

SENATE BILL REPORT

ESHB 1209

AS REPORTED BY COMMITTEE ON EDUCATION, APRIL 2, 1993

Brief Description: Reforming education.

SPONSORS: House Committee on Education (originally sponsored by Representatives Peery, Ballard, Dorn, Jones, Brough, R. Meyers, Cothorn, Sheldon, Brumsickle, Roland, Eide, Holm, Jacobsen, Thomas, J. Kohl, Ogden, Franklin, G. Cole, Voloria, Wang, H. Myers, Horn, Scott, Karahalios, L. Johnson, Thibaudeau, Wolfe, Leonard, Locke, Basich, Orr, Kessler, Campbell, Linville, Pruitt and Wineberry; by request of Council on Education Reform and Funding)

HOUSE COMMITTEE ON EDUCATION

HOUSE COMMITTEE ON APPROPRIATIONS

SENATE COMMITTEE ON EDUCATION

Majority Report: Do pass as amended.

Signed by Senators Pelz, Chairman; McAuliffe, Vice Chairman; Gaspard, Moyer, M. Rasmussen, Rinehart, A. Smith, and Winsley.

Staff: Larry Davis (786-7422)

Hearing Dates: March 22, 1993; March 29, 1993; April 2, 1993

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 are incorporated into HB 1209.

SUMMARY:

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

Membership. Two members are added to the commission, increasing it from nine to 11. The Governor selects the two additional members and appoints the chair. Vacancies on the commission are filled by the Governor or the State Board of Education, respectively.

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 (OSPI).

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

Staffing. The Superintendent of Public Instruction, 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 OSPI 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.

OSPI 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 figured 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 OSPI. 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, educational 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 11-member advisory committee. Advisory committee members are to be selected jointly by OSPI 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, OSPI 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

OSPI 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.

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

In conjunction with the plan, OSPI 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.

OSPI also is to distribute appropriated funds to schools and the Washington School Information Processing Cooperative to expand the current education statewide network.

VIII. EDUCATOR PERFORMANCE ASSESSMENT

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

- (1) postponed until August 31, 1995;
- (2) broadened to be an individual assessment instead of an examination using primarily essay questions; 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 OSPI 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 AND 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 master the essential academic learning requirements or to take the assessments that will be developed by the Commission on Student Learning.

SUMMARY OF PROPOSED SENATE AMENDMENT:

All provisions of the bill are deleted and replaced with the provisions of E2SSB 5306, the Senate education reform measure. The striking amendment includes one addition to E2SSB 5306 as previously passed the Senate: The Superintendent of Public Instruction is directed to establish a three-year pilot program to pair full-time mentor teachers with beginning teachers and with experienced teachers who are having difficulties. Up to ten school districts may participate

through a selection process determined by the State Superintendent.

As introduced, SB 5306 and HB 1209 were identical. As amended by the House and Senate, both bills and the striking amendment, conceptually, remain very similar per the following issues:

- * Student learning goals.
- * Commission on Student Learning.
- * Restructuring reports.
- * Restructuring grants (non-student days for planning and implementing restructuring activities).
- * OSPI technical support.
- * Exemptions for private school and home-schooled students.
- * Prohibiting "choice" transfer/tuition fees.
- * K-12 technology plan.
- * Creating incentive, assistance, and intervention programs.
- * Readiness-To-Learn.
- * Legislative oversight and monitoring of education reform.
- * Reviewing K-12 laws.
- * Studying the K-12 funding system.
- * Expanding the Teacher Assistance Program (TAP).
- * Creating a Principal Internship Support Program.

Issues that are included in E2SSB 5306 but which are not included in ESHB 1209 are:

- * Making participation in the commission developed and recommended performance-based education system optional rather than mandatory.
- * Requiring school site councils in order for schools to receive the nonstudent days for planning and implementing restructuring activities.
- * Continuing State Board of Education responsibilities regarding educator preparation and certification.
- * Creating a parent and community advisory council for the State Superintendent.
- * Requiring the State Superintendent to give an annual "state-of-education" address to the Legislature.
- * Developing a deserving student scholarship program.

The striking amendment also deletes the following provisions of ESHB 1209:

- * Delaying and expanding the teacher admission-to-practice examination.
- * Establishing an internship program for school district superintendents and program administrators.
- * Establishing in statute the paraprofessional training program.

These provisions were not included in E2SSB 5306.

Appropriation: none

Revenue: none

Fiscal Note: none requested

Effective Date: The act is null and void if an appropriation is not provided in the budget.

TESTIMONY FOR:

The bill establishes a period of time to develop and assess the system before it becomes mandatory for districts to participate. The bill needs some additional language to address legal concerns regarding: adequate notice of impending changes, evidence that the curriculum is consistent with the assessment system, and that students have had an opportunity in the new system to learn the material. Timelines are energetic and probably need to be looked at in terms of whether they can be met.

The school-to-work transition program is good. Planning days are critical. All staff have to be involved in the planning and implementation of restructuring. Cultural diversity is important and needs to be addressed. The student learning goals should be made effective as soon as possible.

The language giving the State Board of Education responsibility for determining the reliability and validity of the new assessment system is good. The timeline for the admission-to-practice examination needs to be put back even further to coincide more appropriately with implementation of the new performance-based education system.

Education reform is among the highest priorities of the state PTA. The time is here for statewide systemic education reform. There must be a mandate at the state level to achieve parity for all. Do not allow participation to be optional. All the necessary components for education reform are in the bill.

We must improve minority achievement, especially for black students, and especially for black male students. Multiculturalism and diversity are basic skills in a global world. Student assessment should include alternative measures. There are many ways to show and express competence. Do not replace the current reading-based testing system with a new reading-based assessment system. Have minority people involved with the development of the teacher test.

TESTIMONY AGAINST:

Districts are not opposed to reform but do oppose mandating outcome-based education. Districts need more local control, not more local decision-making.

The bill increases the state bureaucracy through establishing the Commission on Student Learning, the State Superintendent's office, and the State Board of Education. The bill goes beyond policy and into management of local school districts. Districts should determine their own learning requirements and assessments linked to state goals.

We need to go back to the days when U.S. academic achievement led the world in all subjects and see what we were doing then. There needs to be a clear prohibition against psychological testing of students. The school-to-work transitions language means kids as young as ten years old could be working as part of their education program.

The bill takes away parents' rights and moves the state toward control of children's minds. The bill is too vague regarding data collection and protecting the privacy of student information.

TESTIFIED: FOR: Rep. Randy Dorn; Judith Billings, Superintendent of Public Instruction; Kathleen Anderson, President, State Board of Education; Chris Shardelman, citizen (exemptions for private schools and homeschool students); Phil Bussey, Vice-President, Washington Roundtable and Better Education Starts Today (BEST) Coalition; Marsha Halverson, teacher, Pasco School District; Cheryl Hawes and Linda Carlson, Washington State PTA and BEST Coalition; Dr. James Dupree, Washington Alliance of Black School Educators, Seattle University Professional Education Advisory Board, and Renton School District; CON: Raymond Reid, Superintendent, Stanwood School District; Chris Shardelman, citizen; Kirsten Ree, citizen; Janeane Dubuar, Computer Professionals for Social Responsibility; Cindy Angel, citizen; Karen Munz, citizen