

FINAL BILL REPORT

ESHB 2913

C 99 L 10
Synopsis as Enacted

Brief Description: Authorizing innovative interdistrict cooperative high school programs.

Sponsors: House Committee on Education Appropriations (originally sponsored by Representatives Haigh, Priest, Quall, Haler, Kessler, Kagi, Nealey, Finn, Maxwell, Sullivan and Kenney).

House Committee on Education
House Committee on Education Appropriations
Senate Committee on Early Learning & K-12 Education
Senate Committee on Ways & Means

Background:

There are 47 school districts that do not offer a full range of grades K through 12 for their resident students. These are known as non-high districts. Students in non-high districts enroll in neighboring high school districts when they reach the grade levels not offered in their home district. In 2008-09, there were 2,315 full-time equivalent students from non-high districts who attended school in another district under these provisions.

The high school districts report the enrollment of the non-high district students and receive all state funding allocations for those students. The non-high district makes a payment to the high school district to cover the per-student cost of any local levies in the high school district. If there are no local levies, there is no non-high payment. There is also a process outlined in statute for non-high districts to participate in paying their share of capital facilities costs in high school districts that serve more than one-third of the non-high districts' students.

The Superintendent of Public Instruction (SPI) must adopt rules governing the establishment of any secondary program or new grades 9 through 12 in a non-high district. Any new program must be approved by the SPI. One of the rules requires enrollment of at least 400 students in 9th through 12th grade, with a lesser number permitted if there is substantial evidence that this level will be reached within three years and be a relatively stable population. Only three of the non-high districts reported enrollment of more than 350 secondary students in 2008-09.

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

To assure a minimum level of staffing, the state appropriations act provides enhanced basic education allocations of instructional, administrative, and classified staff units for school districts that operate two or fewer high schools with an enrollment of 300 or fewer students, not including alternative schools.

Summary:

Two or more non-high school districts may form an inter-district cooperative to offer an Innovation Academy Cooperative (Academy) for their resident high school students. Student enrollment in an Academy is optional. For students in the participating non-high districts who attend school in a high school district instead of the Academy, current laws regarding non-high payments and capital facilities payments still apply. State basic education funding allocations for the Academy are based on small high school allocations under the state appropriations act. One of the participating districts reports the students enrolled in an Academy for purposes of state funding allocations, but the levy bases of all participating districts are adjusted to reflect each district's proportional share of enrollment.

An Academy is defined as a high school program with one or more of the following characteristics:

- interdisciplinary curriculum and instruction organized into subject-focused Academies, with encouragement for an initial focus in science, technology, engineering, and mathematics;
- a combination of service delivery models, including alternative learning experiences, online learning, work-based learning, experiential and field-based learning, and direct instruction offered at multiple and varying locations;
- intensive and accelerated learning to enable students to complete credits in a short time period; and
- creative scheduling and use of existing school or community facilities to minimize costs and maximize access for students who may be geographically dispersed.

The non-high districts must also work with community and technical colleges and four-year higher education institutions to expand the options offered through an Academy.

Non-high districts proposing to offer an Academy must submit a copy of the proposed inter-district cooperative agreement and an operating and instructional plan for the Academy to the SPI for review. The purpose of the review is to provide technical assistance and advice and to assure the agreement addresses issues such as data reporting, correct calculation of payments, and proper budgeting. The review must also assure that the instructional program will enable students to earn high school credit and complete a high school diploma. Approval of the agreement and plans by the SPI is required before an Academy begins operation.

Changes are made to laws pertaining to non-high payments, enrollment of students in other districts, and the establishment of new secondary programs in non-high districts to permit Academies as authorized under the act.

The SPI must conduct a review of the implementation of the act to identify keys to success and any barriers to successful implementation of Academies and submit a report to the legislative Education committees by January 1, 2013.

Votes on Final Passage:

House	95	0
Senate	45	0

Effective: June 10, 2010
September 1, 2011 (Section 6)
January 1, 2012 (Section 15)