow LAP funds to be used for assistance to students in science, and to extend credit retrieval from grades 11-12 to grades 9 through 12.

The LAP Workgroup report can be found online at [www.k12.wa.us/qec/adhocworkgroups.aspx](http://www.k12.wa.us/qec/adhocworkgroups.aspx).

- 6. The Legislature should support the recruitment, development, placement, and retention of educators who are culturally competent and possess skills and competencies in language acquisition:
  - a. The Legislature should provide support for programs that encourage diverse populations to become teachers.
  - b. The Legislature should direct the Compensation Working Group to utilize educator professional development needs data, including cultural competency and competency in language acquisition for the following purposes:
    - i. to identify strategies and incentives to recruit and retain diverse teachers;
    - ii. to examine data from other states regarding certification options and requirements that support competency in language acquisition and cultural competency;
    - iii. to identify professional development requirements for continuing teachers regarding cultural competency and language acquisition; and
    - iv. to identify current policies that make it difficult to recruit and retain diverse teachers.
- 7. The Legislature should continue its support the development of strong partnerships between schools, students, families and communities to deliver personal and differentiated instruction.

In SHB 2776, the Legislature established a staffing category entitled the Parent Involvement Coordinator. While no funding was identified for this position in the prototypical school model, the Legislature recognized that parent and family involvement is a key element in the basic education of students, and used this category as a placeholder for future investments.

The Legislature should replace the staffing category “Parent Involvement Coordinator” with “Family Engagement Coordinator” in the prototypical school model to more accurately reflect the intended role and activities of this position. The family engagement coordinator is intended be an integral part of the guidance and counseling team and play a leadership role in the school improvement planning process to ensure that families’ voices are represented in the strategic planning process.

## Priority Area 4: Support and Strengthen Education Professionals

- 8. The Legislature should maintain support for implementation of revised teacher and principal evaluation systems. E2SB 6696 established dramatic changes to the teacher/principal evaluation system, and initiated the development, pilot testing, and implementation of a new evaluation system during the next three years, with statewide adoption in the 2013-14 school year. The bill requires the following:

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- a. Implementation of the pilot with grant recipient school districts in the 2010-11 and 2011-12 school years;
- b. Development of a four-tiered rating system based on the eight classroom teacher and nine principal competencies outlined in 6696;
- c. Adoption of new evaluation systems by all school districts in the 2013-14 school year;
- d. Extension of provisional status for new teachers; and
- e. Requirement that schools districts report educator data based on the current evaluation criteria starting in the 2010-11 school year.

Information on Teacher/Principal Evaluation Pilot can be found online at [www.k12.wa.us/Edleg/TPEP/default.aspx](http://www.k12.wa.us/Edleg/TPEP/default.aspx).

9. The Legislature should direct the Compensation Working Group to include the professional development needs of principals, teachers and classified staff in its work, including mentoring programs for all education employees.

Based on the recommendations from the Achievement Gap Oversight and Accountability Committee, the Building Bridges Work Group and the various technical working group reports, the QEC recognizes the importance of supporting education professionals by providing high quality training and mentoring.

The compensation working group is not currently required to consider the professional development needs of principals, teachers and classified staff in its examination. The QEC recommends the 2011 Legislature direct the Compensation Working Group to include the professional development needs of principals, teachers and classified staff in its examination including, but not limited to, mentoring programs for all education employees.

## Priority Area 5: Support Improvements in Math and Science

10. The Legislature should ensure excellence in science, technology, engineering and math (STEM) by adopting the following recommendations of the STEM Working Group:
  - a. Direct the Compensation Working Group to include the possible need for STEM-related professional development in its examination of Educator Professional Development needs, and examine strategies and incentives to recruit and retain STEM teachers.
  - b. Maintain support for innovative middle school CTE programs focused on STEM and professional development support for math, science, engineering and technology educators.
  - c. Encourage and support partnerships with the business community to develop and continue innovative STEM programs.

The STEM Working Group report can be found online at [www.k12.wa.us/legisgov/reports.aspx](http://www.k12.wa.us/legisgov/reports.aspx).

## Priority Area 6: Invest in Early Learning

11. The Legislature should continue the incremental phase in of new funding to K-12 education, as provided under SHB 2776, including continued phase in of full-day kindergarten based on school poverty factors.

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In 2007, the Washington State Legislature responded to the recommendations of the Washington Learns Commission by passing SB 5841, which funds voluntary full-day kindergarten. Funding appropriated was sufficient to support full-day kindergarten to reach 10% of schools each year with the goal of all schools being funded in ten years.

Since that time, funding has been appropriated by the Legislature sufficient to support full-day kindergarten for 22% of the state's students. The highest poverty schools in the state are eligible for the funding. The 2010 passage of SHB 2776 called for phasing in enhancements to the baseline funding levels of 2009-10 in the 2011-13 biennium, with all schools receiving funding by 2018. The phase in of funding is based on student poverty within schools, so that schools with the highest percentage of students qualifying for free and reduced lunches are eligible for the funding first.

Information regarding State funded full-day kindergarten and current schools funded can be found online at [www.k12.wa.us/earlylearning/fulldaykindergartenresearch.aspx](http://www.k12.wa.us/earlylearning/fulldaykindergartenresearch.aspx).

12. The Legislature should continue investments in early learning, specifically through its commitment to the Early Childhood Education Assistance Program (ECEAP) for at risk 3 and 4 year olds. These investments will allow all students to enter kindergarten "healthy, capable, and confident and ready to succeed in school and life."

In addition, the Department of Early learning and the Office of the Superintendent of Public Instruction should continue to partner with higher education, utilizing federal funds to create a P-20 longitudinal data system.

Information regarding the Department of Early Learning Programs including ECEAP can be found online at [www.del.wa.gov/](http://www.del.wa.gov/).

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## Appendix A – Early Learning Advisory Council Recommendations



STATE OF WASHINGTON

DEPARTMENT OF EARLY LEARNING

P.O. Box 40970, Olympia, Washington 98504-0970  
(360) 725-4665 • FAX (360) 413-3482

December 14, 2011

Quality Education Council  
Old Capitol Building  
PO Box 47200  
600 Washington St. SE  
Olympia, WA 98504-7200

To:

- Representative Marci Maxwell, State Representative, 41<sup>st</sup> District (D), QEC Co-Chair
- Senator Curtis King, State Senator, 14<sup>th</sup> District (R), QEC Co-Chair

Per RCW 43.215.090, the SSB 6759 Early Learning Technical Work Group presented its recommendations for improving the quality and access of preschool programs in Washington State to seek input from the Early Learning Advisory Council (ELAC) on December 12, 2011.

Based on review of the Early Learning Technical Work Group's final report, and taking public comments into consideration, the ELAC recommends that the QEC adopt the recommendations of the work group as outlined in their final report, with one modification and one addition as follows:

1. **MODIFICATION:** The ELAC recommends that the Bachelor of Arts requirement for lead teachers be phased-in rather than required from the program's inception.
2. **ADDITION:** ELAC requests that the QEC recommend to the Legislature that the ELAC establish a Birth-to-Three Technical Work Group. This work group will use the existing Washington State Birth to 3 Plan submitted by the Department of Early Learning to the Washington State Legislature on December 2010. The work group will review the plan's existing policy recommendations, ensuring that the recommendations continue to enhance services for children from Birth-to-Three.

*Sue Winn*

ELAC Co-Chair & Family Childcare Provider

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### Appendix B – TBIP Revised Funding Formula Disparate Impact by District

**Hold Harmless Amount    -\$620,626**

District	Projected 2012-13 Total Enrollment	Projected Difference Between Old and New Formula	Per Pupil Difference	% Difference
Aberdeen SD	216	-\$10,242	-\$47.41	-5.2%
Anacortes SD	59	-\$1,189	-\$20.50	-2.2%
Arlington SD	183	-\$4,662	-\$25.48	-2.8%
Auburn SD	2010	\$10,630	\$5.29	0.6%
Bainbridge Island SD	31	\$442	\$14.26	1.5%
Battle Ground SD	802	-\$22,895	-\$28.55	-3.3%
Bellevue SD	1723	\$30,689	\$17.80	2.1%
Bellingham SD	607	\$2,181	\$3.59	0.4%
Bethel SD	269	-\$284	-\$1.05	-0.1%
Blaine SD	81	\$608	\$7.51	0.8%
Bremerton SD	118	-\$282	-\$2.39	-0.3%
Brewster SD	405	\$7,246	\$17.89	1.9%
Bridgeport SD	289	-\$3,020	-\$10.48	-1.2%
Burlington SD	615	\$27,299	\$44.39	5.0%
Camas SD	99	-\$1,293	-\$13.06	-1.5%
Cascade SD	151	\$1,781	\$11.71	1.3%
Cashmere SD	186	\$2,668	\$14.34	1.5%
Castle Rock SD	30	\$51	\$1.71	0.2%
Central Kitsap SD	191	-\$2,528	-\$13.24	-1.4%
Central Valley SD	258	-\$4,646	-\$17.94	-2.0%
Centralia SD	310	\$9,592	\$30.94	3.5%
Chehalis SD	61	\$2,608	\$42.75	4.6%
Cheney SD	87	-\$1,343	-\$15.61	-1.7%
Chewelah SD	2	-\$14	-\$7.22	-0.7%
Chimacum SD	11	-\$470	-\$42.73	-4.6%
Clarkston SD	18	\$137	\$7.60	0.8%
Cle Elum-Roslyn SD	16	\$406	\$25.34	2.8%
Clover Park SD	1213	-\$14,333	-\$11.82	-1.3%
College Place SD	170	\$8,074	\$47.49	5.4%
Columbia (Walla) SD	81	-\$410	-\$5.06	-0.6%
Colville SD	48	\$5,518	\$114.97	12.2%
Conway SD	20	\$936	\$46.80	4.9%

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Coupeville SD	30	\$2,891	\$96.38	10.6%
Deer Park SD	4	\$998	\$249.61	27.6%
Dieringer SD	20	-\$669	-\$33.43	-3.6%
East Valley (Spokane) SD	112	\$3,934	\$35.12	3.8%
East Valley (Yakima) SD	218	-\$8,914	-\$40.89	-4.5%
Eastmont SD	877	-\$16,601	-\$18.93	-2.1%
Eatonville SD	14	-\$215	-\$16.55	-1.8%
Edmonds SD	2113	-\$24,140	-\$11.42	-1.3%
Ellensburg SD	221	-\$6,083	-\$27.53	-3.0%
Elma SD	113	\$4,630	\$40.97	4.4%
Entiat SD	36	-\$753	-\$20.91	-2.3%
Enumclaw SD	198	-\$1,841	-\$9.30	-1.0%
Ephrata SD	176	-\$3,060	-\$17.29	-2.0%
Everett SD	1876	-\$13,396	-\$7.14	-0.7%
Evergreen (Clark) SD	1999	\$680	\$0.34	0.0%
Federal Way SD	3136	\$3,448	\$1.10	0.1%
Ferndale SD	228	-\$1,690	-\$7.44	-0.8%
Fife SD	357	-\$7,882	-\$22.02	-2.5%
Finley SD	145	-\$222	-\$1.52	-0.2%
Franklin Pierce SD	626	-\$9,550	-\$15.26	-1.8%
Goldendale SD	32	-\$2,429	-\$73.60	-8.1%
Grandview SD	1190	\$9,513	\$7.99	0.9%
Granger SD	540	-\$11,658	-\$21.59	-2.6%
Granite Falls SD	24	-\$1,168	-\$48.67	-5.5%
Highland SD	258	\$297	\$1.15	0.1%
Highline SD	4015	-\$23,509	-\$5.86	-0.7%
Hockinson SD	28	-\$1,053	-\$36.31	-4.2%
Hoquiam SD	38	-\$256	-\$6.74	-0.7%
Issaquah SD	807	-\$23,620	-\$29.23	-3.4%
Kelso SD	217	-\$4,581	-\$21.11	-2.4%
Kennewick SD	2102	-\$17,088	-\$8.13	-0.9%
Kent SD	4109	\$27,662	\$6.73	0.8%
Kiona-Benton SD	221	-\$3,703	-\$16.83	-1.9%
Kittitas SD	41	\$890	\$21.72	2.4%
La Center SD	20	-\$949	-\$47.43	-5.0%
LaConner SD	9	\$315	\$35.05	4.0%
Lake Chelan SD	340	\$9,609	\$28.35	3.0%
Lake Quinalt SD	30	-\$184	-\$6.13	-0.7%
Lake Stevens SD	286	\$857	\$3.00	0.3%
Lake Washington SD	1497	\$19,678	\$13.14	1.5%
Lakewood SD	66	-\$1,191	-\$18.04	-2.0%

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Lind SD	26	-\$676	-\$25.98	-2.9%
Longview SD	328	-\$5,903	-\$18.00	-2.0%
Lopez SD	5	\$92	\$18.49	2.1%
Lynden SD	259	-\$5,434	-\$20.90	-2.3%
Mabton SD	357	-\$14,810	-\$41.48	-4.8%
Manson SD	190	-\$5,284	-\$27.81	-3.1%
Marysville SD	753	-\$17,664	-\$23.46	-2.5%
Mead SD	148	-\$756	-\$5.11	-0.6%
Medical Lake SD	12	-\$839	-\$69.88	-7.8%
Mercer Island SD	65	\$699	\$10.76	1.2%
Meridian SD	82	\$1,733	\$21.14	2.4%
Methow Valley SD	11	\$587	\$53.38	5.7%
Monroe SD	519	\$9,499	\$18.30	2.1%
Montesano SD	21	-\$1,564	-\$74.48	-8.2%
Moses Lake SD	652	-\$17,164	-\$26.36	-2.9%
Mossyrock SD	37	\$2,383	\$64.39	7.3%
Mount Adams SD	133	-\$833	-\$6.31	-0.7%
Mount Baker SD	98	-\$3,518	-\$35.90	-3.9%
Mount Vernon SD	1419	-\$9,908	-\$6.98	-0.8%
Mukilteo SD	2395	\$5,681	\$2.37	0.3%
Naches Valley SD	59	-\$1,666	-\$28.72	-3.2%
Naselle SD	7	-\$185	-\$26.47	-2.8%
Nooksack SD	173	-\$140	-\$0.81	-0.1%
North Franklin SD	684	-\$7,733	-\$11.32	-1.4%
North Kitsap SD	154	-\$2,911	-\$18.91	-2.0%
North Mason SD	107	-\$5,312	-\$49.18	-5.5%
North Thurston PS	593	\$2,527	\$4.26	0.5%
Northshore SD	949	\$1,581	\$1.66	0.2%
Oak Harbor SD	70	\$295	\$4.21	0.5%
Ocean Beach SD	20	-\$14	-\$0.67	-0.1%
Ocosta SD	54	\$881	\$16.32	1.9%
Okanogan SD	70	\$809	\$11.55	1.3%
Olympia SD	219	\$4,345	\$19.84	2.2%
Omak SD	74	\$128	\$1.70	0.2%
Onalaska SD	23	\$1,059	\$44.12	5.2%
Orcas Island SD	17	\$1,000	\$58.80	6.8%
Orondo SD	84	\$1,314	\$15.64	1.6%
Oroville SD	74	-\$2,125	-\$29.10	-3.3%
Orting SD	32	\$38	\$1.17	0.1%
Othello SD	1311	\$19,049	\$14.54	1.8%
Palisades SD	8	-\$243	-\$30.34	-4.3%

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Pasco SD	5339	\$101,131	\$18.94	2.2%
Pateros SD	29	\$194	\$6.70	0.7%
Paterson SD	40	-\$3,513	-\$90.06	-10.6%
Peninsula SD	51	\$1,095	\$21.46	2.3%
Pomeroy SD	3	-\$425	\$0.00	-14.9%
Port Angeles SD	44	-\$962	-\$22.37	-2.4%
Prescott SD	36	-\$2,232	-\$60.32	-7.3%
Prosser SD	597	-\$1,102	-\$1.85	-0.2%
Pullman SD	79	\$2,605	\$32.97	3.7%
Puyallup SD	716	-\$11,238	-\$15.70	-1.7%
Quillayute Valley SD	102	\$315	\$3.09	0.4%
Quincy SD	1056	-\$17,901	-\$16.95	-2.0%
Raymond SD	57	\$721	\$12.65	1.5%
Reardan-Edwall SD	4	-\$27	-\$6.71	-0.7%
Renton SD	2215	\$15,610	\$7.04	0.8%
Richland SD	253	-\$6,606	-\$26.11	-2.9%
Ridgefield SD	60	\$3,497	\$57.32	6.5%
Riverside SD	7	-\$693	-\$98.94	-10.9%
Riverview SD	43	\$3,701	\$84.11	9.6%
Rochester SD	96	-\$4,944	-\$51.50	-5.8%
Roosevelt SD	11	\$618	\$56.14	5.7%
Royal SD	594	-\$8,926	-\$15.00	-1.7%
San Juan Island SD	52	\$2,275	\$44.61	5.1%
Seattle PS	5632	\$34,268	\$6.08	0.7%
Sedro-Woolley SD	195	-\$6,854	-\$35.15	-3.9%
Selah SD	216	-\$9,604	-\$44.26	-4.9%
Sequim SD	34	-\$231	-\$6.81	-0.7%
Shelton SD	327	\$5,081	\$15.54	1.7%
Shoreline SD	578	\$2,994	\$5.18	0.6%
Snohomish SD	281	\$1,784	\$6.35	0.7%
Snoqualmie Valley SD	130	\$2,339	\$17.99	2.1%
Soap Lake SD	82	-\$4,682	-\$57.10	-6.6%
South Bend SD	60	\$490	\$8.03	0.9%
South Kitsap SD	102	-\$297	-\$2.94	-0.3%
South Whidbey SD	12	\$190	\$15.84	1.6%
Spokane SD	1394	\$39,668	\$28.46	3.1%
Stanwood SD	79	\$2,696	\$34.13	3.7%
Steilacoom Hist. SD	71	-\$1,594	-\$22.45	-2.5%
Stevenson SD	19	-\$263	-\$13.85	-1.5%
Sultan SD	126	-\$1,216	-\$9.73	-1.1%
Sumner SD	275	-\$1,859	-\$6.73	-0.7%

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Sunnyside SD	1828	-\$24,908	-\$13.62	-1.6%
Tacoma SD	2104	\$21,119	\$10.03	1.1%
Tahoma SD	71	-\$1,766	-\$25.23	-2.8%
Tenino SD	15	-\$1,001	-\$66.76	-7.4%
Toledo SD	27	\$745	\$27.60	2.9%
Tonasket SD	120	\$2,094	\$17.31	1.9%
Toppenish SD	1129	-\$11,492	-\$10.17	-1.2%
Touchet SD	16	\$970	\$60.60	6.3%
Tukwila SD	1121	\$36,557	\$32.61	3.9%
Tumwater SD	93	\$528	\$5.68	0.6%
Union Gap SD	188	\$616	\$3.30	0.4%
University Place SD	117	\$3,425	\$29.27	3.3%
Vancouver SD	2053	\$33,430	\$16.28	1.8%
Vashon Island SD	20	\$246	\$11.70	1.3%
Wahkiakum SD	18	\$13	\$0.76	0.1%
Wahluke SD	1391	\$36,387	\$26.16	3.3%
Walla Walla SD	827	\$7,434	\$8.99	1.0%
Wapato SD	795	-\$32,885	-\$41.36	-4.9%
Warden SD	302	-\$9,270	-\$30.59	-3.6%
Washougal SD	49	-\$1,709	-\$34.87	-3.9%
Waterville SD	13	-\$478	-\$36.75	-4.0%
Wenatchee SD	1477	-\$14,140	-\$9.57	-1.1%
West Valley (Spokane) SD	106	-\$1,987	-\$18.74	-2.1%
West Valley (Yakima) SD	72	\$665	\$9.37	1.0%
White River SD	36	\$408	\$11.66	1.3%
White Salmon Valley SD	189	-\$387	-\$2.05	-0.2%
Winlock SD	66	-\$1,016	-\$15.39	-1.6%
Woodland SD	105	\$1,869	\$17.97	2.0%
Yakima SD	3878	-\$69,609	-\$17.95	-2.0%
Yelm SD	64	\$1,070	\$16.72	1.9%
Zillah SD	173	-\$6,115	-\$35.35	-3.9%