



House Bill 2261 is an action plan for the future of Washington's school system

This legislation gives our school system a new, expanded legal definition of Basic Education, an important step to protect education funding now and in the future. Activities and programs that meet the new definition are constitutionally protected from reductions.

A New Definition of Basic Education

- Increased instructional hours
- The opportunity for students to complete 24 credits for high school graduation
- Transportation to and from school (phased in beginning 2013)
- All-day kindergarten (highest poverty schools first)
- Programs for highly capable students (at current 2.314% of student enrollment)

All enhancements are subject to an implementation schedule adopted by the Legislature with full implementation by 2018.

Historic
Education
Reform

A New, Transparent Funding Mechanism

The funding formula used to distribute state funding to districts is as outdated as the old basic education definition. The existing formula is an accumulation of patches and remedies for specific problems. It is complex and not easily understood by legislators or the public. This legislation creates a new "prototypical schools funding formula" that will send resources out to districts in a transparent and easily understood manner.

- The formula is for allocation purposes only. School districts determine how state money is spent, maintaining local control.
- The formula is based on common-sense categories of staff and non-staff costs that are necessary to support instruction and operations in a "model" or "prototypical" school.
- The formula also includes enhancement categories for students in various programs such as highly capable, career and tech, Advanced Placement or International Baccalaureate, bilingual, and special education and the Learning Assistance Program in order to allow for adjustments to better reflect student demographic differences between each school.

Legislators, parents and the community will be able to see what the state is "buying" with state resources but school boards will still be able to ultimately decide how to use the money to best serve their district's unique needs.

The specific details of the formula will be developed by a work group over the summer in time to be implemented by the Legislature in 2010.



House Bill 2261 provides for consistent and evolving educational reform

We know we cannot again allow 30 years to pass before revamping basic education. Our changing world requires a fluid and flexible understanding of what students need to be competitive. This legislation creates a process for monitoring the ongoing implementation of educational reform efforts and for developing a strategic vision of education both now and in the future.

Continuous Education Reform

A permanent oversight body of legislators and representatives of the educational agencies and the governor's office is created. The Quality Education Council is tasked with monitoring and informing the ongoing implementation of House Bill 2261 while also developing a 10-year strategic vision for education in Washington that is updated every four years.

The Council must:

- Inform future educational policy and funding decisions.
- Monitor capacity limitations within the educational system to accommodate increased requirements.
- Identify measurable goals and priorities for the educational system, including goals for the program of basic education and ways to eliminate the achievement gap and reduce the statewide dropout rate.
- Enable the state to continue to implement an evolving program of basic education.

Recognizing Capacity Limitations

Changes to our education system shouldn't create new unfunded mandates on our schools. Meaningful reform requires that new requirements are phased-in as the resources are there to support them. As limitations are identified, the Legislature can make more informed decisions about where to make targeted investments.

House Bill 2261 tasks OSPI with making these determinations on the system's capacity to accommodate changes. This determination and recommendations about how to address any limitations are to be submitted as part of OSPI's normal budgeting process. Capacity limitations could include any of the following:

- The ability of schools and districts to provide the capital facilities necessary to support a particular instructional program.
- The staffing levels necessary to support an instructional program including both the actual numbers of staff available and the experience level and types of staff available.
- The higher education system's capacity to prepare the next generation of educators.
- The availability of data capable of helping the state allocate its resources in a manner consistent with evidence-based practices that are shown to improve student learning.

Historic Education Reform



ESHB 2261 is a vision for future reform through enhanced, coordinated systems of certification and compensation

A Coordinated and Aligned Certification System

This legislation continues the steady progress towards a certification system that supports and recognizes the effective teaching that is occurring in our classrooms.

There will be no immediate changes to the certification process.

Now:

- The Professional Educators Standards Board (PESB) is directed to continue its work to adopt performance standards - including cultural competency standards - and implement a certification system that is based on external assessment. The ProCert process already has been in development since 2007.

By 2010:

- The PESB is to adopt the new standards and update the Legislature on the status of implementation of the ProCert assessments.

No earlier than 2011:

- The PESB is to begin awarding the Professional Certificate based on 2 years of teaching experience and begin working with the Compensation Work Group (also established in 2261) to develop an enhanced salary system that is coordinated with the certification process.

Fair and Competitive Salaries

A world-class educational system requires a salary system that fairly compensates our educational staff. The Legislature intends to create an enhanced salary allocation model that teachers may opt in to.

No changes to the current salary schedule are made at this time and recognition is included in the bill that teachers should be given the option to grandfather permanently into the existing salary schedule.

- A Compensation Work Group convenes in 2011, giving time for the PESB time to do its work.
- The new salary system must be “collaboratively designed” with input from teachers, administrators and classified employees.
- The enhanced salary system must align with the educator development and certification systems.
- The work group must:
 - o Conduct a comparative labor market analysis to identify what is a fair, competitive salary.
 - o Develop an implementation schedule and cost estimates.
 - o Recommend ways to reduce the tiers within the new model.
 - o Determine how to account for regional variations.
 - o Provide for salary equalization.
 - o Examine the role and types of bonuses that might be appropriate within the system.
 - o Report back to the Legislature by December 1, 2012.

Historic
Education
Reform



House Bill 2261 envisions a data driven system of shared accountability

A Shared Accountability System for Continuous Improvement

The State Board of Education (SBE) must continue its development and implementation of a voluntary system of increasing levels of support and recognition for schools. The system is to be based on an accountability index that uses fair, consistent and transparent criteria and provides a way to identify schools that deserve recognition because of exemplary student performance and challenged schools that may need additional state support.

- Performance must be measured in the accountability index by multiple outcomes and indicators.
- The index must take into account the state resources that a school or district receives
- The index must be easily understood by parents and school staff and provide feedback to school and districts to allow for self-assessment.

SBE must also develop a proposal and timeline for implementation of a separate, more targeted system of support for districts that face more intense challenges and for which the voluntary system has not worked.

- Implementation of this targeted system of intensive support must take into account and accommodate the capacity limitations of the educational system.
- This proposal cannot be implemented without formal authorization by the Legislature.

Quality and Consistent Data

House Bill 2261 begins the process for developing a new data system with the capacity to link multiple data elements at the student, classroom, school, school districts and state level and the flexibility to adapt to evolving needs for information.

- A new and permanent K-12 Data Governance Group.
 - Identifies the critical research and policy questions that must be answered to support meaningful education reform and data that is needed to answer those questions.
 - Determines where the current system lacks capability to produce the desired data.
 - Develops and designs operating rules and data standards to ensure data is consistent statewide.
- OSPI must report on data compliance and where data gaps exist and develop a phase-in plan with cost estimates for implementing a comprehensive data improvement system.
- The SBE must work with the Education Data Center to determine how to use the new funding allocation model created in HB 2261 as a tool for both allocating resources to schools and districts and as a way for schools and districts to report to the state on how state resources are actually being used.
- Creates no new unfunded mandates on local districts. School districts are only required to report the data to the extent that they currently have it

Historic Education Reform