

## **Note from WSIPP Staff to Task Force Members**

At Chair Grimm's request, staff have prepared an initial draft Task Force report that summarizes the decisions made to date by the Task Force. There are also placeholders for sections of the final report, shaded in gray, that will be written later; these are listed as "to be added."

We've highlighted, in yellow, topics or details for which staff are unsure of the intent of the Task Force.

For each of the decisions listed, we've included a summary of the Task Force decision in blue, a summary of key details, and, where possible, initial draft legislation. The draft legislation would, of course, need to be refined with specific references to RCWs, etc.

One key policy decision that appears frequently in this draft document is the degree to which the proposals are assumptions the state uses to allocate dollars to districts rather than requirements for district programs and expenditures.



# Initial Draft Final Report of the Joint Task Force for Basic Education Finance

To be added: Legislative direction 5627 (primarily a list of the specific assignments from 5627)

To be added: Description of process (members, meetings)

To be added: Recommendations are intended to address identified problems (common themes)

- a. Student outcomes; achievement gap; accountability
- b. Teacher effectiveness and the link to improved student outcomes
- c. Overall level of funding and specific steps to improve student outcomes
- d. Unequal allocations with no rational basis (the Federal Way decision)
- e. Flexibility for schools
- f. State responsibility for salaries related to basic education
- g. Other

## Preliminary Draft Recommendations

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To be added: Preliminary cost estimates

## KEY RECOMMENDATIONS (TO BE ADDED/FINALIZED)

- Increase state allocations based on reduced class size assumptions, especially in grades K through 3
- Allocate state funding for (and/or require) basic education opportunities for disadvantaged pre-school children
- Provide state allocations for teacher salary increases for advancement on a career ladder
- Eliminate state allocations for teacher salary increases based on additional educational credits and degrees
- Increase the number of state-funded days devoted to teacher professional development
- Allocate state funding for school-wide bonuses for school employees based on student academic achievement
- Conduct regular salary surveys for all school employees
- Adjust school employee salary allocations for regional labor market differences
- Develop and implement a common state-funded accounting and budgeting system for all school districts
- Implement the State Board of Education proposed accountability system

# 1. BASIC EDUCATION DEFINITION

**Task Force Decision:** Consider the program of basic education instruction and related funding formulas in the proposal from Representatives Ross Hunter, Pat Sullivan, Fred Jarrett, Glenn Anderson, Skip Priest, and Senator Rodney Tom (the “legislators’ proposal”). Separately, the Task Force decided to add early learning for at-risk children in the definition of basic education.

**Key Details:** The definition of basic education is contained, in part, in the Task Force preliminary decision to consider the program of basic education instruction and related funding formulas in the legislators’ proposal. The draft legislation below reflects current law and the Task Force decision to adopt the legislators’ proposal for instructional time and staffing levels, and the Task Force decision to include a standardized program of early learning for eligible students at risk for not meeting state learning standards.

## **Draft Legislation:**

(1) The program of basic education established under this chapter is deemed by the legislature to comply with the requirements of Article IX, section 1 of the state Constitution, which states that "It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex," and is adopted pursuant to Article IX, section 2 of the state Constitution, which states that "The legislature shall provide for a general and uniform system of public schools."

(2) The program of basic education is comprised of:

(a) The goals of the school system: The goal of basic education for the schools of the state of Washington shall be to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Additionally, the state of Washington intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:

(i) Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;

(ii) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;

(iii) Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and

- (iv) Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.
- (b) The instructional program described in section 2 of this report;
- (c) The determination and distribution of state resources as defined in section 3 in this report;
- (d) The program of education for students in residential schools juveniles in detention facilities;  
and
- (e) Transportation services and transportation to and from school for eligible students; and
- (f) A standardized program of early learning for eligible students at risk for not meeting state learning standards.

## 2. INSTRUCTIONAL PROGRAM OF BASIC EDUCATION

### 2.A. Task Force Decision: Use legislators' proposal as basis for further discussion.

#### Key Details:

- Instructional program is based on the Core 24 graduation requirements proposed by the State Board of Education (SBE)
- Instructional time:
  - Middle school (grades 7-8) and high school (grades 9-12): 1,155 hours/year (seven 55-minute periods a day of instruction)
  - Elementary school (grades 1-6): 1,000 hours/year
  - Kindergarten: 1,000 hours/year (for voluntary full-day kindergarten) or 450 hours/year (for half-day kindergarten)
  - 1 hour for teacher planning/professional development
  - Hours/year apply to each grade level (not averaged across grade levels)
- Supplemental instruction for underachieving students, transitional bilingual instruction for English language learners (ELL students), and highly capable students
- Special education for students with disabilities

#### Draft Legislation:

The minimum instructional program of basic education offered by school districts must be designed to provide every student the opportunity to achieve the basic education goals.

- (1) Each school district's kindergarten through twelfth grade basic educational program shall be accessible to all students who are five years of age and less than twenty-one years of age;
- (2) Each school district shall make available to students the following minimum instructional offering each school year:
  - (a) For students enrolled in grades 7 through 12: 1,155 instructional hours;
  - (b) For students enrolled in grades 1 through 6: 1,000 instructional hours;
  - (c) For students enrolled in kindergarten: 450 instructional hours (which shall be increased 1,000 for voluntary full-day kindergarten)
- (3) The instructional program of basic education provided by each school district shall include:
  - (a) Instruction in the essential academic learning requirements;
  - (b) Instruction that provides students the opportunity to meet the high school graduation requirements proposed by the state board of education (Core 24);
  - (c) Supplemental instruction and services for underachieving students;
  - (d) Transitional bilingual instruction for students whose primary language is other than English; and
  - (e) For all special education students, the opportunity for an appropriate education at public expense;
- (4) Nothing in this section requires a school district to offer the required annual instructional hours based on a specified number of days in a school year.

*Question: Is there a minimum number of days or no minimum? Decision regarding contract days (see p. 13) implies a minimum number of instructional days. (This draft legislation specifically eliminates reference to 180 instructional days.)*

*Should the instructional-day length be explicitly defined? Or should the state at a minimum explicitly state what it assumes in funding calculations? (A 7-period day is assumed in the Legislative proposal, but not defined in draft legislation.)*

### 3. CORE ALLOCATIONS FOR THE BASIC EDUCATION INSTRUCTIONAL PROGRAM

#### Staffing Levels for the Core Instructional Program

##### 3.A. Task Force Decision: Use legislators' proposal as basis for further discussion.

**Key Details:** The proposed finance model builds a program of Basic Education from the school level starting with four prototypical schools: primary (grades K-3), elementary (grades 4-6), middle (grades 7-8), and high (grades 9-12). Class size and other staffing recommendations for allocations are as follows.

##### Core teachers:

- High and middle schools: Class size of 25 (average across the school).
- High schools: Class size of 15 in career and technical education (CTE) state-approved programs, laboratory science, and Advanced Placement (AP) and International Baccalaureate (IB) courses.
- Middle schools: Class size of 15 in career and technical education (CTE) state-approved programs.
- Elementary schools, grades 4-6: Class size of 25.
- Elementary schools, grades K-3: Class size of 15.
- Consider basing student enrollment drivers on a three-year rolling average.
- Class size adjustments for schools with more than 50 percent of students eligible for free and reduced price meals.

##### Educational Staff Associates

- Per prototype school, based on a 400 student elementary (K-6) school; a 432 student middle (7-8) school; and a 600 student high (9-12) school.
- Teacher librarians and media specialists: 1
- Nurses and social workers: 1
- Guidance counselors/parent outreach: 1
- Principals: 1
- Professional development coordinator (Instructional coach): .75

##### Classified Staff

- Per prototype school, based on a 400 student elementary (K-6) school; a 432 student middle (7-8) school; and a 600 student high (9-12) school.
- Office support and non-instructional aides: 3
- Custodians and other maintenance: 2
- Student and staff safety: 1

**Draft Legislation:**

**Allocations, Not Mandate for Spending**

- (1) The distribution formula in this section shall be for allocation purposes only. Nothing requires school districts to use basic education funds to implement a particular instructional approach or service. Nothing in this section requires school districts to maintain a particular classroom teacher-to-student ratio or other staff-to-student ratio or to use allocated funds to pay for particular types or classifications of staff. Nothing in this section entitles an individual teacher to a particular time period for planning or professional development.

**Prototype Schools**

The allocation to school districts to provide the instructional program of basic education shall be determined as follows and shall be subject to the **phase-in schedule**:

- (2) The distribution formula shall be based on minimum staffing and non-staff costs to support instruction and operations in prototypical schools serving high, middle, and elementary school students. Allocations shall be adjusted from the prototypes based on the actual number of FTE students in each grade at each school in the district. The allocations shall be further adjusted from the school prototypes **with minimum allocations for small schools**.

- (a) Prototypical schools are defined as follows:

- (i) A prototypical high school has 600 students in grades 9 through 12;
- (ii) A prototypical middle school has 432 students in grades 7 and 8; and
- (iii) A prototypical elementary school has 400 students in grades K-6.

- (b) By the end of the **phase-in**, the minimum allocation for a prototypical high school shall be based on the number of classroom teachers needed to provide instruction over 1,155 annual instructional hours and provide at least one teacher planning period per school day, with the following average class size:

	Average Class Size
Basic class size .....	25.0
Basic class size in schools where more than fifty percent of the students are eligible for free and reduced price meals.....	22.0
For career and technical education courses approved by the office of the superintendent of public instruction .....	15.0
For laboratory science courses.....	15.0
For advanced placement and international baccalaureate courses.....	15.0

- (c) By the end of the **phase-in**, the minimum allocation for a prototypical middle school shall be based on the number of classroom teachers needed to provide instruction over 1,155 instructional hours and provide at least one teacher planning period per school day, with the following average class size:

	Average Class Size
Basic class size .....	25.0
Basic class size in schools where more than fifty percent of the students are eligible for free and reduced price meals.....	22.0

- (d) By the end of the **phase-in**, the minimum allocation for a prototypical elementary school shall be based on the number of classroom teachers needed to provide instruction over 1,000

instructional hours and provide at least one teacher planning period per school day, with the following average class size:

	Average Class Size
Basic class size .....	25.0
Basic class size in schools where more than fifty percent of the students are eligible for free and reduced price meals.....	22.0
Class size in grades kindergarten through three.....	15.0

- (e) By the end of the **phase-in**, the allocations above shall be enhanced as follows to provide additional allocations for classroom teachers:
- (i) To provide supplemental instruction and services for underachieving students, allocations shall be based on the percent of students in each school who are eligible for free and reduced priced lunch, except that the percent of students in a prototypical high school shall be adjusted to reflect under-reporting of free and reduced price lunch eligibility.
    - (A) The minimum allocation for underachieving students shall provide an extended school day for each prototypical schools as follows: Two instructional hours per week and an average class size of five.
    - (B) The minimum allocation for underachieving students shall provide an extended school year for each prototypical school as follows: Ten instructional hours per week for four weeks and an average class size of five.
  - (ii) To provide transitional bilingual instruction, allocations shall be based on the number of students in each school who are eligible for and enrolled in transitional bilingual instruction. The minimum allocation for transitional bilingual instruction shall provide supplemental instruction with an average class size of eight for a prototypical school as follows:

	High School	Middle School	Elementary School
Percent of school day in supplemental instruction.....	14.0%	14.0%	20.0%

- (ii) To provide instruction for highly capable students, allocations shall be based on the number of students in each school who are eligible for and enrolled in instruction designed for highly capable students. The minimum allocation for highly capable students shall provide supplemental instruction with an average class size of eight for a prototypical school as follows:

	High School	Middle School	Elementary School
Percent of school day in supplemental instruction.....	14.0%	14.0%	20.0%

**Question: For the allocation, on what basis is eligibility for highly capable students determined? The legislators' proposal says the allocation is for five percent of the student body. Also, what method will be used to adjust for under-reporting of eligibility for free and reduced price meals in high school?**

- (f) By the end of the phase-in, the minimum allocation for each prototypical school shall include allocations for the following types and number of staff in addition to classroom teachers: 1.0

principals, including assistant principals and other certificated building-level administration; 1.0 librarians, a function that includes information science and media specialist; 1.0 student health services staff, a function that includes school nurses and social workers; 1.0 guidance counselors, a function that includes parent outreach; 3.0 office support and non-instructional aides; 2.0 custodians and other maintenance; and 1.0 student and staff safety staff.

- (g) The minimum allocation for each school shall include allocations per annual average full time equivalent student for the following materials, supplies, and operating costs, subject to **phase-in**, which shall be enhanced for career and technical education courses approved by the office of the superintendent of public instruction and for laboratory science courses, and adjusted annually for inflation for the cost of each category:

Per annual average full time equivalent student	
Student technology.....	\$200
Utilities.....	\$216
Curriculum, textbooks, library materials, And instructional supplies.....	\$155
Instructional professional development.....	\$103
Other building-level costs including maintenance, custodial, and security.....	\$102
<b>Central office administration.....</b>	<b>\$210</b>

**Question: Is the \$210 central office administration or purchases by the central office on behalf of the buildings (e.g., insurance)?**

**Central Office**

- (3) The distribution formula shall include allocations to school districts to support central office administration, including staffing and materials, supplies, and operating costs at a district-wide level. The minimum allocation shall be six percent of the sum of allocations for staffing/class sizes, supplemental instruction for underachieving students, transitional bilingual instruction, instruction for highly capable students, and special education.

**Question: Does the 6% formula drive an appropriate level of funding to school districts? Is the 6% formula applied to special education categorical funding? (Draft calculation model does not include special education in the calculation.)**

## Special Education

**Task Force Decision: Maintain current policy, assuming a broader base of funding.**

### Key Details:

- Maintain the current multiplier of 0.9309 (special education funding per student is the base allocation \* .9309).
- The base allocation for this calculation includes the core allocation (which includes class size, LAP, ELL, Gifted)
- Continue the safety net process.

## Early Learning

**Task Force Decision: Add early learning for pre-school children at risk for not meeting state learning standards to the definition of basic education.**

### Key Details:

- Part of the definition of basic education
- Standardized program of instruction
- Eligible students are those at-risk for not meeting state learning standards
- State provides means to identify eligible students
- Multiple delivery systems are allowed

*Questions: Who standardizes the program? Instruction provided by certified teachers? Role of the Department of Early Learning? Allocation?*

## 4. SCHOOL EMPLOYEE COMPENSATION

### 4.A. Task Force Decision: Use legislators' proposal as basis for further discussion.

- Remove educational credits and degrees from the salary allocation model (SAM).
- Replace education columns on the SAM with a career ladder using the following categories: residency, professional, and master (NBPTS) certification.
- Adjust salaries to be competitive in regional labor markets.
- Teachers who serve as mentors or peer evaluators receive higher pay.
- Current teachers can remain in the current SAM or opt into the new system.

#### Sample Salary Schedule:

Professional Status	Base	Mentor	Evaluator	Hard-to-Staff	Regional Wage Adjustment
Residency	\$35,000				(by district)
Residency	\$37,000				(by district)
Residency	\$39,000				(by district)
Professional	\$44,000	\$1,500			(by district)
Professional	\$45,500	\$1,500			(by district)
Professional	\$47,000	\$1,500			(by district)
Professional	\$48,500	\$1,500			(by district)
Professional	\$50,000	\$1,500			(by district)
Professional	\$51,500	\$1,500			(by district)
Professional	\$53,000	\$1,500			(by district)
Professional	\$54,500	\$1,500			(by district)
Master	\$59,500	\$1,500	\$1,500	\$3,000	(by district)
Master	\$61,500	\$1,500	\$1,500	\$3,000	(by district)
Master	\$63,500	\$1,500	\$1,500	\$3,000	(by district)
Master	\$65,500	\$1,500	\$1,500	\$3,000	(by district)
Master	\$67,500	\$1,500	\$1,500	\$3,000	(by district)
Master	\$69,500	\$1,500	\$1,500	\$3,000	(by district)

*Question: Currently, teachers can negotiate a different structure for their salary schedule. Under this new model, would there be a single structure with different salary amounts by regions defined by federal labor market regions? Are these principles*

*(career ladder, regional wage adjustments) fixed as a matter of state policy or are they bargainable?*

**Draft Legislation:**

- (1) The legislature shall establish for each school year, beginning with the 20XX-XX school year, a statewide base salary allocation schedule for teachers and other certificated instructional staff. The base salary allocation schedules shall be for allocation purposes only and shall be used to distribute funds for the teachers and certificated instructional staff allocated under the basic education instructional program.
- (2) This section applies only to teachers and other instructional staff whose first employment with a school district commences with or after the 20XX-XX school year or who have transferred to the new compensation system.
- (3) Base salary allocations shall be calculated by determining the district's average base salary for teachers and other certificated instructional staff in the district who are subject to this section, using the statewide base salary allocation schedule.
- (4) The statewide base salary allocation schedule under this section shall be based on three tiers of demonstrated performance that align with the three levels of certification as defined by the professional educator standards board: residency, professional, and master (NBPTS). Each tier shall contain salary steps based on years of service. The salary allocation schedule shall not provide increased salaries based on continuing education credits or academic degrees.
- (5) The statewide base salary allocations for eligible school districts shall be adjusted based on a regional wage adjustment.
- (6) Beginning in the 20XX-XX school year, the distribution formula shall include allocations to school districts to support release time for state-certified mentors and new teachers to provide a mentoring and support program. The formula shall be based on the number of teachers in the district with five or fewer years of teaching experience, with the amount of release time significantly greater to support teachers in their first year of teaching service for whom the program is mandatory.

**State-funded Contract Days**

**4.B. Task Force Decision: Increase the number of Learning Improvement Days (LIDs) from two to ten as part of the SAM.**

**Key Details:** The number of contract days for teachers is 180 instructional days plus 10 LIDs, for a total of 190 days. State funding for LIDs must be used for professional development or other district-directed activities and may not be used for salary increases.

**Draft Legislation:**

The statewide base salary allocation schedule under this section shall include the equivalent of ten learning improvement days, subject to phase-in.

## Salary Survey/Labor Market Analysis

### 4.C. Task Force Decision: The state should collect information about compensation in occupations comparable to teaching and other school employee positions.

The state should collect information about compensation in occupations comparable to teaching and other school employee positions, including educational staff associates (ESA) and school building administrators. The salary survey shall include information about:

- regional labor market differences in compensation;
- different job descriptions/duties (e.g., math, science, special education, ELL teachers), based on other occupations; and
- health, pension, and other benefits.

*Question: For comparing teacher salaries to comparable non-teaching professions, does the Task Force assume a 10, 11, or 12 month working year?*

#### Draft Legislation:

- (1) The state shall conduct a comparative labor market analysis every **XX** years of salaries and other compensation for school district employees in Washington.
  - (a) The comparative analysis shall examine salaries and other compensation for teachers, other certificated instructional staff, principals and other building-level certificated administrators, and the types of classified school employees for whom salaries are allocated.
  - (b) The comparative analysis shall be calculated at a statewide level and labor markets in Washington identified through the use of data from the United States bureau of the census and the bureau of labor statistics.
  - (c) The analysis shall also include a comparison of salaries and other compensation to the appropriate labor market for at least the following subgroups of educators:
    - (i) Beginning teachers;
    - (ii) Mathematics and science teachers; and
    - (iii) Types of educational staff associates.
- (2) For the purposes of this section, "salaries and other compensation" includes average base salaries, average total salaries, average employee basic benefits, and retirement benefits.

## Pay for Performance, Knowledge, and Skills

### 4.D. Task Force Decision:

- **Continue bonuses for teachers who receive National Board for Professional Teaching Standards (NBPTS) certification.**
- **Provide bonuses for mentor and evaluator teachers**

**Key Details:** Continue providing a \$5,000 bonus (adjusted for inflation in 2009 and beyond) to teachers on the current SAM who achieve NBPTS certification. Continue providing a \$5,000 bonus (adjusted for inflation in 2009 and beyond) to NBPTS-certified teachers on the current SAM who work in high-poverty schools.

Provide a \$XX bonus for teacher mentors and teachers who perform peer evaluations under the new certification system (described in section 5 of this report).

*Question: The new proposed schedule includes increased compensation for obtaining Professional Certification. Do teachers who are on the current salary allocation model get a bonus for attaining professional certification?*

### **Task Force Decision: Implement school-wide building bonuses based on student achievement measures.**

**Key Details:** Develop an incentive compensation program that awards a monetary bonus to all school staff for building-level student academic achievement. Awards shall be determined based on multiple measures of student performance, including standardized test scores and student retention in secondary schools.

## Loan Forgiveness

### **4.E. Task Force Decision: Provide loan forgiveness for teachers and ESAs in documented shortage areas such as math, science, ELL, special education.**

**Key Details:** Add funding to the future teachers conditional scholarship and loan repayment program (RCW 28B.102) for teachers and educational staff associates (ESA) candidates in documented shortage areas such as math science, bilingual instruction, and special education.

### **Draft Legislation (Current Law):**

28B.102.040. Selection of participants — Processes — Criteria.

- (1) The [higher education coordinating] board may select participants based on an application process conducted by the board or the board may utilize selection processes for similar students in cooperation with the professional educator standards board or the office of the superintendent of public instruction.

- (2) If the board selects participants for the program, it shall establish a selection committee for screening and selecting recipients of the conditional scholarships. The criteria shall emphasize factors demonstrating excellence including but not limited to superior scholastic achievement, leadership ability, community contributions, bilingual ability, willingness to commit to providing teaching service in shortage areas, and an ability to act as a role model for students. **Priority will be given to individuals seeking certification or an additional endorsement in math, science, technology education, agricultural education, business and marketing education, family and consumer science education, or special education.**

## Supplemental Pay

### **4.F. Task Force Decision: Consider restricting supplemental pay for teachers to activities that require additional time.**

**Key Details:** Refine the Time, Responsibilities, and Incentive (TRI) pay law so that supplemental pay can only be provided for additional time. Supplemental pay must be provided at the base salary rate based on a 40 hour work week.

#### **Draft Legislation:**

Salaries and benefits for certificated instructional staff may exceed the limitations in subsection (3) of this section only by separate contract for additional time and may not exceed the per diem rate of the base contract at **XX** annual hours. Supplemental contracts shall not cause the state to incur any present or future funding obligation. Supplemental contracts shall be subject to the collective bargaining provisions, shall not exceed one year, and if not renewed shall not constitute adverse change. No district may enter into a supplemental contract under this subsection for the provision of services which are a part of the basic education program.

**Question: The Task Force specifically discussed a standard for additional time contracts. However, to establish a per diem rate calculation in legislation, a more explicit decision is necessary; does the Task Force assume a 40 hour work week for 10, 11, or 12 months?**

## Tenure

### **4.G. Task Force Decision: Amend continuing contracts law to require teachers to achieve professional certification within five years to be eligible for tenure.**

**Key Details:** Currently, teachers are employed on a provisional basis for two years. This change amends provisional status to last for up to five years or until professional certification is attained (whichever comes first).

## Collective Bargaining

### 4.H. Task Force Decision: Use the Chair's proposal as basis for further discussion and decision-making. Include provision for regional negotiations.

**Key Details:** The collective bargaining rights of educational employees are preserved; related responsibilities of employers are transferred to the state.

- Collective bargaining of wages, hours, and terms and conditions of employment between the state and exclusive bargaining representatives.
- The state is represented by the Governor or the Governor's designee.
- Exceptions to master agreements must be approved by the state's representative, and must require expenditures of local funds only or be cost-neutral.
- Requires the Governor to submit requests for funds to implement wage provisions in master agreements to the Legislature. Requires the Legislature to approve or reject requests for funds as a whole.
- Limits the duration of collective bargaining agreements to the school years associated with one fiscal biennium.
- Requires that certain salaries not be less than salaries in statewide salary allocation schedules; that certain salaries not be more than salaries used for basic education allocations; that salaries in programs other than basic education be consistent with salaries in basic education program.
- Allows salaries to exceed limitations for time. (covered earlier under supplemental pay)

[add provisions for regional negotiations]

[see draft bill]

*Question: In a new salary allocation model, are certain salaries required to be not less or not more than allocated amounts?*

## 5. TEACHER PREPARATION

### Certification (Career Ladder and Peer Evaluators)

#### 5.A. Task Force Decision: Use legislators' proposal as basis for further discussion.

**Key Details:** A career ladder with residency, professional, and master certification levels.

- Peer evaluations by state-certified evaluators (state establishes standards and provides for training and a process to certify evaluators)
- Common and standardized evaluation process using multiple forms of evidence, including student performance on formative assessments
- Educator preparation programs must align with state learning standards
- For residency certification:
  - Teachers must pass the evaluation (not conducted by college)
  - Certificate good for 5 years only - non-renewable
- For professional certification:
  - Teachers must teach for 2 years and pass peer evaluation
  - Teachers must achieve professional certification within 5 years to stay certified
  - Continuing professional certification is based on professional growth plan
- PESB defines "master" level of certification
- For teachers master level = NBPTS certification
- For ESAs = certification equivalent to NBPTS

Peer evaluators are:

- Trained in evaluating the practice of teaching and use a common, structured rubric. A formal training program for evaluators would be established with external review of their qualifications.
- Teach the same or similar subject as the teacher being evaluated.
- Come from outside the district so there is no conflict of interest
- Are at the highest step in the performance and compensation system.
- The evaluation would involve multiple measures of performance, including in-class visits and reviews of artifacts like lesson plans, student work, and possibly video of actual teaching.

The system would be overseen by the Professional Educator Standards Board and delivered through regional networks managed by the ESDs.

## **Mentoring for New and Early Career Teachers**

### **5.B. Task Force Decision: Use legislators' proposal as basis for further discussion.**

#### **Key Details:**

- Provide a mentoring-based professional development program for new and early career teachers
- Intensive support for first year, with progressive decrease in intensity based on need.
- Mentoring provided for up to 5 years (or until teachers attain professional certification)
- Mentoring from state-certified mentors
- State to establish standards and provide training and a process to certify mentors
- Mentors cannot be peer evaluators in their own districts

#### **Draft Legislation:**

By the 20XX-XX school year, school districts shall provide a system of mentoring for new and early career teachers with five or fewer years of experience. Peer mentors shall have professional certification and meet other criteria as defined by the professional educator standards board. The legislature shall fund an allocation formula that reflects the following assumptions at a minimum: XX certificated instructional staff as peer mentors per XX teachers employed with five or fewer years of experience teaching, with necessary allocations for nonsalary costs.

## 6. FUNDING AND OVERSIGHT

### I-732

**6.A. Task Force Decision: Fold I-732 funds into basic education core allocations and remove I-732 as a separate funding source.**

*Question: How then are COLAs determined and applied? In the SAM? Through collective bargaining? Through regional wage adjustments?*

### I-728

**6.B. Task Force Decision: Fold I-728 funds into basic education core allocations and remove I-728 as a separate funding source.**

### Accounting and Budgeting Data System

**6.C. Task Force Decision: Require all school districts to use a common, state-developed and state-funded budgeting and accounting system.**

**Key Details:** All school districts are required to use a common, state-developed and state-funded budgeting and accounting system. The system shall include:

- Separate accounting of state and local revenues and costs.
- A common, standardized structure for cost classifications.
- Costs linked with student outcomes data.
- Program costs reported at the school and district levels.

State funding shall support this system, with no cost to districts for development implementation, training and auditing of the data system.

#### **Draft Legislation:**

The office of superintendent of public instruction and department of information services shall contract for the design and implementation of systems for all districts to use in managing budget, accounting, expenditure reporting, personnel, and student information. The office of superintendent of public instruction shall revise the accounting structure for school district expenditure reporting and personnel detail to isolate expenditures on state basic education responsibilities from non-basic education efforts. At a minimum, the new accounting structure shall accommodate separate reporting for local levy funding. Personnel reporting shall detail commonly used categories of supplemental salaries, including eligible staff, salary level, and eligibility criteria. The new reporting structures shall be implemented for the 2010-11 school year and these structures will inform the system architecture of the new statewide systems. The superintendent shall consult with school district

officials, and minimize district administrative effort, to the extent possible. The superintendent shall define the appropriate funding allocation to compensate school districts for the transfer to new systems, and/or net additional workload associated with the new accounting structure design.

*Question: Given Task Force intent to fully fund the cost of implementing a new system, and accounting for expenditures at the school-building level, and adoption of the Legislative staffing-model proposal, does the staffing model fully fund district costs?*

## **Student Data System**

**6.D. Task Force Decision: The statewide student data system should include:**

- Individual student standardized test performance, including scores on diagnostic and college readiness tests.
- A dropout early warning system

## **Oversight and Accountability**

**6.E. Task Force Decision: Implement the accountability system proposed by the State Board of Education.**