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Federal Requirements Letter (No Child Left Behind)

October 1, 2014

Dear Parents and Guardians,

Kennewick School District is intent on keeping parents and community members informed of important issues affecting our district. This letter is being written to explain the District's status with regard to federal student achievement expectations. In August, all districts in Washington State were notified of their status in relation to federal legislation known as the "No Child Left Behind Act of 2001" (NCLB). This status, called "Adequate Yearly Progress" (AYP), is a key part of NCLB. AYP is an annual determination of whether schools, districts, and states have made progress toward the goal of having all students meet or exceed state standards in reading and math, as well as meet targets for test participation, unexcused absences and graduation rates. Currently, the goal is for 100% of students to reach proficiency in both reading and writing. Washington's statewide assessment, the Measures of Student Progress (grades 3-8) and High School Proficiency Exams served as the major factor in calculating AYP in Washington State for this past school year.

While the Kennewick School District has made overall gains in student growth and school improvement, we have not met our 100% proficiency targets in the following areas:

Elementary Reading (grades 3-5) with All, Asian, Hispanic, White, Limited English, Low Income, and Special Education students.

Elementary Math (grades 3-5) with All, Asian, Hispanic, White, Limited English, Low Income and Special Education students.

Middle School Reading (grades 6-8) with All, Asian, White, Hispanic, Low Income, Limited English, and Special Education students.

Middle School Math (grades 6-8) with All, Asian, Hispanic, Limited English, Low Income, and Special Education students.

High school Reading (grade 10) with All, Asian, Hispanic, White, Limited English, Low Income, and Special Education students.

High School Math (grade 10) with All, Hispanic, White, Limited English, and Low Income students.

Because of this, we were required to update our district improvement plan within 90 days after identification. Administrators, teachers, parents, and other representatives were collaboratively involved in the development of this plan. Additionally, the district must reserve at least ten percent (10%) of its annual Title I federal fund allocation to provide focused, professional development for teachers and administrators in the areas where we have not met the target.

Parents are vital partners in improving schools. We welcome you to actively participate in the many avenues you have as parents to support district staff and students in reaching our annual achievement targets.

We are committed to the success of each student in our district and are focused on raising each student's academic performance. We are optimistic about the future and we hope that you will join us in this important work. We encourage you to contact your student's school or the district office for any questions that you may have or for additional information.

Sincerely,

Dave Bond, Superintendent