



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Budget and Legislative Update	
As Related To:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <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:	The Board will review the status of priority bills and information provided regarding budget proposals.	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> None <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials	<input type="checkbox"/> PowerPoint <input checked="" type="checkbox"/> Other
Synopsis:	<p>The regular session adjourned on April 24 but no budget agreement was reached. Legislators were called back for special session beginning April 29. A number of bills were introduced at the end of regular session that addressed the Legislature’s plan to meet its McCleary obligation, but were not moved out of their respective committees.</p> <p>This section includes:</p> <ul style="list-style-type: none"> • A graphic summary of the status of bills being tracked by the Board • Comparisons of the legislative budget proposals • OSPI documents on Superintendent Dorn’s proposal • A comparison document of the McCleary plan bills • A summary of HB 2214, which deals with the assessment system. 	



LEGISLATIVE UPDATE

- Three House bills advanced to the Senate (HB 1345, HB 1031, HB 1541)
 - Only one was reported out of committee (HB 1345)
 - HB 1345 was amended in the Senate Early Learning & K12 Committee to include the language on including student growth in teacher evaluations from SB 5748
- One Senate bill advanced to the House (SB 5748)
 - Received a public hearing but was not placed on executive agenda
- Bills that did not pass out of the opposite house are returned to the house of origin at the end of regular session
- The bills that address the McCleary obligation (SB 6109, SB 6103, SB 6104, and HB 2239) did not get out of committees before regular session ended

The following bills did not pass the house of origin before the end of regular session.

Assessments

- HB 1363
- HB 1703
- HB 1785
- HB 1950
- SB 5520
- SB 5825
- HB 2184

Teacher Evaluation

- HB 2019
- SB 5749

High School and Beyond Plan

- HB 1864
- HB 1591

Professional Learning

- SB 5415
- SB 5807

Achievement Index

- HB 1714

SBE Role

- HB 2117
- SB 5967

	House of Origin					Opposite House					Awaiting Gov. Sign	
	Returned to House of Origin	Policy Committee	Reported Out	Fiscal Committee	Reported Out	Floor	Introduced	Policy Committee	Reported Out	Fiscal Committee		Reported Out
Assessments												
ESEA	SB 5748							SB 5748				
HSBP												
Prof. Lng	HB 1345								HB 1345			
Dual Credit	HB 1031							HB 1031				HB 1546
Ach. Index												
Opportunity Gap	HB 1541							HB 1541				
SBE Duties												
McCleary Plan												

K-12 Budget Proposals In Brief

Major K-12 Investments - Maintenance Level**	Senate	House	Comments
I-732 Cost-of-Living-Adjustments (1.8%/1.3%)	245,000	245,000	
Maintenance, Supplies, Operating Costs	742,000	742,000	Both fund requirements for MSOC in basic ed law.
Subtotal of major items	987,000	987,000	
Major K-12 Investments - Policy Level			
Health Benefit Rate Adjustments		203,125	House funds rates at parity with state employees.
Additional COLA		153,681	House provides additional COLA for parity with state employees (3.0% and 1.8%)
Reduce Early Elementary Class Size (K-3)	350,171	411,765	Senate phases by cohort, first to high-poverty schools. House is linear phase-in. Both get to 17:1.
Family Engagement Coordinators		32,085	Based on JTFEF* : allocation of .361FTE/elementary school of family eng. coordinators
Guidance Counselors		25,337	Based on JTFEF: 1.483 FTE/middle school and 2.806/high school in SY 2016-17
Local Effort Assistance	(20,319)	(185)	Senate reduces levy base by excluding MSOC, reducing LEA payments
Bilingual Instruction		12,137	Based on JTFEF: Increases funded instructional hrs. to 5.6 hrs in middle school and 6.9 hrs. in high school.
Expand Full-Day Kindergarten	187,716	179,995	Senate goes to 75% enrollment in yr 1, 100% in yr 2
Staff Mix	(38,049)	(46,874)	Both assume less experienced and credentialed teachers as more are hired to reduce class sizes.
Reform High School Assessments		(29,000)	House assumes savings from HB 2214, ending biology EOC and eliminating assessment alternatives.
Highly Capable	15,957		Increases the % of students eligible (to 3%) and the hrs. of instruction/week (to 3 hrs)
School Turnaround & Required Action	3,225	4,225	Both fund current policy.
Subtotal of major items	498,701	946,291	
Total investment above ML	-1,535,065	-1,057,053	
Adjustment for amendment to I-1351	-2,042,726	-2,042,726	*Joint Task Force on Education Funding
Total investment above ML (adjusted)	507,661	985,673	**Costs of Implementing Current Law Requirements

2015-17 Operating Budget Public Schools

(Dollars in Thousands)

	Senate Passed (04/06/2015)		House Passed (04/02/2015)		Senate Diff. from House	
	NGF+OpPth	Total Budgeted	NGF+OpPth	Total Budgeted	NGF+OpPth	Total Budgeted
2013-15 Estimated Expenditures	15,261,910	17,214,557	15,261,910	17,214,557	0	0
2015-17 Maintenance Level	19,518,068	21,424,045	19,518,068	21,424,045	0	0
Policy Changes -- Non-Compensation						
1. Local Effort Assistance	-20,319	-20,319	-185	-185	-20,134	-20,134
2. Staff Mix	-38,049	-38,049	-46,874	-46,874	8,825	8,825
4. Reduce Early Elementary Class Size	350,171	350,171	411,778	411,778	-61,607	-61,607
5. Expand Full-Day Kindergarten	187,716	187,716	179,996	179,996	7,720	7,720
6. School Turnaround Programs	3,225	3,225	4,225	4,225	-1,000	-1,000
7. Family Engagement Coordinators	0	0	32,130	32,130	-32,130	-32,130
8. Breakfast After the Bell	0	0	2,953	2,953	-2,953	-2,953
12. Revise High School Assessments	0	0	-29,362	-29,362	29,362	29,362
14. Initiative 1351 Class Size	-2,042,726	-2,042,726	-2,042,726	-2,042,726	0	0
17. Educational Opportunity Gap	0	0	1,957	1,957	-1,957	-1,957
19. Dual Language	500	500	1,268	1,268	-768	-768
21. Dual Credit	0	0	2,956	2,956	-2,956	-2,956
22. Homeless Student Outcomes	0	0	1,000	1,000	-1,000	-1,000
24. Urban School Turnaround	0	0	600	600	-600	-600
26. College Success	0	0	2,867	2,867	-2,867	-2,867
31. Foster Youth Demonstration Site	0	0	1,015	1,015	-1,015	-1,015
32. Guidance Counselor	0	0	25,337	25,337	-25,337	-25,337
33. Bilingual Instruction	0	0	12,136	12,136	-12,136	-12,136
34. Career & Technical Education Grants	1,200	1,200	400	400	800	800
38. Paraeducator Development	1,659	1,659	0	0	1,659	1,659
39. Regional School Safety	1,866	1,866	0	0	1,866	1,866
40. AIM Community Grants	500	500	0	0	500	500
41. Highly Capable	15,957	15,957	0	0	15,957	15,957
44. College Bound PSAT	750	750	0	0	750	750
Policy -- Non-Compensation Total	-1,530,501	-1,587,459	-1,433,432	-1,488,043	-97,069	-99,416

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(Dollars in Thousands)

Policy Changes -- Compensation						
46. Health Benefit Rate Adjustments	0	0	207,226	207,226	-207,226	-207,226
47. Additional COLA	0	0	153,681	153,681	-153,681	-153,681
48. TRS employee eligibility	0	0	60	98	-60	-98
Policy -- Compensation Total	0	0	360,967	361,005	-360,967	-361,005
Policy Changes Transfers						
49. Foster Youth Ed. Outcomes	0	0	892	892	-892	-892
50. Transfer PESB Scholarships to WSAC	-3,314	-3,314	0	0	-3,314	-3,314
Policy -- Transfer Total	-3,314	-3,314	892	892	-4,206	-4,206
Total Policy Changes	-1,533,815	-1,590,773	-1,071,573	-1,126,146	-462,242	-464,627
Total Policy Changes w/o I-1351	508,911	451,953	971,153	916,580	-462,242	-464,627
Total 2015-17 Biennium	17,984,253	19,833,272	18,446,495	20,297,899	-462,242	-464,627

* NGF+OpPth = General Fund-State + Education Legacy Account + Opportunity Pathways Account

Comments

1. **Local Effort Assistance - Senate:** The Per Pupil Inflation (PPI) for calendar year 2016 is adjusted to 8.4% in calendar year 2016 and 1.4% in calendar year 2017. School districts receiving enhanced MSOC funding above the rate provided in school year 2014-15 should consider these as levy reduction funds and reduce their calendar year 2016 and 2017 levy base used for calculating local levy authority and local effort assistance by the amount of the enhancement when calculating the school district's levy base. A school district may continue to receive the school year 2014-15 MSOC rate so that the school district's levy base is not reduced. **House:** The PPI is adjusted so that the levy base is the same for school year 2015-16 and 2016-17. The PPI is set at a rate of 4.9% for both calendar years 2016 and 2017. Policies that increase the cost of the state's program of basic education increase the levy base. These two revisions to the levy base reduce the cost of the LEA program for FY 2016 and increase the cost for FY 2017.
2. **Staff Mix.** Both **House and Senate** proposals fund more than 2,000 additional teachers with the expansion of state-funded all-day kindergarten and class size reduction in grades K-3. Staff mix, the state's term for average years of experience and educational credits, is reduced to reflect these new hires in the system. The 2015-17 budget assumes at least 30 percent will be new teachers. Staff mix, the state's term for average years of experience and educational credits, is reduced to reflect these new hires in the K-12 system. The savings in the Senate proposal are smaller because it takes a more phased-in approach to K-3 class size reduction.

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(Dollars in Thousands)

4. **Reduce Early Elementary Class Size.** SHB 2776, 2010 Session, established new funding formulas for basic education programs, requiring class sizes of 17 students for grades K-3 by the 2017-18 school year. The **Senate** reduces class size in a manner which follows the cohort of students who have already received the benefit of state-funded class size reduction, with first priority to elementary schools with the highest percentage of students eligible for the federal Free and Reduced-Price Lunch program. Funding is provided to fully implement a class size of 17 for K-1 students in high poverty schools in the 2016-17 school year. Allocations for K-3 class sizes will be based on the school district's documented actual average class size. The **House**'s class size funding schedule aligns with an implementation policy of increasing funding for class sizes in equal annual increments with a final target of 17.0 FTEs in the 2017-18 school year.
5. **Expand Full-Day Kindergarten.** SHB 2776, 2010 Session required statewide basic education funding of all-day Kindergarten by the 2017-18 school year. Both **House** and **Senate** increase funding for all-day kindergarten to 100% of enrollment in 2016-17, one year ahead of the statutorily required deadline. The Senate level is higher because it funds a slightly higher percentage of enrollment in the first year of the biennium than the House.
6. **School Turnaround Programs.** Both **House** and **Senate** budgets provide funding for grants to school districts identified as persistently lowest achieving and having been listed by OSPI as a Required Action District (RAD). Funds are also provided for staffing at OSPI for the continued administration of the program. Funding is maintained at the same level as in the current biennium. The difference between House and Senate at policy level is technical.
7. **Family Engagement Coordinators.** The **House** provides funding to increase the allocation for the prototypical elementary school family engagement coordinator from 0.0825 FTEs to 0.222 FTEs in the 2015-16 school year and 0.361 in the 2016-17 school year. This enhancement in the state-allocated FTEs represents an annual increment increase with the intention of reaching the target of 0.5 FTEs recommended by the Joint Task Force on Education Funding by the 2017-18 school year. The Senate budget does not include this item.
8. **Breakfast After the Bell.** The **House** provides funding for implementation of HB 1295 (Breakfast after the bell), which requires school districts that have a free and reduced-price lunch enrollment of 70% or more to provide breakfast during instructional time and requires the state to provide \$6,000 grants to each school to fund the start-up costs of the program. The **Senate** does not fund this legislation.
12. **Revise High School Assessments.** The **House** assumes savings for implementation of HB 2214 (High school student assessments), which revises assessment requirements, including alternatives to statewide assessments. The **Senate** budget does not assume this legislation.
14. **Initiative 1351 Class Size.** Initiative 1351 amended the state's funding requirements for class size and staffing formulas, with a phase-in schedule estimated at \$2 billion for the 2015-17 biennium and full implementation effective September 1, 2018. The increased funding necessary to support I-1351 (\$2 billion) is reflected at maintenance level. Both **House** and **Senate** assume legislation amending I-1351 to replace provisions of the initiative with specific enhancements funded in the budget act. 2015-17 phase-in requirements for I-1351 are integrated with the funding provided in the budget for K-3 class sizes, family engagement coordinators, and guidance counselors, for biennial savings of \$2.0 billion. The class size and staffing provisions of I-1351 scheduled to go into effect on September 1, 2018 are also amended. The **Senate** policy bill, SSB 6088, has a referendum clause referring the changes made to I-1351 to the November 2015 election ballot for voter approval. The **House** policy does not refer the I-351 changes to the ballot.

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(Dollars in Thousands)

17. **Educational Opportunity Gap.** The **House** provides funding for implementation of E2SSB 1541 (Educational opportunity gap), including one-time funding for development of a model discipline policy, development of cultural competency training, and a task force to review race and ethnicity guidelines. The **Senate** budget does not assume this legislation.
19. **Dual Language.** The **House** provides funding to implement SHB 1783 (Dual language instruction), creating a dual language scholarship program, providing support for expansion of dual language programs in school districts, and creating a grant program. The **Senate** provides funding for a dual-language instruction pilot program in two districts.
21. **Dual Credit.** The **House** provides funding to implement E2SSB 1546 (Dual credit educational opportunities), eliminating the use of Running Start for courses offered in the high school and creating subsidies and per credit fee limits for College in the High School classes for eligible 10th, 11th and 12th grade students. The **Senate** does not fund this legislation.
22. **Homeless Student Outcomes.** The **House** provides funding for implementation of E2SHB 1682 (Homeless students), creating a competitive grant program for school districts to pilot increased identification of homeless students and the capacity of districts to support them. The **Senate** does not fund this legislation.
24. **Urban School Turnaround.** The **House** provides one-time funding for the Urban School Turnaround Initiative, providing grants to the two schools that received funding in the current biennium. The **Senate** does not fund this item.
26. **College Success.** The **House** provides funding to expand the Washington Achievers Scholars program to all school districts within King and Pierce Counties. Funding is also provided to replace federal and private dollars no longer available to the College Bound Scholarship program. The **Senate** budget does not include this item.
31. **Foster Youth Demonstration Site.** The **House** provides funding for contracted services to improve the educational outcomes of dependent youth at a second demonstration site in addition to the site established pursuant to the 2013-15 biennial budget. The **Senate** does not include this item.
32. **Guidance Counselors.** The **House** provides funding to increase the allocation for the prototypical middle school guidance counselor from 0.1 FTE staff to 1.349 FTE staff in the 2015-16 school year and 1.483 FTE staff in the 2016-17. The allocation for guidance counselors in the prototypical high school is increased from 2.539 FTE staff to 2.672 in school year 2015-16 and 2.806 in school year 2016-17. These enhancements represent an annual increment increase with the intention of reaching the target of increasing the counselor FTE by 0.5 FTEs by the 2017-18 school year, as recommended by the Joint Task Force on Education Funding in 2012. The **Senate** does not include this item.
33. **Bilingual Instruction.** The **House** increases funding for instructional hours in the Transitional Bilingual Instructional Program (TBIP) from 4,778 hours in the prototypical middle school to 5,185 hours for school year 2015-16 and 5,593 hours in school year 2016-17. The allocation for the prototypical high school is increased from 4,778 hours to 5,852 hours in the 2015-16 school year and 6,926 hours in the 2016-17 school year. These increases in state-funded instructional hours are intended to reach the targets of 6.0 hours in the middle school grades and 8.0 hours in the high school grades that were recommended by the Joint Task Force on Education Funding in 2012. The **Senate** budget does not include this item.
34. **Career & Technical Education Grants.** Both **House** and **Senate** provide funding to increase grants for the career and technical education FIRST Robotics program, the Senate at a higher level.

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(Dollars in Thousands)

38. **Paraeducator Development.** The **Senate** provides funding for implementation of E2SSB 5179 (Paraeducator development) directing the PESB to establish the paraeducator oversight board, create a paraeducator certification process for both regular and advanced endorsements, and design and implement a training program for teachers and principals for working effectively with paraeducators. OSPI is provided one-time funding to establish paraeducator endorsements and certificates and for school district implementation grants. The **House** does not include this item.
39. **Regional School Safety.** The **Senate** provides funding for three Educational Service Districts to participate in a pilot program to implement regional school safety and security centers modeled after ESD 105 and outlined in 2SSB 5252 (Regional security and safety centers). The **House** does not include this item.
40. **AIM Community Grants.** The **Senate** provides funding for a pilot program for academic, innovation, and mentoring in five communities statewide. The grants will fund expanded learning opportunity grants to community-based organizations. The **House** budget does not include this item.
41. **Highly Capable.** The **Senate** makes the following enhancements to basic education funding for the Highly Capable Program: (a) The percentage of students eligible for funding is increased from the current 2.314 percent to 3.0 percent; and (b) an increase in the weekly hours of instruction from the current 2.159 hours to 3.0 hours. The **House** budget does not include this item.
44. **College Bound PSAT.** The **Senate** provides one-time funding for the administration of the Preliminary Scholastic Aptitude Test (PSAT) to ninth and tenth grade participants in the College Bound program. OSPI will partner with a national non-profit organization that offers the aptitude test. The **House** budget does not include this item.



Basic Principles of Superintendent Dorn’s Plan

The Washington state Supreme Court, in *McCleary v. Washington*, wrote that the state is failing to meet its “paramount duty.” As clearly written in the state Constitution, that duty is “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” (Article IX, Section I). The issue is too often framed in statistics. But it’s much broader than numbers: The issue is about basic education opportunities for our students. It’s about their future, and our desire to produce well educated and productive citizens.

State Superintendent Randy Dorn’s six-year plan to meet our state’s constitutional and moral responsibilities is based on three policy principles:

- **Funding:** The state must provide ample state funding for a general and uniform program of basic education in all schools.
- **Levies:** The state must no longer rely on local school levies to meet its obligation to fully fund basic education.
- **Adequacy:** The State must fund any new education programs and initiatives they pass into law, rather than rely on local district funding. This is known as “do no harm.”

Achieving Superintendent Dorn’s plan is a phased-in, evidenced-based approach with the following steps:

- 1) Complete HB 2776 implementation. Affirm that the funding generated through HB 2776 is for allocation purposes only.
- 2) Reduce class size in grades 4–12. The Dorn plan recommends reducing class size to 24 in grades 4–6 and 27 in grades 7–12. I-1351 would require class size in those grades to be at 25.
- 3) Hire additional support staff. This includes increasing the number of librarians, school nurses, guidance counselors, office and technology support, custodians, and classified staff to keep students safe.
- 4) Fund more teachers and more classrooms. Thousands more teachers and classrooms will be necessary when class sizes are reduced.
- 5) Begin compensation reform—a necessary vehicle for levy reduction:
 - a. Fund classified and administrative staff at current district funding levels, but with state resources.
 - b. Initiate statewide collective bargaining for compensation, benefits, regional cost-of-living adjustments, and workday definition. During the transfer to the new system, the Legislature must restrict current bargaining, local levy bases and any possible new levies so that the state doesn’t incur larger obligations.
 - c. Provide K-12 health insurance through a statewide benefit program similar to state employees.
 - d. Provide teacher support by funding 10 Professional Development days and teacher mentors.
 - e. Redefine the meaning of supplemental contracts to ensure that local levies are not used for basic education/compensation.
- 6) Initiate levy reduction as the state proceeds to fund basic education costs currently covered by local levies. Complete levy reform consists of:
 - a. Clearly defining the appropriate uses of local levy funds, and
 - b. Redefining and limiting future growth of levies.
- 7) Require the Quality Education Council (QEC) – created by HB 2261 to direct the implementation of the prototypical school model – to create two new workgroups that will:
 - a. Design a better process to recruit and retain teachers and
 - b. Monitor the evolving definition of “basic education.”



Structural changes included in Superintendent Dorn's plan

Superintendent Randy Dorn's plan to fully fund basic education requires that certain structural changes within the K-12 education system be made. The changes include legislation, as well as addressing needs and creating new processes.

A list of the major structural changes includes:

- 1) **Initiate levy reduction**, as the state proceeds to fund basic education costs currently covered by local levies, and eliminate supplemental time, resources and incentives (known as TRI):
 - School districts would be prohibited from using local excess levies to fund materials, supplies and operating costs; student transportation; or staff salaries related to the program of basic education.
 - Districts would be allowed to use levy funds to pay supplemental staff contracts and other costs related to student education enrichment programs that go beyond the basic education program provided by the state, such as extracurricular athletic activities, instruction unrelated to the mandatory state Essential Academic Learning Requirements, early learning, and adult basic education.
 - Starting immediately, growth of levies beyond current levels would be restricted.
 - The maximum levy percentage would be reduced to a uniform level across all districts by 2021.
- 2) **Initiate statewide collective bargaining** for compensation, benefits, regional cost-of-living adjustments, and workday definition:
 - The Superintendent of Public Instruction would represent school district employers in negotiating collective bargaining agreements for public school teachers and classified employees.
 - Public school employees would be represented by two exclusive bargaining representatives.
 - The scope of statewide bargaining would be limited to wages, workday definition, and fringe benefits, and not include Time, Responsibility, and Incentive — known as TRI.
 - School district management rights would not be subject to bargaining.
 - School employees will retain the right to organize locally and collectively bargain other terms and conditions of employment with each school district employer, for supplemental contracts regarding compensation for education enrichment services and activities that go beyond the state's program of basic education.
 - Collective bargaining agreements between school districts and their employees that are in effect today would remain in effect until they expire.
- 3) **Review and address short- and long-term statewide system capacity issues** related to the expansion of full-day kindergarten and class-size reduction, including the availability of appropriate classrooms:
 - To offer statewide full-day kindergarten and to reduce K–3 class sizes, an additional 5,700 classrooms are needed, costing about \$2 billion. The Senate made progress toward this requirement.
 - In its January 2014 order the Court wrote that “the State must account for the actual cost to schools of providing (additional capital expenditures).”
- 4) **Require the non-partisan Quality Education Council to create two new workgroups** that will:
 - Design a better process to recruit and retain teachers and
 - Annually study and report on the state's evolving program of basic education and the financing necessary to support the program.

**Proposed Senate Legislation
Local Levies, Local Effort Assistance (LEA) and State Revenues**

SB	6103 (Hargrove)	6104 (Rolfes)	6109 (Dammeier)
Local Levies	<ul style="list-style-type: none"> Beginning CY 2018, a school district's actual levy collections will be reduced by the amount of any state funding for salary enhancements received after August 31, 2016. The district's levy rate may not be reduced below \$1.00/\$1,000 of assessed value (AV). Levy reduction expires after the CY 2022 levy. Beginning CY 2023, the maximum levy authority is \$1.00/\$1,000 AV. Levy funds may only be used for non-basic education purposes. 	<ul style="list-style-type: none"> During phase-in of new salary allocations beginning SY 2017-18, additional funding for the salary allocations are considered "levy reduction funds" for districts grandfathered at a higher levy percentage than the maximum levy percentage for other districts. Creates a Local Levy Reduction Technical Working Group to develop a phase-in plan for reducing local levy authority and eliminating grandfathered levy authority. 	<ul style="list-style-type: none"> Beginning CY 2018, a school district's actual levy collections will be reduced by the amount of any new state funding for salary enhancements received after August 1, 2017. The district's levy rate may not be reduced below \$1.25/\$1,000 AV. Levy reduction expires after the CY 2022 levy. Beginning CY 2020, the maximum levy authority is \$1.25/\$1,000 AV. Levy funds may only be used for enhancements outside of the program of basic education.
LEA	<ul style="list-style-type: none"> For CY 2018—CY 2022, LEA payments will remain at CY 2017 levels and not be reduced for decreases in levy collections related to K-12 salary enhancements. Beginning CY 2023, LEA will be based on equalized school districts that levy \$1.00/\$1,000 AV to a statewide median per pupil value. 	No provisions on Local Effort Assistance.	<ul style="list-style-type: none"> For CY 2018 and CY 2019, LEA payments will remain at CY 2017 levels and not be reduced for decreases in levy collections related to K-12 salary enhancements. Beginning CY 2020, LEA will be based on equalizing school districts that levy \$1.00/\$1,000 AV to a statewide median per pupil value.
New State Revenues	No provisions on new state revenue.	<ul style="list-style-type: none"> Imposes a state capital gains tax, beginning Jan. 1, 2016, at a rate of 7%, on sale or voluntary exchange of capital assets, with \$500K deduction for joint filers and \$250K deduction for others. Revenues from the new tax are deposited in the Education Legacy Account. 	<ul style="list-style-type: none"> Increases the state property tax levy rate from \$2.19/\$1,000 AV to: <ul style="list-style-type: none"> \$2.70 for CY 2018 \$3.50 for CY 2019 \$3.60 (statutory maximum) for CY 2020



HOUSE BILL 2214

HB 2214 was introduced in late March and referred to the House Appropriations Committee. The public hearing on April 21 was on the proposed substitute to the bill.

Assessment Requirements

English Language Arts and Mathematics

HB 2214 deals primarily with the assessment system. It hastens the transition to the use of the Smarter Balanced Assessment (SBAC) as the means through which students earn their Certificate of Academic Achievement (CAA). The bill requires students to achieve a score that places them in a level 3 or 4 on the SBAC in order to earn the CAA, beginning with the class of 2016 (current juniors). Students that have already taken and passed the reading and writing portions of the High School Proficiency Exam (HSPE) and the math end-of-course exam (EOC) may use those to earn the CAA for the class of 2016. Beginning with the class of 2017, only the SBAC may be used.

Science

HB 2214 would eliminate the Biology EOC as a graduation requirement. The substitute also includes an emergency clause so that the EOC requirement is eliminated for the class of 2015 (current seniors).

The substitute also requires a comprehensive science assessment as a graduation requirement once one has been developed in alignment with the Next Generation Science Standards (NGSS).

State Board of Education Role

The substitute eliminates the requirement that the SBE set a second threshold score on the SBAC to earn a CAA. It does not address the SBE's role in setting a threshold score on the comprehensive science assessment.

Alternatives

HB 2214 drastically alters the system of alternatives that students may access if they do not meet standard on the state assessment to earn a CAA.

Courses

If a student does not achieve a score that places her in level 3 or 4 on the SBAC in either math or English language arts, that student must enroll in a locally determined course in her senior year in the subject area. The locally determined course must be rigorous, which the bill defines as "at a higher course level than the student's most recent coursework in a content area in which the student received a passing grade of 'C' or higher... ." Once available, the bill directs districts to prioritize enrolling students in transition courses, rather than in other locally determined courses.

The bill eliminates the collection of evidence (COE) as an alternative.

Exams

HB 2214 eliminates all objective exam alternatives, including the SAT, ACT, AP, and IB exams.

Comparable Rigor

The bill also eliminates the language requiring the objective alternatives to be “comparable in rigor to the skills and knowledge that the student must demonstrate on the statewide student assessment... .”

High School and Beyond Plan

HB 2214 includes the language on the High School and Beyond Plan (HSBP) from HB 1591. It requires that an HSBP be started for each student in 8th grade and include career goals, educational goals, a four-year course-taking plan, the identification of assessments needed to graduate and achieve goals, and a resume or activity log.

Below you will find tables comparing the assessment requirements in current law to those in the HB 2214 proposal.

If you have questions regarding this memo, please contact Julia Suliman at Julia.suliman@k12.wa.us.

Current Law					
Assessment Requirements	Class of 2015 Current Sr	Class of 2016 Current Jr	Class of 2017 Current Soph	Class of 2018 Current Frosh	Class of 2019 Current 8th Gr
English/Lang Arts	10th grade Reading and Writing HSPE	10th grade Reading and Writing HSPE or 11th Grade SBAC (score to be set by SBE)	10th Grade ELA Assessment with Common Core Items (SBAC) or 11th Grade SBAC (score to be set by SBE)	10th Grade ELA Assessment with Common Core Items (SBAC) or 11th Grade SBAC (score to be set by SBE)	11th Grade SBAC ELA assessment (score to be set by SBE)
Math	Algebra or Geometry EOC	Algebra or Geometry EOC or 11th Grade SBAC (score to be set by SBE)	Algebra or Geometry EOC or 11th Grade SBAC (score to be set by SBE)	Algebra or Geometry EOC or 11th Grade SBAC (score to be set by SBE)	11th Grade SBAC Math assessment (score to be set by SBE)
Science*	Biology EOC	Biology EOC	Biology EOC	Biology EOC	Biology EOC
Alternative Assessments	Collections of Evidence, GPA Comparison, SAT/ACT Equivalent Score, AP/IB				

*Intent to transition to Next Generation Comprehensive Science Exit Exam

Proposed in HB 2214					
Assessment Requirements	Class of 2015 Current Sr	Class of 2016 Current Jr	Class of 2017 Current Soph	Class of 2018 Current Frosh	Class of 2019 Current 8th Gr
English/Lang Arts	10th grade Reading and Writing HSPE	11th Grade SBAC at Level 3 or 4 or 10th Grade Reading and Writing HSPE if already met standard	11th Grade SBAC at Level 3 or 4	11th Grade SBAC at Level 3 or 4	11th Grade SBAC at Level 3 or 4
Math	Algebra <u>OR</u> Geometry EOC	11th Grade SBAC at Level 3 or 4 or Algebra or Geometry EOC if already met standard	11th Grade SBAC at Level 3 or 4	11th Grade SBAC at Level 3 or 4	11th Grade SBAC at Level 3 or 4
Science*	Eliminates Biology Exam Requirement	n/a	n/a	n/a	n/a
Alternative Assessments	Eliminates Alternatives/Replaces with "Locally Determined Sr Year Course"				

* Established plan for Next Generation Comprehensive Science Exit Exam