

**ESHB 2261 (Summary As Passed the Legislature)**

<p><b>Expanded Definition of Basic Education</b></p>	<p><b>An expanded program of basic education and the funding to support it is phased in according to a schedule adopted by the Legislature but fully implemented by 2018.</b></p> <p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• <b>Increased instructional hours to 1000 or 1080</b> (depending on the grade level &amp; according to an implementation schedule adopted by the Legislature)</li> <li>• Opportunity to complete <b>24 credits</b> high school graduation (subject to Legislative phase-in)</li> <li>• <b>Transportation to &amp; from school</b> (using new funding formula based on predicted costs phased-in beginning 2013)</li> <li>• <b>All-day Kindergarten</b> (continue to phase-in highest poverty schools first)</li> <li>• <b>Highly Capable</b> <del>(at current 2.314% of student enrollment)</del></li> <li>• <b>Early Learning</b> <ul style="list-style-type: none"> <li>- <del>Intent to establish program for at-risk children as basic education.</del></li> <li>- Creates a <b>work group</b> to develop program, as a Washington Head Start program, &amp; report to the Quality Education Council.</li> </ul> </li> </ul> <p><b>Full implementation by 2018.</b></p>
<p><b>Prototypical Schools Funding Formula</b></p>	<ul style="list-style-type: none"> <li>• For allocation purposes only.</li> <li>• Based on staff and non-staff costs to support instruction and operations in prototypical schools, including enhancements for highly capable, CTE, AP &amp; IB, LAP, Bilingual, and special education.</li> <li>• Creates a Funding Workgroup to recommend details of formula.</li> </ul>
<p><b>Transportation to and from school</b></p>	<ul style="list-style-type: none"> <li>• <b>No later than September 1, 2013</b>, begin phasing-in the new funding formula &amp; current funding based on the radius mile is discontinued.</li> <li>• A new student transportation allocation formula is based on the average predicted costs to school districts.</li> <li>• <b>Beginning September 1, 2013</b>, OSPI must report to the Legislature on the efficiency of school district transportation operations.</li> <li>• OSPI makes quarterly updates to the Legislature on the new formula.</li> </ul>
<p><b>Quality Education Council (QEC)</b></p>	<p><b>Creates the Quality Education Council</b></p> <ul style="list-style-type: none"> <li>• <b>Membership:</b> <ul style="list-style-type: none"> <li>- 8 legislators (4 House/4 Senate)</li> <li>- 5 educational agency representatives (Office of the Governor, OSPI, SBE, PESB, &amp; DEL)</li> </ul> </li> <li>• <b>Purpose: To recommend &amp; inform the ongoing implementation by the Legislature of an evolving program of basic education &amp; financing.</b> <ul style="list-style-type: none"> <li>- Develop strategic recommendations &amp; update every 4 years.</li> <li>- Identify measurable goals &amp; priorities for a 10-year period for the educational system, including ongoing strategies to eliminate the achievement gap &amp; reduce dropout rates.</li> <li>- Consider the OSPI system capacity report.</li> </ul> </li> <li>• <b>Initial report: By Jan. 1, 2010, to include recommendations on:</b> <ul style="list-style-type: none"> <li>- Resolving issues requiring legislative action during the 2010 session</li> <li>- A statewide teacher mentoring &amp; support system</li> <li>- An early learning program for at-risk children</li> <li>- An implementation schedule for concurrent phase-in of changes to the basic education program &amp; the funding to support the changes</li> <li>- A phase-in of the new transportation formula (<b>beginning no later than Sept. 1, 2013</b>)</li> </ul> </li> </ul> <p><b>Does not expire.</b></p>

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**Working Groups****Funding Working Group** (convened by OFM with OSPI)

- **Members:** LEAP, district financial managers, WASBO, BEA, WASA, AWSP, WSSDA, PSE, & other interested stakeholder with expertise in education finance.
- **Purpose:**
  - **Develop details of funding formulas**
  - **Recommend implementation schedule for phase-in of increases in program & funding**
  - **Examine possible sources of revenue to support increases**
- **Report:** To the Legislature by **December 1, 2009**

**Early Learning Work Group** (convened by OSPI with DEL)

- **Members:** Head Start & ECAEP providers, school districts, Thrive-by-Five, & other stakeholders with expertise in early learning.
- **Purpose:** **Develop the basic education program of early learning**, including recommendations for:
  - A statewide WA Head Start program
  - Student eligibility criteria and parameters & minimum standards for the program
  - Options for a service delivery system
  - Options for shared governance between OSPI & DEL
  - Continued development of a statewide kindergarten assessment
- **Reports:** To the QEC by **September 1, 2010, September 1, 2011, and September 1, 2012**

**Levy & Levy Equalization Working Group -- Beginning July 2010** (convened by OFM with OSPI)

- **Purpose:** **Develop a new system of supplemental school funding** through local levies & levy equalization & recommend:
  - A phase-in to ensure no district suffers a decrease in funding from one school year to the next due to the new system of supplemental funding
- **Members:** Dept. of Revenue, LEAP, district financial managers, WASBO, WEA, WASA, AWSP, WSSDA PSE, & other interested stakeholders with expertise in education finance.
- **Report:** To the Legislature by **December 1, 2011**

**Compensation Working Group -- Beginning July 1, 2011** (convened by OFM)

- **Intent:** To begin the process of developing an enhanced salary allocation model that is collaboratively designed.
- **Purpose:** **Recommend the details of an enhanced salary allocation model that aligns educator development & certification with compensation**, including:
  - A concurrent implementation schedule
  - How to reduce the number of tiers within the existing salary allocation model
  - How to account for regions of the state where it may be difficult to recruit & retain teachers
  - The role of and types of bonuses available
  - Ways to accomplish salary equalization over a set number of years
  - Cost estimates, including a recognition that staff on the existing salary allocation model would have the option to grandfather permanently to the existing schedule
  - AND Conduct a comparative labor market analysis of school employee salaries & other compensation
- **Members:** Dept. of Personnel, PESB, OSPI, WEA, WASA, AWSP, WASA, WSSDA, PSE, & other interested stakeholders with appropriate expertise in compensation related matters.
- **Reports:** To the Legislature by **December 1, 2012**, including whether additional work is necessary.

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<p><b>Data</b></p>	<p><b>The K-12 Data Governance Group is established in OSPI.</b></p> <p><u>Purpose:</u> To assist in the design &amp; implementation of a data improvement system for financial, student, &amp; educator data, including:</p> <ul style="list-style-type: none"> <li>- Identifying critical research &amp; policy questions</li> <li>- Identifying reports &amp; other information that should be made available on the Internet</li> <li>- Creating a comprehensive needs requirement document</li> <li>- Conducting a gap analysis</li> <li>- Focusing on financial &amp; cost data necessary to support the new K-12 financial models &amp; funding formulas</li> <li>- Defining the operating rules and governance structure for K-12 data collections</li> </ul> <ul style="list-style-type: none"> <li>• Districts that can meet the requirements must report the data. Legislative funding will establish which data subset is required.</li> <li>• <u>Reports:</u> By OSPI to Legislature by <b>November 15, 2009</b>, and <b>September 1, 2010</b>.</li> <li>• SBE must work with the Education Data Center in OFM to determine the feasibility of using the prototypical school funding allocation model as a tool for both allocating and reporting expenditures.</li> </ul>
<p><b>Accountability</b></p>	<p><u>Intent</u></p> <ul style="list-style-type: none"> <li>• State &amp; school districts share accountability for achieving state educational standards &amp; supporting continuous school improvement.</li> </ul> <p><u>SBE accountability work to continue:</u></p> <ul style="list-style-type: none"> <li>• Develop an Accountability Index to identify schools &amp; districts for recognition &amp; additional state support.</li> <li>• Develop a proposal for voluntary state support &amp; assistance for schools &amp; school districts accommodating capacity limitations of the system. <b>Changes that have a fiscal impact take effect only if formally authorized by the Legislature.</b></li> <li>• <b>By December 1, 2009</b>, develop proposal and timeline for implementation a system for schools &amp; districts that do not improve through voluntary support system, which <b>takes effect only if formally authorized by the Legislature</b>. The proposal must include:             <ul style="list-style-type: none"> <li>- An academic performance audit using peer review teams of educators;</li> <li>- A requirement for the local school board to develop and implement a corrective action plan taking into account the audit findings;</li> <li>- When the school board's plan is approved by the SBE then the plan becomes binding on the school district;</li> <li>- OSPI monitors the school district progress.</li> </ul> </li> <li>• SBE with OSPI must seek federal approval of the accountability index and the state system of support, assistance, and intervention.</li> </ul>
<p><b>Teacher Standards &amp; Certification</b></p> <p><i>NOTE: In 2009, the PESB membership was reduced from 20 to 12 Governor appointees &amp; SPI. A majority of the members must be active practitioners.</i></p>	<p><b>By January 1, 2010, PESB must:</b></p> <ul style="list-style-type: none"> <li>• Adopt performance standards for effective teaching, including to the extent possible, cultural competency standards.</li> <li>• Adopt a definition of master teacher that includes teachers with National Board certification.</li> <li>• Update Legislature on the status of implementing the ProCert assessments already in development.</li> <li>• Recommend a proposal for a classroom-based means of evaluating student-teacher effectiveness during the student-teaching field experience, which includes multiple measures of performance.</li> <li>• Recommend length of time a residency certificate is valid. PESB must consult with WEA, WASA, AWSP, &amp; WSSDA and include stakeholder comments with the recommendation</li> </ul> <p><b>No earlier than September 1, 2011</b>, begin awarding the Professional Certificate based on a minimum of 2-years of successful teaching experience as defined by the PESB</p> <p><b>Beginning January 1, 2011</b>, teacher prep programs will be required to demonstrate how the program produces effective teachers.</p>

## Quality Education Council

**ROLE:** To recommend and inform the ongoing implementation by the Legislature of an evolving program of Basic Education and the financing necessary to fully implement it by September 1, 2018.

**MEMBERS:** Eight legislators (two from each caucus of the House and Senate), and one representative from the Governor, OSPI, SBE, PESB and DEL.

**TIMELINE:** Initial report, due January 2010, must include (at a minimum): establishing statewide mentoring program, recommendations for early learning programs, recommended schedule for phase-in of changes in program and funding and recommended schedule for phase-in of transportation formula, beginning no later than September 1, 2013.

## State Legislature

HB 2261 establishes the Quality Education Council to monitor implementation by the Legislature of an evolving program of Basic Education and the financing necessary to support it.

The Legislature intends that the redefined program of Basic Education and funding be fully implemented by September 1, 2018.



OFM & OSPI

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OSPI &  
Department of  
Early Learning

Office of Financial  
Management  
(OFM)

### Funding Work Group

**GOAL:** Recommend revenue source(s), funding formula and implementation plan.

The group will include members from LEAP, district financial managers, WASBO, WEA, WASA, AWSP, WSSDA, PSE & others. Beginning immediately, the Funding Working Group will report to Quality Education Council, by December 1, 2009 with the following recommendations:

- Details of funding formula;
- Phase-in schedule for implementation; and
- Possible revenue sources and options.

### Local Levy Authority / Levy Equalization Work Group

**GOAL:** Develop a new system of supplemental school funding.

Members will include LEAP, Dept. of Revenue, district financial managers, WASBO, WEA, WASA, AWSP, WSSDA, PSE & others. Beginning July 1, 2010, the group will report to the Legislature by December 1, 2011 with the following:

Options for new system of supplemental school funding through levies and levy equalization including assurances that no district will suffer a decrease in overall funding due to implementation of new systems.

### Early Learning Work Group

**GOAL:** Develop a program of early learning for at-risk children to be included in new definition of basic education.

The group will include representatives from Head Start and ECEAP, school districts, Thrive by Five Washington, and other stakeholders with expertise in early learning. Progress reports must be submitted to the QEC by September 1, 2010, and September 1, 2011, with a final report by September 1, 2012. Recommendations include:

- Student eligibility criteria that focus on children age three and four considered most at-risk;
- Options for a service delivery system that includes school districts, ESDs, community and technical colleges, and public and private nonsectarian organizations;
- Options for shared governance that include OSPI and DEL;
- Parameters and minimum standards for the program; and
- Continued development of a statewide kindergarten assessment process.

### Compensation Work Group

**GOAL:** Research compensation models and recommend new salary model that aligns with state expectations for certification.

Members will include PESB, Dept. of Personnel, OSPI, WEA, WASA, AWSP, WSSDA, PSE & others. Beginning July 1, 2011, the group will report to the Legislature by December 1, 2012 with the following recommendations and research:

A salary model that aligns state expectations for certification with compensation and recommends implementation schedule that will:

- Reduce number of tiers in the model;
- Account for labor market adjustments; and
- Define role and type of bonuses, salary equalization, and fiscal estimates, including permanently grandfathering current staff on the current schedule.

A comparative labor market analysis of salaries and other compensation for teachers, and other Certificated Instructional Staff, principals, other building certificated staff and classified employees.