

SHB 2239 - H AMD 526

By Representative Lytton

ADOPTED 06/26/2015

1 On page 4, at the beginning of line 19, strike "outside" and
2 insert "beyond"

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4 On page 7, after line 19, insert the following:

5 "(5) Recommendations of the council require the affirmative vote
6 of eight of its members."

7

8 Renumber the remaining subsections consecutively and correct any
9 internal references accordingly.

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11 On page 9, line 17, after "enrichments" strike "outside" and
12 insert "beyond"

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14 On page 10, line 5, after "expenditures are" strike "outside" and
15 insert "beyond"

16

17 On page 11, after line 31, insert the following:

18 "**Sec. 9.** RCW 28A.175.075 and 2013 c 23 s 46 are each amended to
19 read as follows:

20 (1) The office of the superintendent of public instruction shall
21 establish a state-level building bridges work group that includes K-
22 12 and state agencies that work with youth who have dropped out or
23 are at risk of dropping out of school. The following agencies shall
24 appoint representatives to the work group: The office of the
25 superintendent of public instruction, the workforce training and
26 education coordinating board, the department of early learning, the
27 employment security department, the state board for community and

1 technical colleges, the department of health, the community
2 mobilization office, and the children's services and behavioral
3 health and recovery divisions of the department of social and health
4 services. The work group should also consist of one representative
5 from each of the following agencies and organizations: A statewide
6 organization representing career and technical education programs
7 including skill centers; the juvenile courts or the office of
8 juvenile justice, or both; the Washington association of prosecuting
9 attorneys; the Washington state office of public defense; accredited
10 institutions of higher education; the educational service districts;
11 the area workforce development councils; parent and educator
12 associations; educational opportunity gap oversight and
13 accountability committee; office of the education ombuds; local
14 school districts; agencies or organizations that provide services to
15 special education students; community organizations serving youth;
16 federally recognized tribes and urban tribal centers; each of the
17 major political caucuses of the senate and house of representatives;
18 and the minority commissions.

19 (2) To assist and enhance the work of the building bridges
20 programs established in RCW 28A.175.025, the state-level work group
21 shall:

22 (a) Identify and make recommendations to the legislature for the
23 reduction of fiscal, legal, and regulatory barriers that prevent
24 coordination of program resources across agencies at the state and
25 local level;

26 (b) Develop and track performance measures and benchmarks for
27 each partner agency or organization across the state including
28 performance measures and benchmarks based on student characteristics
29 and outcomes specified in RCW 28A.175.035(1)(e); and

30 (c) Identify research-based and emerging best practices
31 regarding prevention, intervention, and retrieval programs.

32 (3)(a) The work group shall report to the (~~quality education~~
33 ~~council~~) appropriate committees of the legislature(~~(-)~~) and the
34 governor on an annual basis beginning December 1, 2007, with

1 proposed strategies for building K-12 dropout prevention,
2 intervention, and reengagement systems in local communities
3 throughout the state including, but not limited to, recommendations
4 for implementing emerging best practices, needed additional
5 resources, and eliminating barriers.

6 (b) By September 15, 2010, the work group shall report on:

7 (i) A recommended state goal and annual state targets for the
8 percentage of students graduating from high school;

9 (ii) A recommended state goal and annual state targets for the
10 percentage of youth who have dropped out of school who should be
11 reengaged in education and be college and work ready;

12 (iii) Recommended funding for supporting career guidance and the
13 planning and implementation of K-12 dropout prevention,
14 intervention, and reengagement systems in school districts and a
15 plan for phasing the funding into the program of basic education,
16 beginning in the 2011-2013 biennium; and

17 (iv) A plan for phasing in the expansion of the current school
18 improvement planning program to include state-funded, dropout-
19 focused school improvement technical assistance for school districts
20 in significant need of improvement regarding high school graduation
21 rates.

22 (4) State agencies in the building bridges work group shall work
23 together, wherever feasible, on the following activities to support
24 school/family/community partnerships engaged in building K-12
25 dropout prevention, intervention, and reengagement systems:

26 (a) Providing opportunities for coordination and flexibility of
27 program eligibility and funding criteria;

28 (b) Providing joint funding;

29 (c) Developing protocols and templates for model agreements on
30 sharing records and data;

31 (d) Providing joint professional development opportunities that
32 provide knowledge and training on:

33 (i) Research-based and promising practices;

34

1 (ii) The availability of programs and services for vulnerable
2 youth; and

3 (iii) Cultural competence.

4 (5) The building bridges work group shall make recommendations
5 to the governor and the legislature by December 1, 2010, on a state-
6 level and regional infrastructure for coordinating services for
7 vulnerable youth. Recommendations must address the following issues:

8 (a) Whether to adopt an official conceptual approach or
9 framework for all entities working with vulnerable youth that can
10 support coordinated planning and evaluation;

11 (b) The creation of a performance-based management system,
12 including outcomes, indicators, and performance measures relating to
13 vulnerable youth and programs serving them, including accountability
14 for the dropout issue;

15 (c) The development of regional and/or county-level multipartner
16 youth consortia with a specific charge to assist school districts
17 and local communities in building K-12 comprehensive dropout
18 prevention, intervention, and reengagement systems;

19 (d) The development of integrated or school-based one-stop
20 shopping for services that would:

21 (i) Provide individualized attention to the neediest youth and
22 prioritized access to services for students identified by a dropout
23 early warning and intervention data system;

24 (ii) Establish protocols for coordinating data and services,
25 including getting data release at time of intake and common
26 assessment and referral processes; and

27 (iii) Build a system of single case managers across agencies;

28 (e) Launching a statewide media campaign on increasing the high
29 school graduation rate; and

30 (f) Developing a statewide database of available services for
31 vulnerable youth.

32

33 **Sec. 10.** RCW 28A.230.090 and 2014 c 217 s 202 are each amended
34 to read as follows:

1 (1) The state board of education shall establish high school
2 graduation requirements or equivalencies for students, except as
3 provided in RCW 28A.230.122 and except those equivalencies
4 established by local high schools or school districts under RCW
5 28A.230.097. The purpose of a high school diploma is to declare that
6 a student is ready for success in postsecondary education, gainful
7 employment, and citizenship, and is equipped with the skills to be a
8 lifelong learner.

9 (a) Any course in Washington state history and government used
10 to fulfill high school graduation requirements shall consider
11 including information on the culture, history, and government of the
12 American Indian peoples who were the first inhabitants of the state.

13 (b) The certificate of academic achievement requirements under
14 RCW 28A.655.061 or the certificate of individual achievement
15 requirements under RCW 28A.155.045 are required for graduation from
16 a public high school but are not the only requirements for
17 graduation.

18 (c) Any decision on whether a student has met the state board's
19 high school graduation requirements for a high school and beyond
20 plan shall remain at the local level. Effective with the graduating
21 class of 2015, the state board of education may not establish a
22 requirement for students to complete a culminating project for
23 graduation.

24 (d)(i) The state board of education shall adopt rules to
25 implement the career and college ready graduation requirement
26 proposal adopted under board resolution on November 10, 2010, and
27 revised on January 9, 2014, to take effect beginning with the
28 graduating class of 2019 or as otherwise provided in this subsection
29 (1)(d). The rules must include authorization for a school district
30 to waive up to two credits for individual students based on unusual
31 circumstances and in accordance with written policies that must be
32 adopted by each board of directors of a school district that grants
33 diplomas. The rules must also provide that the content of the third
34 credit of mathematics and the content of the third credit of science

1 may be chosen by the student based on the student's interests and
2 high school and beyond plan with agreement of the student's parent
3 or guardian or agreement of the school counselor or principal.

4 (ii) School districts may apply to the state board of education
5 for a waiver to implement the career and college ready graduation
6 requirement proposal beginning with the graduating class of 2020 or
7 2021 instead of the graduating class of 2019. In the application, a
8 school district must describe why the waiver is being requested, the
9 specific impediments preventing timely implementation, and efforts
10 that will be taken to achieve implementation with the graduating
11 class proposed under the waiver. The state board of education shall
12 grant a waiver under this subsection (1)(d) to an applying school
13 district at the next subsequent meeting of the board after receiving
14 an application.

15 (2)(a) In recognition of the statutory authority of the state
16 board of education to establish and enforce minimum high school
17 graduation requirements, the state board shall periodically
18 reevaluate the graduation requirements and shall report such
19 findings to the legislature in a timely manner as determined by the
20 state board.

21 (b) The state board shall reevaluate the graduation requirements
22 for students enrolled in vocationally intensive and rigorous career
23 and technical education programs, particularly those programs that
24 lead to a certificate or credential that is state or nationally
25 recognized. The purpose of the evaluation is to ensure that students
26 enrolled in these programs have sufficient opportunity to earn a
27 certificate of academic achievement, complete the program and earn
28 the program's certificate or credential, and complete other state
29 and local graduation requirements.

30 (c) The state board shall forward any proposed changes to the
31 high school graduation requirements to the education committees of
32 the legislature for review (~~and to the quality education council~~
33 ~~established under RCW 28A.290.010~~). The legislature shall have the
34 opportunity to act during a regular legislative session before the

1 changes are adopted through administrative rule by the state board.
2 Changes that have a fiscal impact on school districts, as identified
3 by a fiscal analysis prepared by the office of the superintendent of
4 public instruction, shall take effect only if formally authorized
5 and funded by the legislature through the omnibus appropriations act
6 or other enacted legislation.

7 (3) Pursuant to any requirement for instruction in languages
8 other than English established by the state board of education or a
9 local school district, or both, for purposes of high school
10 graduation, students who receive instruction in American sign
11 language or one or more American Indian languages shall be
12 considered to have satisfied the state or local school district
13 graduation requirement for instruction in one or more languages
14 other than English.

15 (4) If requested by the student and his or her family, a student
16 who has completed high school courses before attending high school
17 shall be given high school credit which shall be applied to
18 fulfilling high school graduation requirements if:

19 (a) The course was taken with high school students, if the
20 academic level of the course exceeds the requirements for seventh
21 and eighth grade classes, and the student has successfully passed by
22 completing the same course requirements and examinations as the high
23 school students enrolled in the class; or

24 (b) The academic level of the course exceeds the requirements
25 for seventh and eighth grade classes and the course would qualify
26 for high school credit, because the course is similar or equivalent
27 to a course offered at a high school in the district as determined
28 by the school district board of directors.

29 (5) Students who have taken and successfully completed high
30 school courses under the circumstances in subsection (4) of this
31 section shall not be required to take an additional competency
32 examination or perform any other additional assignment to receive
33 credit.

34

1 (6) At the college or university level, five quarter or three
2 semester hours equals one high school credit.

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4 **Sec. 11.** RCW 28A.300.136 and 2013 c 23 s 49 are each amended to
5 read as follows:

6 (1) An educational opportunity gap oversight and accountability
7 committee is created to synthesize the findings and recommendations
8 from the 2008 achievement gap studies into an implementation plan,
9 and to recommend policies and strategies to the superintendent of
10 public instruction, the professional educator standards board, and
11 the state board of education to close the achievement gap.

12 (2) The committee shall recommend specific policies and
13 strategies in at least the following areas:

14 (a) Supporting and facilitating parent and community involvement
15 and outreach;

16 (b) Enhancing the cultural competency of current and future
17 educators and the cultural relevance of curriculum and instruction;

18 (c) Expanding pathways and strategies to prepare and recruit
19 diverse teachers and administrators;

20 (d) Recommending current programs and resources that should be
21 redirected to narrow the gap;

22 (e) Identifying data elements and systems needed to monitor
23 progress in closing the gap;

24 (f) Making closing the achievement gap part of the school and
25 school district improvement process; and

26 (g) Exploring innovative school models that have shown success
27 in closing the achievement gap.

28 (3) Taking a multidisciplinary approach, the committee may seek
29 input and advice from other state and local agencies and
30 organizations with expertise in health, social services, gang and
31 violence prevention, substance abuse prevention, and other issues
32 that disproportionately affect student achievement and student
33 success.

34

1 (4) The educational opportunity gap oversight and accountability
2 committee shall be composed of the following members:

3 (a) The chairs and ranking minority members of the house and
4 senate education committees, or their designees;

5 (b) One additional member of the house of representatives
6 appointed by the speaker of the house and one additional member of
7 the senate appointed by the president of the senate;

8 (c) A representative of the office of the education ombuds;

9 (d) A representative of the center for the improvement of
10 student learning in the office of the superintendent of public
11 instruction;

12 (e) A representative of federally recognized Indian tribes whose
13 traditional lands and territories lie within the borders of
14 Washington state, designated by the federally recognized tribes; and

15 (f) Four members appointed by the governor in consultation with
16 the state ethnic commissions, who represent the following
17 populations: African-Americans, Hispanic Americans, Asian Americans,
18 and Pacific Islander Americans.

19 (5) The governor and the tribes are encouraged to designate
20 members who have experience working in and with schools.

21 (6) The committee may convene ad hoc working groups to obtain
22 additional input and participation from community members. Members
23 of ad hoc working groups shall serve without compensation and shall
24 not be reimbursed for travel or other expenses.

25 (7) The chair or cochairs of the committee shall be selected by
26 the members of the committee. Staff support for the committee shall
27 be provided by the center for the improvement of student learning.
28 Members of the committee shall serve without compensation but must
29 be reimbursed as provided in RCW 43.03.050 and 43.03.060.

30 Legislative members of the committee shall be reimbursed for travel
31 expenses in accordance with RCW 44.04.120.

32 (8) The superintendent of public instruction, the state board of
33 education, and the professional educator standards board(~~(, and the~~
34 ~~quality education council~~)) shall work collaboratively with the

1 educational opportunity gap oversight and accountability committee
2 to close the achievement gap.

3

4 **Sec. 12.** RCW 28A.400.201 and 2011 1st sp.s. c 43 s 468 are each
5 amended to read as follows:

6 (1) The legislature recognizes that providing students with the
7 opportunity to access a world-class educational system depends on
8 our continuing ability to provide students with access to world-
9 class educators. The legislature also understands that continuing to
10 attract and retain the highest quality educators will require
11 increased investments. The legislature intends to enhance the
12 current salary allocation model and recognizes that changes to the
13 current model cannot be imposed without great deliberation and input
14 from teachers, administrators, and classified employees. Therefore,
15 it is the intent of the legislature to begin the process of
16 developing an enhanced salary allocation model that is
17 collaboratively designed to ensure the rationality of any
18 conclusions regarding what constitutes adequate compensation.

19 (2) Beginning July 1, 2011, the office of the superintendent of
20 public instruction, in collaboration with the human resources
21 director in the office of financial management, shall convene a
22 technical working group to recommend the details of an enhanced
23 salary allocation model that aligns state expectations for educator
24 development and certification with the compensation system and
25 establishes recommendations for a concurrent implementation
26 schedule. In addition to any other details the technical working
27 group deems necessary, the technical working group shall make
28 recommendations on the following:

29 (a) How to reduce the number of tiers within the existing salary
30 allocation model;

31 (b) How to account for labor market adjustments;

32 (c) How to account for different geographic regions of the state
33 where districts may encounter difficulty recruiting and retaining
34 teachers;

1 (d) The role of and types of bonuses available;

2 (e) Ways to accomplish salary equalization over a set number of
3 years; and

4 (f) Initial fiscal estimates for implementing the
5 recommendations including a recognition that staff on the existing
6 salary allocation model would have the option to grandfather in
7 permanently to the existing schedule.

8 (3) As part of its work, the technical working group shall
9 conduct or contract for a preliminary comparative labor market
10 analysis of salaries and other compensation for school district
11 employees to be conducted and shall include the results in any
12 reports to the legislature. For the purposes of this subsection,
13 "salaries and other compensation" includes average base salaries,
14 average total salaries, average employee basic benefits, and
15 retirement benefits.

16 (4) The analysis required under subsection (1) of this section
17 must:

18 (a) Examine salaries and other compensation for teachers, other
19 certificated instructional staff, principals, and other building-
20 level certificated administrators, and the types of classified
21 employees for whom salaries are allocated;

22 (b) Be calculated at a statewide level that identifies labor
23 markets in Washington through the use of data from the United States
24 bureau of the census and the bureau of labor statistics; and

25 (c) Include a comparison of salaries and other compensation to
26 the appropriate labor market for at least the following subgroups of
27 educators: Beginning teachers and types of educational staff
28 associates.

29 (5) The working group shall include representatives of the
30 office of financial management, the professional educator standards
31 board, the office of the superintendent of public instruction, the
32 Washington education association, the Washington association of
33 school administrators, the association of Washington school
34 principals, the Washington state school directors' association, the

1 public school employees of Washington, and other interested
2 stakeholders with appropriate expertise in compensation related
3 matters. The working group may convene advisory subgroups on
4 specific topics as necessary to assure participation and input from
5 a broad array of diverse stakeholders.

6 (6) The working group shall be monitored and overseen by the
7 legislature (~~and the quality education council created in RCW~~
8 ~~28A.290.010~~). The working group shall make an initial report to the
9 legislature by June 30, 2012, and shall include in its report
10 recommendations for whether additional further work of the group is
11 necessary.

12

13 NEW SECTION. **Sec. 13.** The following acts or parts of acts are
14 each repealed:

15 (1)RCW 28A.290.010 (Quality education council—Purpose—
16 Membership and staffing—Reports) and 2013 2nd sp.s. c 25 s 7 & 2011
17 1st sp.s. c 21 s 54; and

18 (2)RCW 28A.290.020 (Funding formulas to support instructional
19 program—Technical working group) and 2010 c 236 s 5 & 2009 c 548 s
20 112."

21

22 Renumber the remaining sections consecutively and correct any
23 internal references accordingly.

24 Correct the title.

25

26

EFFECT: Recommendations of the Education Funding Council
require the approval of eight of eleven members.

The Quality Education Council is eliminated and statutory references
to it are repealed.

For purposes of the Education Funding Council recommendations and
education funding legislation to be enacted by the legislature,
enrichments that may be funded from local levies are characterized
as "beyond" rather than "outside" the program of basic education.

--- END ---