



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION  
ACADEMIC IMPROVEMENT AND TEACHER QUALITY PROGRAMS

March 23, 2009

Ms. Mary Jo Johnson  
Office of the Superintendent of Public Instruction  
Old Capitol Building  
P.O. Box 47200  
Olympia, WA 98504-7200

Dear Ms. Johnson:

On February 13, 2009, the Office of the Superintendent of Public Instruction (OSPI) submitted a response to the monitoring report that resulted from a program review conducted by the Academic Improvement and Teacher Quality Programs office of the U.S. Department of Education's Office of Elementary and Secondary Education. The program office team reviewed your State's progress in meeting the highly qualified teacher provisions of the Elementary and Secondary Education Act and your State's administration of the ESEA Title II, Part A Improving Teacher Quality State Grants program. Thank you for sending this response to the monitoring report.

This response, in combination with additional information submitted on March 16 and March 20, satisfactorily addresses the findings identified in the monitoring report. In particular, OSPI has eliminated the HOUSSE Plan of Assistance. It has notified districts and relevant parties about this change and the fact that teachers holding a conditional certificate must have a Bachelor's degree, along with other criteria, to be counted a highly qualified. OSPI has also notified districts and interested parties that special education teachers must hold a special education certificate to be deemed highly qualified under the Individuals with Disabilities Education Act. Additionally, OSPI will closely monitor districts to ensure compliance with the highly qualified definitions, as corrected and clarified, and it is in the process of providing technical assistance to districts. OSPI has also indicated that its highly qualified teacher monitoring and verification procedures will ensure compliance with matters related to the accurate collection of highly qualified teacher data, including the parent notification requirement. It also ensures that its 2009 Consolidated Performance Report and its 2009 annual report card (reflecting the 2008-09 school year) will include accurate highly qualified teacher data.

Additionally, OSPI will create criteria and definitions for non-geographic LEAs, and determine correct Title II, Part A allocation amounts for these LEAs by May 1, 2009. By May 15, 2009, it will also consult with private schools about the availability to them of services using state-level activity funds, and, by June 1, 2009, it will have professional development plans in place. OSPI will submit a plan and timeline for state-level equitable participation in future years by June 1, 2009. The Department will follow up with OSPI to ensure that progress is being made on these issues and that all agreed upon deadlines are met.

[www.ed.gov](http://www.ed.gov)

400 MARYLAND AVE., SW, WASHINGTON, DC 20202-6200

*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

During the State agency for higher education (SAHE) portion of the monitoring review, the program team determined the SAHE was in full compliance with Title II, Part A of the ESEA.

We commend your excellent work in responding to the concerns raised by the monitoring report. We look forward to continuing to work with you and your staff to ensure that all teachers meet the highly qualified requirements and to help improve the delivery of ESEA Title II, Part A services in Washington.

Sincerely,



Michelle Meier  
Program Officer

cc: Mark Bergeson

[www.ed.gov](http://www.ed.gov)

400 MARYLAND AVE., SW, WASHINGTON, DC 20202-6200

*Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation*