

Pre-K-12 education

LAP Inventory: Effective Practices to Assist Struggling Students

The 2013 Washington State Legislature directed the Washington State Institute for Public Policy (WSIPP) to prepare an inventory of evidence- and research-based effective practices, strategies, and activities for school districts to use in the Learning Assistance Program (LAP).

The state program provides supplemental academic support to eligible K-12 students achieving below grade level or not on track to meet local or state graduation requirements. LAP funds may support programs in reading, writing, mathematics, and readiness, as well as programs to reduce disruptive behavior.

An initial report was released in July 2014. Updates were published in July 2015 and July 2016. The inventory will be updated every two years thereafter.

Julia Cramer, (360) 664-9073

Effectiveness of Paraeducators on Improving Student Outcomes

The 2017 Washington State Legislature directed WSIPP to complete a study on the effectiveness of paraeducators on improving student outcomes in Washington State. The study must examine the variation in use of paraeducators across public schools and districts and analyze whether, and to the extent, that any differences in students' academic progress can be attributed to the use of paraeducators. The study will also include a review of the national research literature on the effectiveness of paraeducators on improving student outcomes.

The report is due to the legislature by December 15, 2017.

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Professional Educator Workforce Standards

The 2016 Washington State Legislature directed WSIPP to review the effect of revisions to Washington's Professional Educator Standards Board's (PESB) expedited professional certification process for out-of-state teachers who have at least five years of successful teaching experience.

The report will include the following:

- The extent to which advanced level teacher certificates from other states compare to the standards and requirements of the Washington professional certificate;
- The extent to which the federal or state-issued advanced level certificates that allow individuals to teach internationally compare to the standards and requirements of the Washington professional certificate; and

The report is due to the legislature by September 1, 2020.

Catherine Nicolai, (360) 664-9087

Early Achievers Quality Rating and Improvement System

The 2015 Washington State Legislature required the Early Childhood Education and Assistance Program (ECEAP) providers and licensed child care providers serving non-school aged children who receive state subsidies participate in Early Achievers. Early Achievers is Washington State's quality rating and improvement system for early childhood education and child care providers.

In the same bill, WSIPP was directed to examine the relationship between the Early Achievers quality ratings and outcomes for children who participate in state-subsidized early education and child care. A preliminary report is due to the legislature by December 31, 2019, with subsequent reports in 2020, and 2021. A final report including a benefit-cost analysis of Early Achievers is due to the legislature by December 31, 2022.

Rebecca Goodvin, (360) 664-9077

School Safety and Security Funding

The 2016 Washington State Legislature directed WSIPP to evaluate how Washington and other states have addressed the funding of school safety and security programs.

The report is due to the governor, the legislature, and the Office of the Superintendent of Public Instruction by December 1, 2017.

Julia Cramer, (360) 664-9073

National Board for Professional Teaching Standards Certification

The 2017 Washington State Legislature directed WSIPP to update WSIPP's previous meta-analysis on the effect of the National Board for Professional Teaching Standards Certification on student outcomes. WSIPP will also report on the following:

- Does the certification improve teacher retention in Washington State?
- Has the additional bonus provided under RCW 28A.405.415 to certificated instructional staff who have attained national board certification to work in high poverty schools acted as an incentive for such teachers to actually work in high poverty schools?
- Have other states provided similar incentives to achieve a more equitable distribution of staff with National Board Certification?

The report is due to the legislature by December 15, 2018.

Catherine Nicolai, (360) 664-9087

Policy Changes to Reduce Excessive Absenteeism in Public K-12 Schools

The 2016 Washington State Legislature changed existing statute and added new provisions to decrease absenteeism and truancy in public K-12 schools, including the following:

- All school districts (except very small districts) and their corresponding juvenile courts must establish community truancy boards by the 2017-18 school year;
- Courts must implement an initial stay of truancy petitions and refer children and families to community truancy boards for assessment and intervention; and
- In cases where detention is deemed necessary, the law establishes a preference for placement in secure crisis residential centers or HOPE centers (as opposed to juvenile detention facilities).

The same bill directs WSIPP to evaluate the impacts of this act. A preliminary report on study methods and potential data gaps is due by January 1, 2018, and the final report by January 1, 2021.

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