

| <b>Program</b>  | <b>ESHB 2261</b>   | <b>ESB 6048</b>   | <b>Governor's Letter</b>  |
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| <b>What's the goal of the bill?</b>   | This bill would <b>enact</b> reforms that are intended to fulfill the Legislature's paramount duty—education.  | This bill would continue to <b>study and review</b> proposed reforms that are intended to fulfill the Legislature's paramount duty—education. | "Must provide an avenue to make our definition adaptable to advancements in education that would require new determinations of what is basic."  |
| <b>What's the goal of basic education?</b>  | Provide all students the opportunity to graduate from high school ready for college, work and life.  | Same.   | Same. However, the definition of basic education is "evolving," and the " <b>legal definition does not change...from what it is today until there is fiscal capacity to implement the change.</b> " |
| <b>Would continue to include these programs in the definition of basic education.</b> | <ul style="list-style-type: none"> <li>• General apportionment</li> <li>• Special education</li> <li>• Learning Assistance Program</li> <li>• Bilingual education</li> <li>• Transportation</li> </ul> | Same.   | Same.   |
| <b>Early learning</b>   | Preschool for at-risk children would be included in basic education.   | <b>Not included.</b>  | <b>Not included.</b>  |
| <b>All-day kindergarten</b>   | Voluntary all-day kindergarten would be phased in and included in basic education.   | <b>Not included.</b>  | Includes in basic education (page 3) but permits districts to ask parents who can afford to support program (page 2).   |
| <b>Highly Capable</b>   | Highly Capable Education would be included in basic education.   | <b>Not included.</b>  | <b>Not included.</b>  |
| <b>Career &amp; Technical Education (CTE)</b>   | Enhanced CTE is included in basic education.   | Funding Working Group reviews, recommends changes to legislature.   | <b>Not addressed.</b>   |
| <b>Stronger graduation requirements</b>   | The state's minimum credits to graduate high school would be raised from 19 to 24 and included in basic education.   | <b>Not included.</b>  | Calls for "phasing-in 24 credits for graduation."   |
| <b>Expanded school day</b>  | The school day would be <b>expanded to 6-periods a day</b> in grades 7-12 so students can fulfill the new 24-credit graduation requirement.  | <b>No change from current.</b>  | <b>Not addressed.</b>   |
| <b>Achievement Gap Working Group</b>  | Achievement Gap Working Group, appointed by governor and SPI, to oversee policies and strategies to close achievement gap.   | <b>Not included.</b>  | <b>Not addressed.</b>   |

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| <b>“Model schools” funding allocations for class sizes, staff levels, educational programs and non-staff necessities.</b> | <p>The state would pay for the full cost of teachers, administrators and staff based on <b>“model schools”</b> for elementary, middle and high schools, including smaller class sizes with high poverty schools</p> <p>The state would also boost funding for the Learning Assistance Program, Transitional Bilingual Instruction Program, and special education.</p> <p>The state would pay for the full cost of utilities, maintenance, supplies and technology.</p> | <p>Similar “model schools” framework, but legislature specifies minimum allocations for class sizes, numbers of teachers in the operating budget.</p> <p>The Funding Working Group would recommend allocation levels for principals, counselors, librarians, CTE instructors, non-staff necessities, etc.</p> | <p>Supports “model schools,” but argues specifying allocation levels in statute would constrain adaptability in fast changing times.</p> <p>Supports more instructional time for struggling and bilingual students as part of basic education.</p> |
| <b>Teacher Certification and Compensation</b>   | The Professional Educator Standards Board (PESB) would recommend new standards for teacher certification and evaluation. A separate work group would recommend a new system for teacher compensation, based on the different levels of certification.  | Same. However, the PESB standards would also include <b>cultural competencies</b> .   | “Acknowledge and build upon the work of the PESB in developing a state-of-the-art teacher preparation and certification system.”   |
| <b>Accountability system</b>  | The Legislature intends for the State Board of Education (SBE) to develop an accountability system that includes voluntary support and targeted intervention support for challenged schools. The Legislature will review before adopting.  | Directs the <b>SBE to continue its work</b> developing a comprehensive accountability system that includes voluntary support and targeted intervention support for challenged schools. The Legislature will review before adopting.   | Supports starting with ESHB 2261.<br><br>Commits to working with legislative leaders, OSPI, educators and other stakeholders to develop a plan to present to the Legislature.  |
| <b>Data system</b>  | Linked system of financial, student and educator data.   | Included in Senate Bill 5941.   | “Strengthen the role of data to inform the decisions made in a dynamic education system.”  |
| <b>Local levies and levy equalization</b>   | A working group would determine the role of local levies and local effort assistance.  | Same.   | <b>Not addressed.</b>  |
| <b>Revenue</b>  | Dedicates 50% of state revenue growth over 5% to basic education account -- by September 30, 2011.   | <b>Not included.</b>  | “More work is needed in this area.”  |
| <b>Implementation</b>   | 6-year phase-in beginning in 2011-12, meant to assure increases in funding are timely, predictable, and concurrent with any increases in requirements.   | Same.   | <b>Cannot commit to improvements in basic education in 2011-12.</b> Restoring cuts should be the first priority.   |