



THE WASHINGTON STATE BOARD OF EDUCATION

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

Status of 2017 Legislative Priorities as of 7/10/17

SBE 2017 Legislative Priorities	Status as of 7/10/17
<p>Resolve McCleary Implementation Fully implement ESHB 2261 and SHB 2776; make ample provision for basic education programs, and eliminate the state’s unconstitutional reliance on local levies. The 2017 Legislature is requested to define the constitutionally permissible uses of local maintenance and operations levies and increase state funding to ensure that basic education programs and compensation of school district staff for basic education duties are fully funded from dependable state sources, and not from local levies. <i>Additionally, the Legislature is requested to restore funding enhancements to per pupil allocations provided for career and technical education.</i></p>	<p>Ample provision for basic education? State Revenue Increase for K-12: 2017-19: \$1.8B / 2019-21: \$5.5B</p> <p>Impact varies by district; see http://leap.wa.gov/leap/Budget/Detail/2017/soK12TotalFunding_0629.pdf</p> <p>Increase state funding to fully fund basic education programs and school district staff compensation Compensation (state base salaries) are now defined as basic education.</p> <p>Local levies: Eliminate reliance on local levies and define permissible use of local M&O levies</p> <ul style="list-style-type: none"> • Levy cliff delayed one year, per ESB 5023 (through Jan. 1, 2019). • Beginning in Calendar Year 2019, local M&O levies are renamed as “enrichment levies,” and funds limited to activities that “enrich” the state’s statutory program of basic education (i.e., minimum instructional offerings, staff ratios or program components); permitted activities include: PD beyond statutory provision, extended day/year, extracurricular, course offerings beyond basic education, early learning programs, and compensation for providing enrichment activities. • Maximum levy authority is changed to \$1.50/\$1,000 assessed value or \$2,500 per pupil, whichever is lower. Pulls significant money from levy system (removes about \$1B between 2017 and in 2019; levy cliff accounts for \$400m). Impact varies by district; see http://leap.wa.gov/leap/Budget/Detail/2017/soK12TaxRates_0629.pdf . • Requires districts to provide separate accounting of state, federal and local revenues to expenditures and separate accounting of basic and non-basic expenditures by fund sources. • Districts are required to deposit local excess levies into a subfund and separately account for expenditures from the subfund. • Beginning in Calendar Year 2020, school districts must submit their enrichment levy plans to OSPI for approval prior to placement on the ballot. OSPI may expand non-exhaustive list of allowable enrichments. <p>The following changes, focused on closing the opportunity gap, are phased in during the 19-21 and 21-23 biennia:</p>

	<table border="1"> <thead> <tr> <th data-bbox="706 94 1295 163">Basic Education Program</th> <th data-bbox="1295 94 1562 163">Four-Year Total State Investment</th> </tr> </thead> <tbody> <tr> <td data-bbox="706 163 1295 233">Increased LAP funding + a new school-based high poverty LAP enhancement (1.1 hr/wk)</td> <td data-bbox="1295 163 1562 233">\$527,902,000</td> </tr> <tr> <td data-bbox="706 233 1295 302">Increased funding for Highly Capable / enrollment percentage increased to 5%</td> <td data-bbox="1295 233 1562 302">\$62,850,000</td> </tr> <tr> <td data-bbox="706 302 1295 371">Increased funding for Special Education / enrollment cap increased to 13.5%</td> <td data-bbox="1295 302 1562 371">\$53,471,000</td> </tr> <tr> <td data-bbox="706 371 1295 485">Funding for lower class size for middle and high school CTE & skills centers (skill center MSOC increased to CTE rate)</td> <td data-bbox="1295 371 1562 485">\$197,511,000</td> </tr> <tr> <td data-bbox="706 485 1295 598">Hours for Transitional Bilingual Instructional Program increased for middle and high school students (from 4.7780 to 6.778 hr/wk).</td> <td data-bbox="1295 485 1562 598"></td> </tr> </tbody> </table> <p data-bbox="706 640 1562 703">I-1351 continues to be suspended. OSPI and stakeholders must convene a taskforce to prioritize future phase-in of the staffing values.</p> <p data-bbox="706 745 1562 777">Restore funding per pupil CTE funding enhancements</p> <ul data-bbox="706 787 1562 1039" style="list-style-type: none"> • Funding for materials, supplies, and operating costs (MSOC) in skill center programs is increased to align with the allocations for CTE MSOC. • In school year 2017-18 the skill center program MSOC allocation is increased (by \$163.14) to \$1,472.01/FTE student. • In school year 2018-19 the allocation is increased (by \$165.75) to \$1,495.56/FTE student. 	Basic Education Program	Four-Year Total State Investment	Increased LAP funding + a new school-based high poverty LAP enhancement (1.1 hr/wk)	\$527,902,000	Increased funding for Highly Capable / enrollment percentage increased to 5%	\$62,850,000	Increased funding for Special Education / enrollment cap increased to 13.5%	\$53,471,000	Funding for lower class size for middle and high school CTE & skills centers (skill center MSOC increased to CTE rate)	\$197,511,000	Hours for Transitional Bilingual Instructional Program increased for middle and high school students (from 4.7780 to 6.778 hr/wk).	
Basic Education Program	Four-Year Total State Investment												
Increased LAP funding + a new school-based high poverty LAP enhancement (1.1 hr/wk)	\$527,902,000												
Increased funding for Highly Capable / enrollment percentage increased to 5%	\$62,850,000												
Increased funding for Special Education / enrollment cap increased to 13.5%	\$53,471,000												
Funding for lower class size for middle and high school CTE & skills centers (skill center MSOC increased to CTE rate)	\$197,511,000												
Hours for Transitional Bilingual Instructional Program increased for middle and high school students (from 4.7780 to 6.778 hr/wk).													
<p data-bbox="121 1081 609 1144">End Biology End of Course as a Diploma Requirement</p> <p data-bbox="121 1144 682 1396">Immediately eliminate the biology End-of-Course exam as a high school graduation requirement, and replace it with a comprehensive science assessment aligned with the Washington State Science Learning Standards (i.e., Next Generation Science Standards), when it becomes available.</p>	<p data-bbox="706 1081 1562 1144">Biology End-of-Course Assessment is no longer required to earn a diploma, retroactive for graduating class of 2017.</p> <p data-bbox="706 1186 1562 1249">Comprehensive Science assessment will be a diploma requirement beginning with the class of 2021.</p>												
<p data-bbox="121 1438 657 1470">Provide Professional Learning for Educators</p> <p data-bbox="121 1470 682 1890">The 2017 Legislature is requested to include ten days, or 60 hours, of professional development in the state’s program of basic education and require that all professional learning funded by state basic education allocations be designed to meet the standards for high-quality professional learning established in RCW 28A.300.602. Ensuring that all students are prepared for career and college requires sustained, state-funded time for professional learning outside of the 180-day school calendar. Renewed state support</p>	<p data-bbox="706 1438 1562 1543">PD Days: Beginning in SY 18-19, phase-in of three state-funded professional development days; one additional day per year, with three total by SY 20-21.</p> <p data-bbox="706 1575 1562 1606">Teacher/Principal Evaluation Program training: \$9M over two years.</p> <p data-bbox="706 1648 1562 1711">Starting in 2019-20, late starts/early releases are limited to 7 per school year. (vetoed by Governor 7/6/17)</p>												

for professional learning will ease the strain on families and children from the proliferation of partial school days, reverse the erosion of instructional time from the state’s abandonment of this responsibility, and promote equity for districts less able to support this necessary activity through local levies.

Strengthen Career Readiness and Fortify the High School and Beyond Plan in the Program of Basic Education for All Students
 The career- and college-ready graduation requirements directed by the Legislature in 2014 make the High School and Beyond Plan essential to the state’s new high school diploma. In order to ensure that every student has access to a high-quality High School and Beyond Plan, the Legislature is requested to define and fund the following minimum elements of the plan:

- Identification of career goals
- Identification of educational goals in support of anticipated career and life goals
- A four-year plan for course-taking aligned with career and educational goals
- Identification of assessments needed to earn a diploma and achieve postsecondary goals.

The Board also urges legislation that requires the development of career readiness standards for all students, as a guide for K-12 curricula and a support for students, parents and counselors.

Strengthen Career Readiness and Fortify HSBP
 HSBP required for every student beginning in 7th or 8th grade.
 Minimum components:

- A career interest and skills inventory
- Career & education goals
- A 4-year plan for course-taking
- By 12th grade must include a resume or activity log
- School district may establish additional requirements

Must be reviewed and updated:

- By 9th grade for students how did not meet standard on the 8th grade mathematics assessment "ensure" the student takes a mathematics course in 9th and 10th grades. This may include CTE equivalencies.
- To reflect high school assessment results and planned interventions and academic support, courses, or both for students who have not met the standard.
- For students’ changing interests, goals, and needs

CR standards – N/A

Strengthen Expanded Learning Opportunities
 Establish, fund, and increase access to high-quality expanded learning opportunities for historically underserved students and students that are credit- deficient and not on track for on-time graduation. Summer learning loss widens achievement gaps and reduces academic results for economically disadvantaged students. The Legislature should support expanded learning opportunities that align with the quality indicators designed by the Expanded Learning Opportunity Council pursuant to SSB 6163.

<p>Remedy Teacher Shortage and Align and Enhance Educator Compensation and Credentialing Identify and fund additional effective strategies to address the multi-faceted problem of teacher shortages.</p> <p>The Legislature is requested to align the new system of professional certification with a new model of professional compensation based on the career ladder compensation model recommended by the Compensation Technical Work Group.</p>	<p>Educator Compensation Approximately \$6B (82%) of the \$7.3B new K-12 revenue over four years is compensation related to funding enhancements to categorical programs and other K-12 budget items.</p> <p>All certificated and classified staff are going to receive state-funded pay raises over the next four years.</p> <ul style="list-style-type: none"> • SY17-18: 2.3% COLA for certificated and classified staff. Salary Allocation Model (SAM) and staff mix factor are retained. • SY 2018-19 and beyond: SAM is eliminated. OSPI convenes a taskforce to develop a SAM that school districts may use. • By the third year, state-funded base teacher salaries will range from \$40,000 to \$90,000, in addition to locally negotiated pay, housing adjustments and other pay enhancements. • Regional pay adjustments ranging from 6-18% in districts where housing costs are above the state median. • State base salary maximums may be increased by 10% for special education, math, science, technology, engineering, and ELL teachers AND educational staff associates. <p>Pro-Cert: ESSHB 1341</p> <ul style="list-style-type: none"> • Makes professional certification <i>optional</i> (no longer mandatory) by allowing teachers and principals to renew their residency certificates in five-year intervals by completing 100- clock hours. • Establishes the Professional Educator Collaborative (PEC) <ul style="list-style-type: none"> ○ PEC will review the barriers to, integration of, and smooth the transitions between, educator certificates, and will make recommendations on how to improve and strengthen the pathways that lead to highly effective educators at each level of the public school system. ○ PEC must comprise of legislators, education agencies, educator preparation programs, and education associations, and must contract with a nonprofit, nonpartisan institute. ○ PESB will provide staff support. ○ PEC will submit reports to the Legislature by 11/1/18 and 11/1/19. <p>Dual Language: SHB 1445</p> <ul style="list-style-type: none"> • Creates grant programs to expand capacity for K–12 Dual Language programs; • PESB will administer and oversee the Bilingual Educator Initiative to prepare high school students to become future bilingual teachers and counselors; • DEL will work with community partners to support outreach and education for parents and families around the benefits of native language development and retention. • Allocates \$400,000 to implement these initiatives.
--	---

	<p>Mentoring: K-12 budget includes \$20M over four years for beginning educator mentoring, through expansion of the Beginning Educator Support Team program.</p> <p>Educator Health care:</p> <ul style="list-style-type: none"> • The budget creates a new state-run health care system for school employees next biennium: School Employee Benefits Board (SEBB). • This removes health benefits from local collective bargaining. • The per-employee state health care allocation will increase to the same amount legislators and state employees receive (\$820 in 2017-18 and \$840 in 2018-19). • All school employees must join the system by January 1, 2020.
<p>Expand Assessment Alternatives Expand assessment alternatives for high school graduation, including successful completion of state-approved transition courses and dual credit courses.</p>	<p>Assessment Alternatives</p> <ul style="list-style-type: none"> • Eliminates Collection of Evidence alternative after the 2016-17 school year. • Maintains all other alternatives in current law. • Creates additional alternatives starting with the Class of 2019 for students who have not met standard on the ELA and Mathematics to earn a CAA. <p>Additional alternatives include:</p> <ol style="list-style-type: none"> 1. Successful completion of a dual credit course in ELA or mathematics. 2. A. Take and pass a locally determined course (which may include a qualifying high school transition course as defined in (10) (b) (iv) (C)) <ul style="list-style-type: none"> ○ Course must be rigorous & consistent with student’s HSBP. ○ Course may be a high school transition course offered at a high school in ELA, mathematics or science that will ensure the student college-level placement at participating Washington institutions of higher education; and satisfies high school graduation requirements established by the SBE. <p>AND</p> <ol style="list-style-type: none"> B. Take a locally administered assessment (approved by OSPI) as an objective alternative assessment for demonstrating that the student has met or exceeded the standard. OSPI must post on its website a compiled list of approved district-administered assessments, including comparable scores necessary to meet standard. <p>Appeals Creates an expedited appeals process for students in classes 2014-2018 who have not met ELA and/or mathematics standard.</p> <ul style="list-style-type: none"> • Students, families, and/or principals may initiate the appeal to be reviewed by the school district, and the SPI approves or denies. • Students may access the appeals process if: <ul style="list-style-type: none"> ○ Have taken but not met standard on ELA and/or mathematics assessments. ○ Have met all other state and local graduation requirements (24 credits, etc.).

	<ul style="list-style-type: none"> ○ Demonstrates the skills and knowledge necessary to successfully achieve the career and college ready goals established in their HSBP. ○ For the class of 2018, the student must have met all other graduation requirement <i>and</i> attempted at least one alternative assessment option per statute. <p><u>Pathways for demonstrating necessary skills include:</u></p> <ul style="list-style-type: none"> i. Successful completion of a college level class in the relevant subject area; ii. Admission to a higher education institution or career preparation program; iii. Award of scholarship for higher education; and iv. Enlistment in a branch of the military. <p>Assessments at new grade level</p> <ul style="list-style-type: none"> ● Beginning with the class of 2020, i.e., sophomores in 2017-18, ELA and Math assessments will be taken in 10th grade. ● Beginning with the class of 2021, i.e., sophomores in 2018-19, Comprehensive Science Assessment will also be taken. <p>SBE Role</p> <ul style="list-style-type: none"> ● SBE (as per current law) adopts high school student performance standard scores ● Student performance standard scores will include scores for: <ul style="list-style-type: none"> ○ 10th grade students to be “on track to be career and college ready at the end of the student’s high school experience” ○ High school graduation ○ College and Career ready (as established by the multi-state consortium) <ul style="list-style-type: none"> - Allows for the scores to be different
--	---

Please contact Kaaren Heikes with any questions or for additional information at Kaaren.heikes@k12.wa.us.