

HOUSE BILL REPORT

E2SSB 5306

As Reported By House Committee On:
Education

Title: An act relating to education.

Brief Description: Reforming education.

Sponsors: Senate Committee on Ways & Means (originally sponsored by Senators Pelz, Gaspard, Moyer, Rinehart, McAuliffe, Spanel, A. Smith, Winsley, Skratek and Drew; by request of Council on Education Reform and Funding).

Brief History:

Reported by House Committee on:
Education, April 1, 1993, DPA.

HOUSE COMMITTEE ON EDUCATION

Majority Report: Do pass as amended. Signed by 17 members: Representatives Dorn, Chair; Cothorn, Vice Chair; Brough, Ranking Minority Member; Thomas, Assistant Ranking Minority Member; Brumsickle; Carlson; Eide; G. Fisher; Hansen; Holm; Jones; Karahalios; J. Kohl; Patterson; Pruitt; Roland; and Vance.

Minority Report: Do not pass. Signed by 1 member: Representative Stevens.

Staff: Robert Butts (786-7111).

Background: In 1992, the Legislature established a process for the development and implementation of new student assessment and school accountability systems for the state's public schools. Key to this legislation was creation of the Commission on Student Learning. The commission has specific responsibility for developing the new assessment and accountability systems, as well as responsibility to take other actions as may be necessary to move the common schools toward a "performance-based" system.

In May 1991, Governor Gardner created the Governor's Council on Education Reform and Funding. The council developed a series of recommendations to contribute further toward improving the education system. The council's legislative recommendations are included in its December 1992 final report and were incorporated into SB 5306.

Summary of Amended Bill:

I. STUDENT LEARNING GOALS

The goals of the Basic Education Act are modified. The current skill areas are deleted, and the following goals for students are added:

- (1) Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;
- (2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; history; geography; arts; and health and fitness;
- (3) Think analytically, logically and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems;
- (4) Understand the importance of work and how performance and decisions directly affect future career and educational opportunities; and
- (5) Function as responsible individuals and contributing members of families, work groups, and communities.

II. COMMISSION ON STUDENT LEARNING

Definitions

Changes are made to the definitions of "essential academic learning requirements" and "standards," and a definition of a "performance-based education system" is added.

Membership

Two members are added to the commission. The governor will select the two additional members and appoint the chair. Vacancies on the commission will be filled by the appointing entity.

Duties

- Essential Academic Learning Requirements and Assessments

The timelines for establishing the "Essential Academic Learning Requirements" (EALR's) and for implementing the assessments are modified. EALR's and assessments for goal 1 and the math component of goal 2 are to be completed first, with the remainder of goal 2 and goals 3 and 4 to be completed one year later. The EALR's for goal 5 are to be completed last, but development of assessments for goal 5 are not begun until the commission submits a report to the Legislature on the feasibility of developing assessments for this goal.

- Certificate of Mastery

It is specified that the high school assessment shall be completed for most students by about the age of 16. After students obtain certificates, students will pursue career and educational objectives through educational pathways that emphasize integration of academic and vocational education.

The implementation date for making the Certificate of Mastery a high school graduation requirement is delegated to the State Board of Education.

A requirement in the 1992 legislation is removed that would have required elementary students to pass the assessment before progressing.

- School Accountability, Assistance, Intervention, and Incentives

The commission's duties regarding accountability are made more specific, and include:

- (1) requiring new school-site, school district, and state-level accountability reporting systems;
- (2) creating a school assistance program to help schools and districts that are having difficulty helping students meet the essential learning requirements;
- (3) creating a system to intervene in districts or schools in which significant numbers of students dramatically and persistently fail to learn the essential learning requirements; and
- (4) creating an awards program to provide incentives to school staff to help their students learn the essential learning requirements. These building-based performance awards will be based on the rate of improvement of student performance in individual schools.

- Duties Transferred/Deleted

Responsibilities involving providing assistance to educators, including the Quality Schools Center, are transferred to a Center for the Improvement of Student Learning located in the Office of the Superintendent of Public Instruction (SPI).

Recommendations regarding the repeal of state laws are transferred to a Legislative Joint Select Committee on Education Restructuring.

Staffing

SPI, instead of the Office of Financial Management, is to provide administrative oversight and serve as the fiscal agent for the commission.

III. EDUCATION RESTRUCTURING GRANTS

- Development and Implementation: 1993-94 and 1994-95 School Years

The SPI is directed to provide Education Restructuring grants to eligible school districts for the 1993-94 and 1994-95 school years. The purpose of the grants is to develop and implement strategic restructuring plans that include school-based strategies and programs designed to improve student learning. Grant funds must be used for nonstudent days for staff, for participation in the Commission on Student Learning's advisory committees, and for other activities intended to improve student learning.

Applications will be approved if they are submitted by January 15, 1994, and include:

- (1) either a completed district-wide restructuring plan, or the process to be used to develop or complete a district-wide restructuring plan. Restructuring plans must include the process the district has taken, or will take, to implement a process for continuous improvement in the quality of instruction, and for sharing instructional decisions with building staff and parents;
- (2) proposed actions to be funded by the grant;
- (3) how parents, business leaders, and other community members will be involved; and
- (4) a proposed budget.

SPI is to approve the grants by March 1, 1994.

The size of grants shall be determined by the average number of certificated and classified staff employed by the district during the 1992-93 school year. Allocations will be calculated on \$200/day multiplied by up to five days for each certificated staff person, and \$125/day for each classified staff person.

Schools receiving Schools for the 21st Century grants for the 1994-95 school year will not be eligible to receive these grants.

- Implementation: 1995-96 and 1996-97 School Years

A similar grant program is created for the 1995-96 and 1996-97 school years. However, these grants may be used only for **implementation**, not development, of a strategic restructuring plan. Another difference is that these grants are to be based on up to 10 days **annually**.

IV. EDUCATOR TRAINING AND ASSISTANCE PROGRAMS

- Teacher Assistance Program

It is made more explicit that mentors may be provided in the Teacher Assistance program for experienced teachers having difficulty.

- Principal Internship Program

A Principal Internship Support program is created. The purpose of the program is to provide funds to school districts to hire substitutes for district employees who are in principal preparation programs so that the employee can complete an internship.

A maximum of 175 internships will be funded annually. The maximum amount of state funding for each internship will be \$4,500.

Application and selection procedures are specified.

- Superintendent/Program Administrator Internship Program

A program similar to the Principal Internship program is created for individuals in school district superintendent and program administrator preparation programs. Up to 25 of these internships will be funded annually.

- Paraprofessional Training Program

The current program for training classroom assistants and the teachers with whom they work is established in statute.

V. CENTER FOR THE IMPROVEMENT OF STUDENT LEARNING

The Washington Center for the Improvement of Student Learning is created in SPI. The primary purpose of the center is to provide assistance and advice to parents, educators and the public regarding strategies for assisting students to learn the essential learning requirements. The center is directed to work in conjunction with the Commission on Student Learning, education service districts, and institutions of higher education.

The center shall:

- (1) Serve as a clearinghouse;
- (2) Advise schools and districts regarding: strategic restructuring plans; shared decision-making models; academic and technical integration programs; programs to meet the diverse needs of students; and programs that will assist educators in helping students;
- (3) Develop and distribute parental involvement materials, and take other actions to increase public awareness of the importance of parental involvement in education;
- (4) Develop alternatives for grade designations in elementary schools; and
- (5) Provide training and consultation services.

The center will have an advisory committee. Advisory committee members are to be selected jointly by SPI and the Commission on Student Learning.

VI. SCHOOL-TO-WORK TRANSITIONS

The Academic and Vocational Development grant program established in 1992 is expanded and renamed the School-to-work Transitions Program. The purpose of the grant program is to fund and coordinate projects to develop model secondary school programs that combine academic and vocational education into a single instructional system that provides multiple educational pathway options for all secondary students.

In selecting projects, SPI is directed to give additional consideration to proposals that include: (1) collaboration with middle schools or junior high schools; (2) work-based learning opportunities; (3) preparation of teachers; and (4) a "Tech Prep" site.

VII. TECHNOLOGY

SPI is directed to develop and implement a Washington State K-12 Education Technology Plan. The plan is to coordinate and expand the use of education technology in the common schools of the state.

The plan, at a minimum, is to address:

- (1) technical assistance;
- (2) the continued development of a network; and
- (3) methods to equitably increase the use of education technology by students and school personnel throughout the state.

SPI is directed to appoint an Educational Technology Advisory Committee to assist in the development and implementation of the plan.

In conjunction with the plan, SPI is directed to prepare recommendations to the Legislature regarding the development of a grant program for school districts for the purchase and installation of computers, computer software, telephones, and other types of education technology. The recommendations are to be submitted by December 15, 1993.

Educational service districts are to establish Regional Educational Technology Support Centers to provide technical assistance to school districts.

SPI also is to distribute appropriated funds to schools and the Washington School Information Processing Cooperative to expand the current education state-wide network.

VIII. EDUCATOR PERFORMANCE ASSESSMENT

The current teacher examination, which is to be implemented in August 1993, is:

- (1) broadened to be an individual assessment instead of an examination using primarily essay questions;
- (2) postponed until August 31, 1995; and
- (3) expanded to include oral and written language skills, assessment skills, and other knowledge, skills and attributes needed to successfully assist students in achieving mastery of the essential learning requirements.

The State Board of Education and SPI are given the authority to charge applicants for the test and to hire a contractor to develop and administer the assessment.

By August 31, 1997, the State Board of Education is directed to develop and implement a new system for approving educator preparation programs based primarily on how successful the graduates of each preparation program are in passing the individual performance-based assessment.

IX. COORDINATED SOCIAL AND HEALTH SERVICES

The Family Policy Council is directed to provide grants for programs designed to provide coordinated social, health, and educational services to children and families. The purpose of the grants is to enhance the quantity, quality, efficiency, and effectiveness of services for children and families in order to enable all children to arrive at school ready to learn throughout their educational experience.

X. LEGISLATIVE OVERSIGHT, DEREGULATION & TRANSFER FEES

- Legislative Oversight Committee

A legislative Joint Select Committee on Education Restructuring is created with 12 members, six from the House and six from the Senate. The select committee is directed to monitor, review, and periodically report upon the enactment and implementation of education restructuring in Washington.

In addition, the Joint Select Committee on Education Restructuring is to:

- (1) by November 15, 1994, review all laws pertaining to K-12 public education, and submit proposed legislation that repeals those laws that inhibit the new system of performance-based education; and
- (2) by October 31, 1995, develop proposed legislation to create a new student performance-based funding system to be implemented, if adopted by the Legislature, beginning in the 1997-98 school year. Criteria to be included in the new system is specified.

- Choice Transfer Fees

Beginning with the 1993-94 school year, school districts are prohibited from charging transfer fees or tuition for nonresident students enrolled under the state's "Education Choice" program.

XI. PRIVATE SCHOOL AND HOME SCHOOL STUDENT EXEMPTIONS

Current requirements for private schools and for home-schooling are amended to **prohibit** the State Board of Education from requiring a Certificate of Mastery for graduation. The board also may not require private school or home schooled students to take the assessments that will be developed by the Commission on Student Learning.

Amended Bill Compared to Engrossed Second Substitute Bill:

The original bill gave school districts a choice in whether or not their schools will participate in the assessment and accountability system. The amended bill requires all schools to participate.

The amended version of the bill makes the learning goals a part of the Basic Education Act, adds a career goal, and makes several other additions/deletions to the goals. The State Board of Education adopts the goals in the original bill.

The student assessment definitions, timelines and implementation process are modified in the amended version of the bill. The amended bill modifies the application requirements and other provisions of the Education Restructuring grant program. The amended bill also delays implementation of the teacher test, and broadens it to be an "individual assessment." The original bill did not address teacher assessment.

Provisions establishing a Parent and Community Involvement Advisory Committee are removed in the amended bill, but similar provisions are made part of the Center for the Improvement of Student Learning. Provisions regarding a new scholarship program for deserving students are removed in the amended bill.

Numerous changes are made in the implementation of programs that are created in the bill.

Fiscal Note: Available on amended bill.

Effective Date of Amended Bill: Ninety days after adjournment of session in which bill is passed except for Sections 201 and 202, which have an emergency clause and take effect immediately, and Section 1101, which takes

effect September 1, 1998. However, the bill is null and void unless funded in the budget.

Testimony For: (Original bill) If passed and adequately funded, the education restructuring efforts in Washington will prove to be the best in the nation. The world has changed, and our schools must change also. This bill has the major ingredients needed to improve our schools. We need to have adequate staff development, and to help our students come to school ready to learn.

Testimony Against: (Original bill) Failure of the public schools is a result of moral decay and lack of discipline. Outcomes-based education has not worked in other parts of the country and is expensive: where will the money come from? This is an expensive journey into experimental education. The existing system has done a pretty good job. There is too much emphasis on values and behavior in this bill, and not enough emphasis on academics. Teachers should not be teaching our children right and wrong: that should be the responsibility of parents.

Witnesses: (Pro): Senator Pelz, prime sponsor; Judith Billings, Superintendent of Public Instruction; Linda Carlson, Washington State Parent Teacher Association; and Kathleen Anderson, State Board of Education. (Con): Johnathan Jenks; Mark Heimlich, private school administrator; Mark Ausman, parent; Alise Ferdrich, college student; Suzanne Searles, parent; Dave Osterhaus, teacher; Jane Smitchger; Carol Olson; Stan Mansfield, parent; Sandy White; Helen Belvin, CARE; and Darrel Peterson, Foothills PTA. (Other): Judy Hartman, Washington Education Association (Money for education reform should be new money and not taken from existing programs).