

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

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

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

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

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Educator Certification <i>(continued)</i>	<ul style="list-style-type: none"> • Math & Science teachers: <ul style="list-style-type: none"> ○ PESB shall work with specified others & take specific steps to create an adequate supply of math & science teachers. ○ WA Teach Initiative. Each 4-year university math & science teacher prep program must recruit and develop math & science teachers from within the student population of the university or partnering high schools using the alternative route certification programs. 	<p>on a minimum of 2 years of successful teaching experience as defined by the PESB.</p> <ul style="list-style-type: none"> • Beginning in July 2011, educator prep programs approved to offer a residency teaching certificate must demonstrate how the program produces effective teachers. • PESB must adopt standards & 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. • Math & Science teachers: Not specifically addressed
Oversight	<p>Basic Education Steering Committee is created. <i>(Terminates November 15, 2016.)</i></p> <ul style="list-style-type: none"> • 13 members: <ul style="list-style-type: none"> • 8 legislators & representatives of Governor, SPI, SBE, PESB, DEL. • Oversees work groups: <i>(Reports due to Committee on Nov. 15, 2009 & Sept. 1, 2010)</i> • May also request updates & reports from OSPI, SBE, PESB, and DEL. • Steering committee's recommends to 2010 Legislature & submits annual reports through 2016. • 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. 	<p>Intent of the Legislature to have an active & ongoing role in oversight.</p> <ul style="list-style-type: none"> • The working groups and SBE, PESB & OFM required to present status reports to joint work sessions of the House and Senate Education Committees.

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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
- PESB to address teacher certification

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Comparable & Regional Wage Analysis/Labor Market Analysis	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.
Learning Improvement Days (LID)	Not addressed.	<u>LID</u> : 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.
Local Levies and Levy Equalization (LEA)	<ul style="list-style-type: none"> • Intent: <ul style="list-style-type: none"> ○ Legislature finds that levies & LEA, while not Basic Education, are important components to school finance. 	<ul style="list-style-type: none"> • Intent: <ul style="list-style-type: none"> ○ Legislature finds that levies & LEA, while not Basic Education, are important components to school finance. ○ Creates Local Funding Work Group beginning July 1, 2010.
Revenue	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.