



THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	Legislative Priorities	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Do the documents in this section accurately reflect board priorities for the 2015 Legislative Session? Are there proposed additions, deletions, or modifications to 2015 Legislative Priorities as presented in this section?	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input checked="" type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>At its July meeting, the Board discussed SBE priorities for the 2015 Legislative Session. As a result of those discussions, the Board proposes a set of legislative priorities, led by a robust response in the next session to the order of the Supreme Court to the Legislature for actions to meet the requirements for funding of basic education set out in the <i>McCleary</i> decision of January 2012. In your packet you will find:</p> <ul style="list-style-type: none"> • A review of legislative actions on the SBE's 2014 Legislative Priorities. • A one-page document summarizing recommended legislative priorities for the 2015 Legislative Session. • An SBE graphic showing funding requirements, by year, under SHB 2776, 2010 Session. • An OFM graphic showing funding needed over the next two biennia to meet <i>McCleary</i> obligations, in addition to that needed for enrollment and other mandatory increases and I-732 COLAs. • A staff memo on funding for educator professional learning. • A table on proposed legislation on educator professional learning in the 2014 Session. • A staff memo on restoring the state's ESEA flexibility waiver. • A staff memo on legislative guidance on the High School and Beyond Plan. <p>Please also see staff memos on career and college-ready assessment requirements and high school and beyond plans in separately designated sections of your board packet.</p>	



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REVIEW OF 2014 LEGISLATIVE PRIORITIES

2014 SBE Legislative Priority	Legislative Actions
<p>AMPLE PROVISION FOR BASIC EDUCATION</p> <ul style="list-style-type: none"> Identify a dependable funding source for K-12 basic education to support a robust response to the Court order in <i>McCleary</i> and implement the provisions of ESHB 2261 and SHB 2776. 	<ul style="list-style-type: none"> The 2014 supplemental budget includes \$64 million in policy-level increases in Public Schools, including \$58m for Materials, Supplies and Operating Costs (MSOCs). No other 2776 funding enhancements are made.
<p>CAREER & COLLEGE READY</p> <ul style="list-style-type: none"> Authorize a 24-credit career and college-ready graduation requirement framework, supporting multiple pathways to post-secondary education and training. Changes to take effect for students who will be seniors in the 2018-19 school year 	<ul style="list-style-type: none"> E2SSB 6552 directs SBE to adopt rules implementing the 24-credit framework adopted by board resolution, to take effect for graduating class of 2019. Includes district waivers of up to two credits for individual students and waiver of up to two years for districts to implement the new framework. Budget provides \$97m for the graduation framework.
<p>MATH AND SCIENCE EQUIVALENCIES</p> <ul style="list-style-type: none"> Expand math and science equivalencies for career and technical education (CTE) programs. Direct the development of statewide model course modules that enable students to fulfill math and science credit requirements at skill centers and other high school programs across the state. 	<ul style="list-style-type: none"> E2SSB 6552 requires OSPI to develop curriculum frameworks for a list of CTE courses whose content in science, technology, engineering and math is considered equivalent to science or math courses that meet graduation requirements. OSPI must submit course list and curriculum frameworks to SBE for review and approval. School districts must provide the opportunity for students to access at least one science or math course on the OSPI list. Districts with fewer than 2,000 students may apply to SBE for waiver of the requirement.
<p>PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Restore state funding for three professional learning days (LIDs) to support the professional development needs of educators in implementing state policy reforms, including new educator evaluation models, Common Core State Standards, and Next Generation Science Standards. 	<ul style="list-style-type: none"> Four bills introduced requiring funding of professional learning for educators. SB 5959 defined the funded days as basic education. HB 2358, in addition, defined “professional learning” based on a set of national standards. No bills passed the Legislature in the 2014 Session.



2015 SESSION:

Updated: 8-27-2014

SBE Legislative Priorities

Ample Provision

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

Legislative Action: The Board urges the Legislature to identify reliable funding sources for basic education to support a robust response to the *McCleary* Court Order, and make significant progress toward full implementation of the provisions of ESHB 2261 and SHB 2776. Fund public schools in a manner that does not compromise our commitment to early learning, higher education, and vital social services to Washington's citizens.

High School & Beyond Plan

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

Legislative Action: The Board urges the Legislature to provide greater clarity on plan requirements. The adoption of more rigorous graduation requirements and the creation of personalized pathways increases the importance of the HSBP in a student's journey to career and college readiness. By beginning the planning process in the middle school years and defining fundamental elements, the Legislature can help ensure that every student is engaged in these essential activities.

ESEA Flexibility Waiver

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

Legislative Action: The Board supports the effort of Governor Inslee and Superintendent Dorn to restore our state's waiver from onerous requirements of No Child Left Behind by securing a legislative change requiring that statewide assessments, when relevant, be used as one measure of student growth in teacher and principal evaluations.

Modify Career & College Ready Exam Requirements

Streamline assessments required for graduation.

Legislative Action: The Board urges the Legislature to expand testing alternatives for students who do not pass the 11th grade SBAC test required for graduation, beginning with the Class of 2019. Additionally, the Board recommends that the Legislature eliminate the biology end-of-course exam as a high school graduation requirement in favor of developing a comprehensive science exam that aligns with Next Generation Science Standards.

Professional Learning for Educators

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

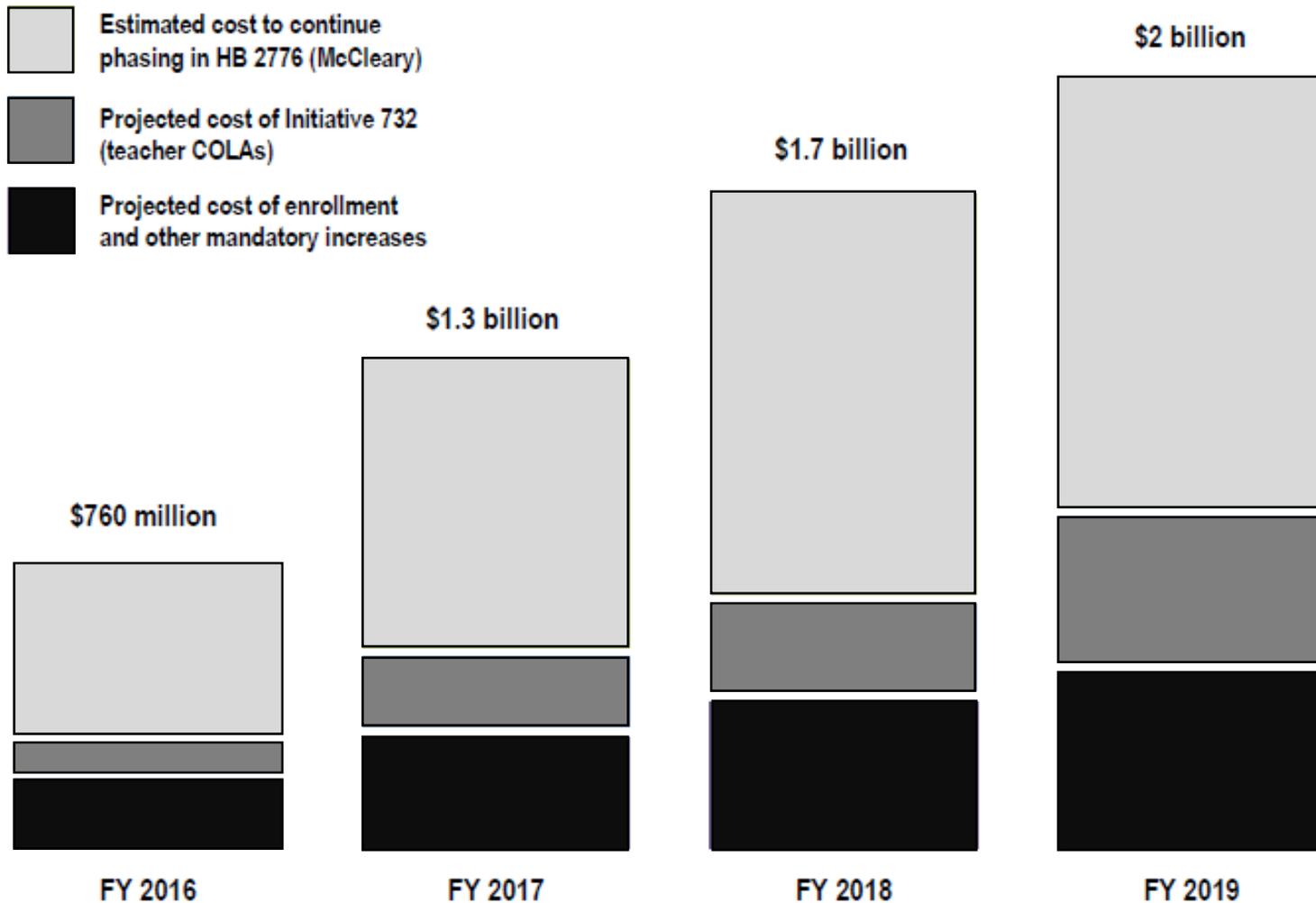
Legislative Action: The Board urges the Legislature to establish and fund a statewide program of effective professional learning for educators as part of the basic education allocations guaranteed to all school districts. Professional learning time outside the 180-day calendar is necessary to ensure that educators are able to meet higher standards for instruction, and schools to meet the goals of basic education for student learning. It will also reduce the need for basic education waivers that erode instructional time for children.

SHB 2776

Major Funding Enhancements: What is Required, and When?

Transportation	K-3 Class Size	Kindergarten	MSOC	Intent
<p>"The phase-in shall begin no later than the 2011-2013 biennium and be fully implemented by the 2013-2015 biennium."</p>	<p>"During the 2011-2013 biennium and beginning with schools with the highest percentage of students eligible for free and reduced-price meals in the prior school year, the general education average class size for grades K-3 shall be reduced until the average class size funded under this subsection (4) is no more than 17.0 full-time equivalent students per teacher beginning in the 2017-18 school year."</p>	<p>"During the 2011-2013 biennium, funding shall continue to be phased-in each year until full statewide implementation of all-day kindergarten is achieved in the 2017-18 school year."</p>	<p>"During the 2011-2013 biennium, the minimum allocation for maintenance, supplies, and operating costs shall be increased as specified in the omnibus appropriations act. The following allocations, adjusted for inflation from the 2007-08 school year, are provided in the 2015-16 school year, after which the allocations shall be adjusted annually for inflation."</p>	<p>"It is the intent of the legislature that specified policies and allocation formulas adopted under this act will constitute the legislature's definition of basic education under Article IX of the state Constitution once fully implemented."</p>

Meeting our basic education obligation — \$5.7 billion needed over next 2 biennia





LEGISLATIVE PRIORITY: STABLE FUNDING FOR A STATEWIDE PROFESSIONAL LEARNING FRAMEWORK

Raising the standard of achievement for all students requires effective teaching, and effective teaching requires adequate, concentrated and focused professional learning time -- the more so when our educators must align instruction with new, more rigorous standards and assessments.

The Legislature recognized this fundamental when it enacted the landmark Education Reform Act of 1993, which set the state on a new path of standards-based educational improvement that it continues to follow today. In ESHB 1209, the Legislature set forth a finding “that improving student achievement will require time and resources for educators to collaboratively develop and implement strategies for improved student learning.” The Legislature backed its finding by providing funding for directed Student Learning Improvement Grants (SLIGS) in the equivalent of three days. The purpose was to fund “additional time and resources for staff development and planning intended to improve student learning for all students, including students with diverse needs, consistent with the student learning goals in RCW 28A.150.210.”

That support was maintained until 2002, when the Legislature, seeking to close a budget gap, reduced from three to two the Learning Improvement Days (LIDs) added to salary allocations in 1999. (This was a shift from providing the funding as grants to just adding it to the state salary allocation schedule.) Faced with a much larger shortfall in 2009, the Legislature reduced the funding from two days to one. In 2010 the last LID fell to budget cuts. Since then districts have had to rely completely on basic education waivers from the SBE, partial days -- both of which reduce time for students -- or local levy dollars to provide the vital collaborative time staff must have to provide the instruction students need to meet higher standards.

In its *Report to the 2013 Legislature*, the Quality Education Council (QEC) said that “Statewide reforms such as implementation of the Common Core State Standards and increased statewide accountability create a greater need for coordinated, focused and aligned professional learning.” Its recommendations to the Legislature included:

- a. Create a common definition of professional learning that will guide state, regional, and local policy and investments in professional development for all educators.
- b. Invest in up to 10 days of content-specific professional development outside of the 180-day school calendar so that educator development does not take away from the instructional hours of students by school year 2017-18.
- c. Allocate mentors and instructional coaches in the basic education formula.
- d. Provide continued statewide support for professional learning through the regional network of OSPI and the nine educational service districts.

Legislation introduced in the 2014 Session contained key elements of a sound state policy to support ongoing professional learning linked to state goals for student achievement. Though none of these bills moved forward in the short session, together they make a good starting point for legislation in 2015. They included bills defining professional learning based on research-based, national standards and requiring annual funding of educator learning days for directed purposes. The bills differed in significant details. They had in common, however, an understanding that the state cannot meet the goals of basic education without a strong and reliable program of professional learning for educators. In the words of SB 5959,

The legislature finds that because research shows that high-quality educators are so important for student success, that ongoing training and professional development is essential to support educators and increase student learning. The legislature further finds that part of the plan for meeting the constitutional obligations to fully fund a program of basic education must therefore include increased professional development and training in order to give educators and principals the tools they need to be successful with the new reforms already established.

Legislative Action

- Adopt the QEC's proposal for up to 10 funded days for content-specific professional learning outside the 180-day calendar, phased in over the next three years to be fully implemented by 2017-18.
- Define professional learning as a comprehensive, sustained and evidence-based approach to improving teachers' and principals' effectiveness in raising student achievement, and require that the activities undertaken with the state funding meet national standards for high-quality professional learning.
- Deem the funding provided to be part of the Legislature's definition of basic education under Article IX of the state constitution on the basis that high-quality professional learning is integral to achieving basic education goals for student learning, and so that it is not again sacrificed to the inevitable ups and downs of the state budget.

2014 Legislation on Professional Learning for Educators

Bill #	Prime Sponsor	Funded Time Required	How Funded Time Is Directed	Basic Education	Other Provisions
2284	Stonier	Subject to funds appropriated.	Purpose of funding is to provide educators with training and support needed for successful implementation of statewide education reforms. For the 2013-15 and 2015-17 biennia, districts must use funding provided as specified in the budget act.	No	Districts must submit reports to the SPI on use of the funds, and how they contribute to measurable improvement in student outcomes specified in statute.
2313	Bergquist	At least two days/year for all state funded certificated instructional staff (CIS), building-level administrators, and state funded classified (CLS) teaching or instructional assistants.	The Legislature may direct a required focus or content in the budget act. If the Legislature does not so direct, the focus or content is as directed by the local school board.	No	Districts may organize the time as portions of days rather than two single full days as long as total time equates to two days.
2358	Lytton	NA	NA	NA	Adopts statewide definition of effective professional learning, based on national standards. Encourages schools and districts to establish professional learning opportunities that meet the definition. Describes professional learning meeting the standards.
5959	McAuliffe	At least the salary equivalent of one full day for each CIS and building-level administrator. After 2015-16, Legislature to begin phasing in professional learning day for state-funded CLS who are engaged in student instruction.	Purpose of funding is to increase knowledge and skills in areas of current and future educational reforms. For 2014-15, funded time must be used for TPEP. For 2015-16, must be used for alignment of instruction with Common Core State Standards. Districts may select the topic for CIS in subjects and grades not addressed by Common Core. After 2015-16, topics to be specified in the budget act.	Yes	Learning time may be organized in whatever time blocks the district chooses so long as the total time equates to one full school day.
6161	Rolfes	Companion to HB 2313. At least two days per year for all state-funded CIS, building-level administrators, and CLS teaching or instructional assistants.	Legislature may direct a required focus or content for the days funded in the budget act. If the Legislature does not so direct, the focus and content shall be as directed by the local school board.	No	Districts may organize the time as portions of days rather than two single full days as long as the total time equates to two days.



LEGISLATIVE PRIORITY: A HIGH-QUALITY HIGH SCHOOL AND BEYOND PLAN FOR EVERY STUDENT

All Washington students entering ninth grade on or after July 1, 2009 have been required to have a High School and Beyond Plan (HSBP). Up to now, however, state graduation requirements have had nothing to say about what it is that constitutes a High School and Beyond Plan. WACs 180-51-066 (expired June 2012) and 180-51-067 (expiring June 2015) said only that, “Each student shall have a high school and beyond plan for their high school experience, including what they expect to do the year following graduation.” WAC 180-51-068, for students entering ninth grade on or after July 1, 2015, states broadly that the plan is “designed to help students select course work and other activities that will best prepare them for their post-secondary educational and career goals,” but offers no guidance to students, parents or schools on what an adequate plan ought contain.

The 24-credit Career and College Ready Graduation framework adopted by the Board, at the direction of the Legislature substantially increases the role of the High School and Beyond Plan:

- Math credits – Requires a third credit of high school mathematics, aligning with the student’s interests and High School and Beyond Plan
- Science credits – Requires a third credit of science, aligning with the student’s interests and High School and Beyond Plan.
- Personalized pathway – Defined as “a locally determined body of coursework identified in a student’s high school and beyond plan that is deemed necessary to attain the post-secondary career or technical goals chosen by the student.”

The plain intent is that the High School and Beyond Plan is no longer just an add-on to credit requirements. Rather, it is integral to course credits chosen by a student to prepare him or her for pursuit of goals after the cap and down are returned, and the student comes face-to-face with life after school. The core premise of the Career and College Ready Graduation Framework is that the responsibility of the state doesn’t stop with the high school diploma. It extends, in the words of the Board resolution, to the responsibility to “give students the opportunity to complete high school graduation requirements that . . . prepare them for postsecondary education, gainful employment, and citizenship.” The High School and Beyond Plan is an essential part of that.

In 2010, when the SBE approved – but did not adopt – the Career and College Ready Framework, the Board added several elements to the High School and Beyond Plan to make the requirement more clear and effective for students. These included, for example,

- The student’s personal interests, abilities and relationship to current goals.
- A four-year plan for course-taking related to graduation requirements and the student’s interests and goals.
- Research on postsecondary training and education related to career goals.
- Completion of a resume.

After passage of E2SSB 6552 in March 2014, board members and staff engaged in extensive discussions with OSPI and stakeholder groups in preparation for rules to implement the new

graduation requirements. The Board received valuable input on elements of a high-quality HSBP designed to serve every student, of whatever background, interests, or abilities. Staff also gathered information on successful models for HSBPs from other states.

In proposed WAC 180-51-068, the SBE defined minimum components of the High School and Beyond Plan required by the rules. These included:

- a) Identification of career goals, including personal interests and abilities in relation to career goals;
- b) Identification of educational goals through research on post-secondary training and education related to career goals, including information on benefits and costs;
- c) A four-year plan for course-taking, initiated in middle school grades, including identification of a personalized pathway;
- d) Identification of assessments needed to graduate from high school, pursue post-secondary opportunities, and achieve career or educational goals.

After discussion, and expressions of interest by lawmakers in developing legislation on the High School and Beyond Plan in the next session, the Board deleted these provisions in the adopted rules, and left defining the HSBP to legislating rather than rule-making.

With the importance of the High School and Beyond Plan now accentuated, and legislative interest so high, it is time to move forward with legislation that carries forward the work of the Legislature in approving career and college-ready graduation requirements. ESHB 2383, which passed the House in the 2014 Session, directed the SBE to “examine options and strategies for making the high school and beyond plan a more rigorous and meaningful tool for students to identify and pursue career and college pathways beginning in the eighth grade and align with high school course-taking with those pathways.” This legislation provides a good foundation to build on in the next session.

Legislative Action

The Board supports and pledges its assistance in development of legislation in the 2015 Session that establishes definitional elements of a high-quality High School and Beyond Plan to ensure that this key component of the Career and College-Ready framework serves the purposes intended by the Legislature in enacting E2SSB 6552.



LEGISLATIVE PRIORITY: RESTORING WASHINGTON'S ESEA FLEXIBILITY WAIVER

In April 2014, Washington became the only one of the 42 states receiving federal flexibility waivers from requirements of the No Child Left Behind Act to lose its waiver. The action by U.S. Education Secretary Arne Duncan was taken because of the failure of the Legislature during the 2014 Session to pass legislation requiring state test scores to be used as one measure of student growth in Washington's teacher and principal evaluations.

Under the waiver, granted in July 2012, schools were freed of onerous, impractical NCLB mandates to meet annual adequate yearly progress (AYP) targets, and, if 100 percent proficiency were not reached by 2014, to notify parents of failure to meet those targets and set aside 20 percent of federal Title I funds for transportation of students out of "failing" schools to other schools and districts, as well as for supplemental services such as tutoring. The waiver was conditional, however, on Washington (1) finalizing its Achievement Index and (2) securing a legislative change requiring that focused evaluations of teachers and principals include student growth as a significant factor.

The first condition has been met through the hard work of the SBE and OSPI; the second has not. After the 2013 Legislature failed to act, Secretary Duncan designated Washington's waiver as "high risk," and directed the state to include federally required state test scores as one of the measures of student growth in teacher and principal evaluations. (Duncan had already granted the state a one-year extension.) Legislation requested by Superintendent Dorn in the 2014 Session required, beginning with the 2016-17 school year, that "when relevant, student growth data elements must include state-based tools," without specifying how much weight that factor would have. It failed to move out of committee. Similar legislation failed on the Senate floor on February 18. This was despite bipartisan support for the proposal at the start of the session.

Alarmed by legislative inaction, the SBE adopted a resolution on March 6 calling on the Legislature to "resolve the issue of the student growth component of teacher and principal evaluations in a way that will allow the State of Washington to continue to receive a waiver of the requirements of No Child Left Behind while preserving the innovative Teacher and Principal Evaluation Program."

In a last effort, Governor Inslee and Superintendent Dorn requested legislation negotiated with USED providing, like the original request bill, that when relevant, student growth data elements must include results from state assessments, but making the requirement effective with the 2017-18 rather than 2016-17 school year. The bill, [HB 2800](#), received no action, and the session ended with this major task left undone.

Secretary Duncan then made good on his promise that the waiver would not be renewed if the state didn't meet the conditions on which it had been granted. And so back to NCLB.

The consequences of losing the waiver are immediate and far-reaching. Supt. Dorn has been required to notify nearly every school in Washington that it has failed to meet AYP under the old NCLB regime, and the schools to notify parents. "The mislabeling of our schools is damaging far beyond the local perception," he said in a June letter to USED. "Washington's schools have

been recognized by many, including the U.S. Department of Education, for achievements in graduation rates, closing the achievement gap, NAEP scores, ACT/SAT scores, and our early learning commitment. That these same schools will be designated as ‘failing’ by inarguably flawed NCLB standards will undermine public confidence in our schools and governance.”

For districts receiving Title I dollars (which is almost all), the impact is a more tangible one. About \$40 million in federal funds channeled into locally determined programs to improve outcomes for students in poverty would now be restricted to the narrow, often unworkable purposes prescribed by NCLB. Tacoma, for example, would now be barred from continuing to use its nearly \$2 million in Title I funds to add preschool at five elementary schools and provide instructional coaching at all low-income schools. Seattle won’t be to continue using the funds for extended day programs.

In its concern about the loss of our waiver, the SBE has not lost sight of what motivated USED to place the conditions on it in the first place. The Gates Foundation’s multi-year Measures of Effective Teaching (MET) study found, for example, that student feedback, test-score growth calculations, and observations of practice “appear to pick up different but complementary information that, combined, can provide a balanced and accurate picture of teacher performance.” (S. Sawchuk, *Education Week*, 1/18/13). According to the National Council on Teacher Quality, Washington is one of six states that require only “some objective evidence of student learning” as part of teacher evaluations. Thirty-five states have stronger requirements (NCTQ, *2013 State Teacher Quality Yearbook*).

What’s asked of Washington, if it wants the burden of NCLB lifted, is hardly extraordinary. Forty-one other waiver states already include state assessment data in measures of student growth for teacher and principal evaluations, or are on track to meeting that requirement. The state’s largest district, on its own initiative, already incorporates state assessment results in growth measures for evaluations.

Legislative Action

The Board supports the proposal by Superintendent Dorn and Governor Inslee that, beginning with the 2017-18 school year, and when relevant to the teacher and subject matter, student growth data elements in teacher and principal evaluations must include results from statewide student assessments. The SBE urges the Legislature to move forward on this or similar proposal, in order to restore the state’s NCLB waiver.