THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Title:	**Legislative Update and Discussion**
As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☐ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☒ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☒ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☒ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Key questions to consider: -What progress has been made in advancing the legislative goals of the State Board of Education? -Will the Board consider taking a public position on educator compensation?
Possible Board Action:	☒ Review ☐ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	The Board will review the progress of legislation relating to their legislative priorities. The Board will also discuss the McCleary budget solutions that are being considered by the Legislature. The Board is also scheduled to hear from Ms. Jennifer Wallace from the Professional Educator Standards Board on future opportunities to align the state's credentialing policies and educator compensation policies.

LEGISLATIVE UPDATE: PRIORITY BILL SUMMARY

Ample Provision

Priority: Meet the state's constitutional obligation to make ample provision for basic education.

No legislative budgets have been published at the time of this writing. There are a few policy bills that would address funding structure and compensation issues, but none pertain specifically to the Board's legislative priority. More detail on potential funding solutions is provided later in this section.

High School and Beyond Plan

Priority: Strengthen the High School and Beyond Plan (HSBP) for Washington's students.

- **HB 1591** defines the High School and Beyond Plan and requires that it include a career goal, educational goal, four-year course plan, and identification of assessments. The bill specifies that the HSBP process should start in 8th grade, include a skills and interests assessment, and be revisited throughout high school. It also directs OSPI to work on creating a list of best practices and work with SBE to identify and address barriers.

  HB 1591 was amended in the House Education Committee and reported out. It was then referred to the Appropriations Committee. The amendments included that the SBE is no longer listed as a required collaborator with OSPI to identify and address barriers, the HSBP must be updated annually, and the HSBP must include a resume.

  Public testimony on the bill was overwhelmingly positive with many touting the importance of the HSBP process in preparing students for life after high school and in successfully completing more rigorous graduation requirements, as well as the need for more consistency across the state.
- **HB 1864** supports various dropout prevention strategies including increased investment in and development of Career Guidance Washington, a new dropout prevention and credit retrieval curriculum in the form of Jobs for Washington Graduates, and enhancements to the longitudinal data system. As part of the Career Guidance Washington resources, the bill directs OSPI to develop an online tool for the High School and Beyond Plan, in consultation with the SBE. HB 1864 is request legislation from OSPI.

  The bill was amended and reported out of the House Education Committee and referred to the Appropriations Committee. The amendment changed language concerning the Jobs for Washington Graduates (JWG) program to make it more general so that eligible programs included those like JWG, but not only JWG.

  Public testimony on the bill was positive citing the need to address academic and non-academic barriers to graduation.

ESEA Flexibility Waiver

Priority: Take the needed action to restore Washington's ESEA Flexibility Waiver and return control of federal funds to local districts.

- **HB 2019** is the companion to SB 5748. It requires that evaluations for teachers that teach reading, language arts, or mathematics in grades in which the federally mandated statewide assessments are administered must include student growth on the assessment as one of the multiple measures. Principals that are assigned to a school in which the federally mandated assessments are administered must also have student growth on the assessment incorporated as one of the multiple measures. The bills also requires OSPI to provide the relevant state-level assessment information to districts and delays the use of the evaluation in personnel decisions to 2016-17 school year.

  The bill did not receive a public hearing in the House Education Committee.

- **SB 5748** requires that evaluations for teachers that teach reading, language arts, or mathematics in grades in which the federally mandated statewide assessments are administered must include student growth on the assessment as one of the multiple measures. Principals that are assigned to a school in which the federally mandated assessments are administered must also have student growth on the assessment incorporated as one of the multiple measures. The bills also requires OSPI to provide the relevant state-level assessment information to districts and delays the use of the evaluation in personnel decisions to 2016-17 school year.

  SB 5748 was reported out to the Rules Committee.

  Public testimony was heard on SB 5748 in conjunction with testimony on SB 5749 and was mixed. Those who supported the bills cited the importance of control over federal dollars afforded by the waiver from ESEA, which this bill would help restore; the importance of student growth and state assessments in evaluating outcomes throughout the system, including teachers and principals; and that the proposed bills would make student growth on assessments one aspect of a teacher's evaluation, not the sole determining factor in an admittedly complicated process. Those who were opposed to the bills cited the external factors over which teachers have no control and significantly impact a student's performance on state assessments; tests cannot accurately reflect all of the work that teachers put in; using assessment scores to evaluate teacher performance is not a proven evidence-based practice; and that ESEA reauthorization might not include a test score requirement for teacher evaluation.
- **SB 5749** requires that starting in the 2016-17 school year, teacher and principal evaluations must include student growth on state assessments, when relevant. The bill also delays the use of evaluation results in personnel decisions to 2016-17, instead of 2015-16.

  SB 5749 received a public hearing in the Senate Early Learning & K12 Committee, but was not on an agenda for executive action.

  Public testimony was heard in combination with SB 5748 and comments were similar.

Modify Career & College Ready Exam Requirements

Priority: Streamline alternative assessments required for graduation.

- **HB 1363** removes the requirement that a student pass the state assessment and earn a certificate of academic or individual achievement to graduate.

  The bill was heard in the House Education Committee, but no executive action was taken.
- **HB 1703** continues the requirement for students to demonstrate achievement of state academic standards on the state assessment to earn a high school diploma. The bill shifts the responsibility for determining, administering, and evaluating alternatives to the assessments from OSPI to local districts. College readiness transition courses are also added as objective alternatives to the assessments. This bill is a Governor request.

  HB 1703 was heard in the House Education Committee, but no executive action was taken.
- **HB 1785** eliminates the requirement to earn a certificate of academic achievement through demonstrating proficiency on the state assessment as a graduation requirement. The bill also provides that additional alternative classes should be developed for students who do not meet standard on the state assessment by local districts. New HSBP requirements are also included, such as a four-year course plan and alternatives to assessments if a student has not met standards by 12th grade. This bill is a request from OSPI

  The bill was heard in the House Education Committee and reported out to the Appropriations Committee.

  Public testimony on the bill was mixed. Those in support stated that high-stakes testing can lead to higher dropout rates and that this bill allocates resources to helping students graduate rather than on testing and re-testing. Those opposed stated that proficiency on the state standards should continue to be demonstrated through objective assessments.
- **HB 1950** eliminates the Biology End-of-Course exam as a high school graduation requirement. This bill is a request from SBE

  No public hearing was held on this bill.
- **SB 5520** is the companion to HB 1703.

  No public hearing was held on this bill.
- **SB 5825** is the companion to HB 1950 and eliminates the Biology End-of-Course exam as a high school graduation requirement.

  No public hearing was held on this bill.

Professional Learning for Educators

Priority: Incorporate a robust program of educator professional learning into the state's program of basic education.

- **SB 5415** requires the Legislature to provide funding for one-day equivalent of professional development. In 2015-16, the day must be used for TPEP training, in 2016-

17 it must be used for Common Core training. Uses in later years will be specified in the appropriations act. The professional learning provided for in the bill is added to the definition of basic education.

No public hearing was held on this bill.

- **SB 5807** provides funding for two professional development days. The specific purposes and uses of the professional development time are to be determined when the bill is funded. The bill does not make professional development part of basic education.

  No public hearing was held on this bill.

If you have questions regarding this memo, please contact [your name here] at Julia.suliman@k12.wa.us.

Range of McCleary Options Discussed During 2015 Session (Selected Examples/Non-Exhaustive)

Definition of "Ample Provision?"	More than we have now (typically accompanied by skepticism about Court's legitimate K-12 budget role)	Based on our position relative to other states (i.e. 'if we fund more than most other states, or a particular state…')	Based on the Joint Task Force on Education Funding (JTFEF)	Based on an external study (Basic Education Funding Task Force, Washington Learns - Odden/Picus, "What Will It Take," etc.)	Based on the Quality Education Council recommendations
How Much Funding in 2015-17?	Fund Just What is Required in 2015-17 by HB 2776 -MSOC: $752 million $752 million	Fund all of HB 2776 this Biennium, backload in 2nd Fiscal Yr (Governor's Budget) $1.3 billion (Governor: $2.3 billion total P-20)	Fund HB 2776 in "Linear Phase-in" manner Est ~$2.1 billion	Fund JTEF Recommendations ~$3.4 billion	Superintendent Dorn's Proposal (based on QEC + Compensation Tech Working Group Rpt.) $7.2 billion
How to Pay for it?	Combination of growth assumptions and/or one-time revenues (rainy day, small ending fund balance, etc.)	Growth + one time revenues + Gov't service reductions	State Property Tax Increase (w/ or w/o Local Excess Levy Swap)	Capital Gains, Cig/E-cig Tax, Carbon Cap/Trade (Governor)	Other: Increase Sales Tax, B&O Tax, Real Estate Excise Tax, etc.
Local Levy Reform	Do nothing (merely supplant local $ with state, and free up local levy expenditures)	Reset levy lids to lower amount, but nothing else	Reset levy lids to lower amount, and put new restrictions on TRI pay.	State "buys back" all or most TRI pay, and eliminates TRI pay.	State freeze's TRI pay at current levels (grandfathered into old definition), and adopts tighter definition of TRI going forward.
Compensation	Do nothing (state COLA costs local $'s)	Give a COLA or additional compensation increase in uniform	Raise the minimum salary + give a COLA ("surgical" approach)	Restructure the teacher salary guide to career ladder concept	Statewide collective bargaining

		manner ("peanut butter" approach)		("structural" approach)	
"Next Up" to Fund - What's Next After these Components of SB 2776? **1. Transportation** **2. K-3 Class Size** **3. Full Day K** **4. Supplies (MSOC)**	Professional Development	Compensation	Early Learning (Early Start Act) & Higher Education	Capital Construction (Schools)	Initiative 1351?
Initiative 1351 Approach	Implement as current law	Seek 2/3 vote to repeal the initiative in whole.	Seek 2/3 vote to repeal the initiative in part.	Send the Initiative back to the voters with a specific revenue source.	Send a large package back to the voters, including I-1351 & More.
Galvanizing student achievement goal(s)?	88.5% 4 yr. high school graduation rate target? (mid-target toward 100% goal)	Cut remediation rates in half at institutions of higher education.	70% of adults with post-secondary degree or credential	Cut the achievement gap in half	Cut the growth gap in half
Any structural changes that may accompany *McCleary* funding?	Alter Assessments -De-link from grad requirements (total); or -End just the Biology EOC grad requirement	Expand H.S. Assessment Alternatives: -add dual credit -add senior yr transition courses -reform COE's	Strengthen definition of school day/limit half days, w/ PD funding	Strengthen High School and Beyond Plan Requirements	Initiative 1351?

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February 26, 2015

Jennifer Wallace, Executive Director
Professional Educator Standards Board
600 Washington Street SE, Room 400
Olympia, WA 98504-7236

Dear Ms. Wallace:

Thank you for agreeing to join us for the legislative update portion of our next meeting, on March 12th. As the Board pursues its top legislative priority of securing ample provision for public schools, we continue to monitor the legislature's plans on educator compensation, and we see an opportunity for our two Board's to collaborate on this issue.

The March meeting will present an opportunity to revisit the goals established in ESHB 2261 with regards to educator compensation, and hear about the work that PESB has done to move towards a career ladder structure in this state. In rereading ESHB 2261, it established a goal of aligning the state's policies around professional development, credentialing, and compensation into one unified policy. We are interested in hearing your thoughts on how far we have come, and how far we have to go.

You should have about 20 minutes to present on Thursday morning, and I wonder if you might come prepared to speak to the following questions. (Of course, you may also add questions you think are pertinent as well).

- What do you think a fully mature 'career ladder' structure in Washington State would look like? In what ways can or should PESB's work on performance-based credentials align with educator compensation practices?
- What states out there have achieved this sort of alignment? Are there 'best practice' models out there for us to see?
- What do you think were the most important recommendations of the Compensation Technical Working Group in this regard?

Thanks for joining us, and looking forward to the discussion!

Ben Rarick

Isabel Muñoz-Colón, *Chair* • Ben Rarick, *Executive Director*
Dr. Deborah Wilds• Kevin Laverty • Madaleine Osmun • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen
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