

Comparison of ESHB 2261 and ESB 6048. Differences in bold.

	Engrossed Substitute House Bill 2261 <i>(as passed the House)</i>	Engrossed Senate Bill 6048 <i>(as passed the Senate)</i>
<b>Intent</b>	<ul style="list-style-type: none"> <li>• Intent to redefine Basic Education and funding formulas beginning in 2011-12 and <b>phased in over 6 years.</b></li> <li>• <b>Policies, formulas, &amp; schedules should not be revised, unless for educational reasons.</b></li> <li>• Adds that the implementation schedule will be <b>concurrent</b> for the redefined program of Basic Education &amp; the resources to support it.</li> </ul>	<ul style="list-style-type: none"> <li>• Intent to continue to review and revise and build capacity of system.</li> <li>• Intent to address inequities using a rational basis for differences.</li> <li>• Intent to build on work of BEFTF, SBE, PESB, and others.</li> <li>• <b>Does not contain limitation that revisions are only for educational reasons.</b></li> </ul>
<b>Program of Basic Education</b>	<p><b>Beginning 2011-12:</b></p> <ul style="list-style-type: none"> <li>• A Basic Education must provide <b>all</b> students with the opportunity to graduate from high school with a meaningful diploma, <b>ready for success</b> in postsecondary education, gainful employment, and citizenship</li> <li>• <b>The opportunity to complete 24 credits for high school graduation as established by the SBE that may be subject to a phase-in as adopted by the SBE.</b> <i>(In Basic Ed goal section)</i></li> <li>• If SBE changes to graduation requirements the Legislature must formally approve.</li> <li>• <b>Increases instructional hours according to an implementation schedule to be adopted by the Legislature: :</b> <ul style="list-style-type: none"> <li>▪ 1000 in Kindergarten</li> <li>▪ 1000 in grades 1-6</li> <li>▪ 1080 hours in grades 7-12</li> </ul> </li> <li>• Special education</li> <li>• LAP</li> <li>• TBIP</li> <li>• Adds transportation to and from school.</li> <li>• <b>Adds All-day Kindergarten</b> to Basic Education, Sept. 1, 2011, start phase-in beginning with highest poverty schools.</li> <li>• <b>Adds Highly Capable program</b> to Basic Education. Allocations enhanced based on 2% of district's FTE enrollment to provide an extended day and year.</li> <li>• <b>Legislature intends to establish a Basic Education Program of Early Learning for at-risk children.</b> <ul style="list-style-type: none"> <li>○ <b>Creates an Early Learning work group.</b></li> </ul> </li> </ul>	<p><b>Beginning 2011-12:</b></p> <ul style="list-style-type: none"> <li>• A Basic Education is that which provides the opportunity to meet the <b>state-established</b> high school graduation requirements that are <b>intended to allow students to have the opportunity</b> to graduate with a meaningful diploma that prepares them for postsecondary education, gainful employment, and citizenship. <i>(In Basic Ed instructional program section)</i></li> <li>• <b>Does not require 24 credits for high school graduation.</b></li> <li>• If SBE changes to graduation requirements the Legislature must formally approve <b>and fund.</b></li> <li>• <b>Does not increase instructional hours.</b></li> <li>• Special education</li> <li>• LAP</li> <li>• TBIP</li> <li>• Adds transportation to and from school</li> <li>• <b>Does not include All-day Kindergarten</b></li> <li>• <b>Does not included Highly Capable Program</b></li> <li>• <b>Does not include Basic Education Program of Early Learning for at-risk children age 3-5.</b></li> <li>• <b>School districts not precluded from enriching Basic Education by offering additional instruction, services, etc.</b></li> </ul>

	<b>Engrossed Substitute House Bill 2261</b> <i>(as passed the House)</i>	<b>Engrossed Senate Bill 6048</b> <i>(as passed the Senate)</i>
<b>Basic Education Funding Allocation</b>	<p>Beginning 2011-12 &amp; intended to be phased in over a 6-year period:</p> <ul style="list-style-type: none"> <li>• <u>Based on prototypical schools:</u> <ul style="list-style-type: none"> <li>○ Does not use minimum staffing ratios</li> <li>○ The distribution formula is based on minimum staffing and non-staff costs to support prototypical schools.</li> <li>○ Minimum allocation based on basic average class size; basic average class size where more than 50% students eligible for free &amp; reduced meals (FRM); <b>average class size for exploratory and preparatory CTE, lab science &amp; International Baccalaureate courses; and average class size in K-3.</b></li> <li>○ <b>Specifies staff other than classroom teachers for determining allocation.</b></li> <li>○ <b>Amounts enhanced based on FTE enrollment in exploratory CTE in grades 7-12; preparatory CTE in grades 9-12; &amp; preparatory CTE in grades 11 &amp; 12 at skill centers, if program approved by OSPI.</b></li> <li>○ <b>Highly Capable Program allocations enhanced based on 2% of district's FTE enrollment to provide an extended day and year.</b> <ul style="list-style-type: none"> <li>○ Adjusted for small schools</li> <li>○ Allocations based on FRM adjusted for underreporting in middle &amp; high schools.</li> </ul> </li> <li>• <u>Maintenance, Supplies &amp; Operating Costs (MSOC):</u> <ul style="list-style-type: none"> <li>○ Amount per FTE specified by category.</li> </ul> </li> <li>• <u>LAP</u> <ul style="list-style-type: none"> <li>○ Enhanced based on percent of FRL students in each school to provide an extended school day &amp; year and per student allocation for MSOC..</li> </ul> </li> <li>• <u>TBIP</u> <ul style="list-style-type: none"> <li>○ Based on number of ELL enrolled                             <ul style="list-style-type: none"> <li>▪ Percent of school day in supplemental instruction specified by level of school</li> <li>▪ Per student allocation for MSOC</li> </ul> </li> </ul> </li> <li>• <u>Special Education</u> <ul style="list-style-type: none"> <li>○ <b>Excess cost allocation, enhanced by class size, MSOC, classroom teachers and other staff, LAP &amp; TBIP:</b> <ul style="list-style-type: none"> <li>▪ Birth through 5: 1.15 times base allocation</li> <li>▪ K-12: .9309 times base</li> </ul> </li> <li>○ Funding provided for up to 12.7% of district's Basic Education population</li> <li>○ Creates Safety Net in statute.                             <ul style="list-style-type: none"> <li>▪ <b>Safety net base includes federal impact aid.</b></li> <li>▪ <b>May consider proximity to group homes, military bases, and regional hospitals.</b></li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>Beginning 2011-12:</p> <ul style="list-style-type: none"> <li>• <u>Based on prototypical schools:</u> Same, except:             <ul style="list-style-type: none"> <li>○ <b>To the extent the technical details of the formula have been adopted by the Legislature</b>, the distribution formula is based on minimum staffing and non-staff costs to support prototypical schools.</li> <li>○ Minimum allocation based on the same class sizes <b>except the average class size for exploratory and preparatory CTE, lab science &amp; International Baccalaureate courses.</b></li> <li>○ <b>Workgroup to look at the specific staff other than classroom teachers for determining allocation and enhancement factors.</b></li> <li>○ <b>Highly Capable Program, not addressed.</b> <ul style="list-style-type: none"> <li>○ Adjusted for small schools</li> <li>○ Allocations based on FRM adjusted for underreporting in middle &amp; high schools.</li> </ul> </li> </ul> </li> <li>• <u>Maintenance, Supplies &amp; Operating Costs (MSOC):</u> <ul style="list-style-type: none"> <li>○ Same.</li> </ul> </li> <li>• <u>LAP:</u> Same.</li> <li>• <u>TBIP:</u> Same.</li> <li>• <u>Special Education</u> <ul style="list-style-type: none"> <li>○ <b>Same, except enhanced only by average class size, MSOC, and class room teachers and other staff</b></li> <li>○ Creates Safety Net in statute.                             <ul style="list-style-type: none"> <li>▪ <b>Safety Net base does not include federal impact aid.</b></li> <li>▪ <b>Does not specifically list proximity to group homes, military bases and regional hospitals for consideration.</b></li> </ul> </li> </ul> </li> </ul>

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<b>Transportation</b>	<p><b><u>Implements the JLARC study recommendations:</u></b> <i>(SB 5914)</i></p> <ul style="list-style-type: none"> <li>• <b>Authorizes a new student transportation allocation formula using a regression analysis &amp; removing the funding based on a radius mile.</b></li> <li>• <b>Phases-in formula starting in 2011-12.</b></li> </ul>	<b>Not addressed.</b>
<b>Phase-in</b>	<ul style="list-style-type: none"> <li>• Basic Education program and Formulas phased in beginning 2010-11, <b>over 6 years.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Basic Education program and Formulas phased in beginning 2010-11 <b>based on educational system's capacity to accommodate increased resources.</b></li> </ul>
<b>Data</b>	<ul style="list-style-type: none"> <li>• <b><u>Intent</u></b> <ul style="list-style-type: none"> <li>○ <b>Legislature intends to establish comprehensive data systems for financial, student, &amp; educator data.</b></li> <li>○ <b>The benefits of increases in data must be weighed against the costs to school districts.</b></li> </ul> </li> </ul>	<b>Not addressed.</b> <i>(In ESSB 5941, data bill)</i>
<b>Accountability</b>	<ul style="list-style-type: none"> <li>• <b><u>Intent:</u></b> <ul style="list-style-type: none"> <li>○ State must take into account the capacity of the school system to implement changes and adjust expectations accordingly.</li> </ul> </li> <li>• SBE authority is revised to adopt multiple outcomes and indicators to identify successful schools, those in need of assistance and those in which students persistently fail. <ul style="list-style-type: none"> <li>○ Recommend to SPI ways for exemplary schools &amp; districts can be recognized for student achievement and improvements.</li> </ul> </li> <li>• SBE &amp; SPI must: <ul style="list-style-type: none"> <li>○ Develop a system of voluntary support &amp; assistance for schools.</li> <li>○ Develop a proposal for support and assistance for school that do not make sufficient improvement through the voluntary system.</li> <li>○ Develop a way to use the prototypical school model for distribution and outcomes.</li> <li>○ Seek approval from federal DOE to replace federal accountability system.</li> <li>○ Report to the legislative education committees by December 1, 2009 &amp; 2010.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Intent:</u></b> <ul style="list-style-type: none"> <li>○ To develop a system in which the state &amp; school districts share accountability for achieving the state educational standards and supporting continuous school improvement.</li> </ul> </li> <li>• <b><u>SBE required to:</u></b> <ul style="list-style-type: none"> <li>○ Develop Accountability Index using multiple measures to identify schools/districts for recognition, support, assistance, intervention. <ul style="list-style-type: none"> <li>▪ Must take into account the level of state support received by school/district.</li> </ul> </li> <li>○ Develop a proposal &amp; timeline for voluntary support and assistance for schools and school districts. <ul style="list-style-type: none"> <li>▪ Changes that have a fiscal impact on school districts require legislative authorization.</li> </ul> </li> <li>○ Develop a improvement proposal &amp; timeline for schools &amp; districts that do not improve through voluntary support. <ul style="list-style-type: none"> <li>▪ Changes take effect only if authorized by the Legislature.</li> </ul> </li> </ul> </li> <li>• SPI must seek approval of the accountability system from federal DOE.</li> <li>• SBE, with the Education Data Center in OFM, must determine the feasibility of using the prototypical allocation model as a tool for allocating resources and as a tool for reporting how schools &amp; districts use state resources.</li> </ul>

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<p><b>Educator Certification</b></p>	<ul style="list-style-type: none"> <li>• <u>Intent</u> <ul style="list-style-type: none"> <li>○ Provide teachers with opportunities to gain the knowledge and skills that enable them to be successful.</li> <li>○ A system that clearly defines, supports, measure and rewards effective teaching.</li> </ul> </li> <li>• <u>Teacher certification:</u>  <b>By January 1, 2010</b> <ul style="list-style-type: none"> <li>○ PESB adopts standards for effective teaching that are documented in high quality research as improving student learning <b>and articulated on a career continuum.</b></li> </ul> </li> </ul> <p><b>By January 1, 2010, PESB will submit to the Legislature:</b></p> <ul style="list-style-type: none"> <li>• An update to the Legislature on status of implementing the pro.cert. external and uniform assessments already authorized in law.</li> <li>• A proposal for a valid and reliable classroom-based means of evaluating teacher effectiveness for residency certification. It must include multiple measures of teacher performance and a role for state-trained evaluators.</li> <li>• Cost estimates for implementation.</li> <li>• Other modifications to all levels of certification that focus on demonstrated performance and growth rather than enrollment in a certification program or continuing education.</li> </ul> <p><b>By January 1, 2011:</b></p> <ul style="list-style-type: none"> <li>• Definitions for voluntary master-level certification for teachers and ESA where National Board certification is considered master-level certification.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Intent</u>, Same but <b>adds administrators</b> <ul style="list-style-type: none"> <li>○ Provide teachers <b>and administrators</b> with opportunities to gain the knowledge and skills that enable them to be successful.</li> <li>○ A system that clearly defines, supports, measure and rewards effective teaching <b>and leadership.</b></li> </ul> </li> <li>• <u>Teacher certification:</u>  <b>By January 1, 2010</b> <ul style="list-style-type: none"> <li>○ PESB adopts standards for effective teaching that are clear, measurable, meaningful, and documented in high-quality research as improving student learning. <ul style="list-style-type: none"> <li>▪ <b>Standards must be calibrated for each level of certification.</b></li> <li>▪ <b>Standards must incorporate cultural competency, to extent possible.</b></li> </ul> </li> <li>○ PESB adopts a definition of master teacher with National Board certification within the definition.</li> </ul> </li> </ul> <p><b>By January 1, 2010, PESB will submit to the Legislature:</b></p> <ul style="list-style-type: none"> <li>• An update to the Legislature on status of implementing the pro.cert. external and uniform assessments already authorized in law. <ul style="list-style-type: none"> <li>▪ including cost estimates for implementation, potential role of state-trained evaluators, a <b>standardized rubric for determining if a teacher meets minimum performance levels, &amp; administration and management issues.</b></li> </ul> </li> <li>• A proposal for a valid and reliable classroom-based means of evaluating teacher effectiveness. It must include multiple measures of teacher performance. <ul style="list-style-type: none"> <li>▪ including cost estimates for implementation, potential role of state-trained evaluators, command and standardized rubric for determining if a teacher meets minimum performance levels and administration and management issues.</li> </ul> </li> <li>• <b>A recommendation on how long a residency certificate should be valid &amp; when a teacher must meet minimum levels of performance to receive a professional certificate in order to continue being certified.</b></li> <li>• <b>To extent funds are available the PESB shall develop the evaluation system in the 2010-11 &amp; 2011-12 schools years.</b></li> <li>• <b>Beginning no earlier than Sept. 2011, a professional certificate must be based</b></li> </ul>

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<b>Educator Certification</b> <i>(continued)</i>	<ul style="list-style-type: none"> <li>• <b>Math &amp; Science teachers:</b> <ul style="list-style-type: none"> <li>○ PESB shall work with specified others &amp; take specific steps to create an adequate supply of math &amp; science teachers.</li> <li>○ WA Teach Initiative. Each 4-year university math &amp; science teacher prep program must recruit and develop math &amp; science teachers from within the student population of the university or partnering high schools using the alternative route certification programs.</li> </ul> </li> </ul>	<p>on a minimum of 2 years of successful teaching experience as defined by the PESB.</p> <ul style="list-style-type: none"> <li>• Beginning in July 2011, educator prep programs approved to offer a residency teaching certificate must demonstrate how the program produces effective teachers.</li> <li>• PESB must adopt standards &amp; timeline for renewal of the professional teaching certificate and those standards shall apply beginning no earlier than Sept. 1, 2013, to all teachers holding a professional teaching certification.</li> <li>• <b>Math &amp; Science teachers:</b> Not specifically addressed</li> </ul>
<b>Oversight</b>	<p><b>Basic Education Steering Committee is created.</b> <i>(Terminates November 15, 2016.)</i></p> <ul style="list-style-type: none"> <li>• <b>13 members:</b> <ul style="list-style-type: none"> <li>• 8 legislators &amp; representatives of Governor, SPI, SBE, PESB, DEL.</li> </ul> </li> <li>• Oversees work groups: <i>(Reports due to Committee on Nov. 15, 2009 &amp; Sept. 1, 2010)</i></li> <li>• May also request updates &amp; reports from OSPI, SBE, PESB, and DEL.</li> <li>• Steering committee's recommends to 2010 Legislature &amp; submits annual reports through 2016.</li> <li>• Steering Committee's initial report must recommend a schedule for concurrent phase-in of changes to program and funding formulas/allocations to assure that increases in funding occur with increases in program requirements.</li> </ul>	<p>Intent of the Legislature to have an active &amp; ongoing role in oversight.</p> <ul style="list-style-type: none"> <li>• The working groups and SBE, PESB &amp; OFM required to present status reports to joint work sessions of the House and Senate Education Committees.</li> </ul>

**Engrossed Substitute House Bill 2261**  
(as passed the House)

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(as passed the Senate)

**Working Groups**

- **Finance & Compensation Work Group**
  - OFM & OSPI convene
  - Develop details of funding formulas beginning 2011-12, & **phased-in over 6 years.**
  - Recommend an implementation schedule for phase-in of increased program requirements concurrently with increases in funding.
  - **Examine possible sources of revenue.**
  - **Update comparable & regional wage analysis, collect data on TRI contracts, and recommend options for a compensation system.**
  - **Develop options for a new system of supplemental funding through levies and LEA.**
  - **Work group reports due November 15, 2009 and September 1, 2010.**
  
- **Early Learning Work Group:**
  - Intent to make early learning for at-risk children Basic Education
  - DEL & OSPI convene a work group to develop the program and a proposal for a statewide WA Headstart program.
  
- **Achievement Gap Work Group**
  - **Several specific legislative findings of many indicators of achievement gap & making a strong commitment to closing the achievement gap.**
  - **Work group created by CISL in OSPI**
    - **15 members, with 2 from 6 specified ethnic groups**
    - **Develops an implantation plan to address the achievement gap in 7 specified areas.**
      - *Parent & community involvement*
      - *Cultural competency of educators & cultural relevance of curriculum & instruction*
      - *Recruitment of diverse teachers & administrators*
      - *Programs & resources that should be redirected to narrow the gap*
      - *Data elements and systems needed to monitor the progress*
      - *School & district improvement process to address closing the gap*
      - *Innovative school models that have shown success in closing the gap*
  
- SBE to address accountability
- PESB to address teacher certification

- **Funding Formula Work Group**
  - OFM, with support from OSPI, convenes
  - Recommend details, adjustments, and enhancements to the funding formulas.
  - Legislature intends that no increase in programmatic or instructional expectations be imposed upon schools or districts without an accompanying increase in resources as necessary to support the increased expectations.
  - **Recommendations due December 1, 2009.**
  
- **Compensation Work Group**
  - **OFM convenes July 1, 2011.**
  - **Recommend enhanced salary allocation model that aligns with educator development & certification, addressing specified issues.**
  - **Must conduct a comparative labor market analysis.**
  - **Initial report December 1, 2012, & recommendation whether additional work necessary.**
  
- **No Early Learning Work Group**
  
- **No Achievement Gap Work Group**
  
- **Local Funding Work Group**
  - **Beginning July 1, 2010.**
  - **OFM with support from OSPI convenes**
  - **Develop options for a new system of supplemental school funding through local levies and LEA.**
  - **Report December 1, 2001.**
  
- SBE to address accountability
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<b>Comparable &amp; Regional Wage Analysis/Labor Market Analysis</b>	Update comparable and regional wage analysis and develop options for state allocation adjustments.	Compensation workgroup must conduct or contract for a preliminary comparative labor market analysis of salaries and other compensation for school employees.
<b>Learning Improvement Days (LID)</b>	Not addressed.	<b><u>LID</u></b> : School districts must document that LID funds are limited to specific activities & how funds contributed to improvement in specified outcomes. Maintains current language that not part of Basic Education.
<b>Local Levies and Levy Equalization (LEA)</b>	<ul style="list-style-type: none"> <li>• <b>Intent</b>: <ul style="list-style-type: none"> <li>○ Legislature finds that levies &amp; LEA, while not Basic Education, are important components to school finance.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Intent</b>: <ul style="list-style-type: none"> <li>○ Legislature finds that levies &amp; LEA, while not Basic Education, are important components to school finance.</li> <li>○ Creates Local Funding Work Group beginning July 1, 2010.</li> </ul> </li> </ul>
<b>Revenue</b>	Beginning September 30, 2011, 50% of any growth above 5% in general state revenues over a biennium is dedicated to funding the instructional program of Basic Education.	Not Addressed.