
Education Committee

HB 2506

Brief Description: Strengthening categorical school programs based on the recommendations of the quality education council.

Sponsors: Representatives Dammeier, Maxwell, Sullivan, Dahlquist and Kelley.

Brief Summary of Bill

- Allows Learning Assistance Program funds to be used to support students in science.
- Adopts a definition of a highly capable student and directs the Office of the Superintendent of Public Instruction (OSPI) to adopt consistent procedures for school districts to identify, assess, and select their most highly capable students for purposes of the Highly Capable Program.
- Requires student performance data from the Transitional Bilingual Instructional Program (TBIP) to be reported online through the Washington State Report Card.
- Requires the OSPI to hold districts receiving funds for the TBIP accountable for making progress on measurable outcomes and, beginning in 2017-18, require districts to assure that instructional staff assigned to the TBIP hold related endorsements.

Hearing Date: 1/23/12

Staff: Barbara McLain (786-7383).

Background:

Quality Education Council. Legislation adopted in 2009 established the Quality Education Council (QEC) and tasked it with informing and making strategic recommendations on the ongoing implementation of the program of Basic Education and the funding to support it. The QEC is composed of the Superintendent of Public Instruction and representatives from the Legislature, the State Board of Education, the Department of Early Learning, the Professional Educator Standards Board, the Educational Opportunity Gap Oversight and Accountability Committee, and the Office of the Governor.

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.

2011 Report to the Legislature. The QEC made a number of recommendations in 2011, which included recommendations intended to close the opportunity gap for disadvantaged students and students of color, and support improvements in math and science. Legislation was introduced in the 2011 session to implement some of the recommendations, but was not enacted.

2012 Report to the Legislature. For 2012 the QEC reiterated its 2011 recommendations and focused new recommendations on two legislative assignments: a comprehensive program of Early Learning, and examination of a new funding formula in the 2011-13 biennial budget for the Transitional Bilingual Instructional Program (TBIP). In considering the funding formula, the QEC reconvened and sought input from a technical working group of bilingual program educators who made additional recommendations regarding the TBIP.

Summary of Bill:

Learning Assistance Program. The skill areas to be addressed by the Learning Assistance Program are expanded to include science. Extended learning opportunities for struggling students are expanded to include 9th through 12th grade students rather than only 11th and 12th grade.

Highly Capable Program. A legislative finding is added to the Highly Capable Program (HCP) that the education of highly capable students may include supports and services in addition to those ordinarily provided in general education. For purposes of the HCP, a highly capable student is defined as a student who performs or shows potential for performing at significantly advanced levels when compared to others of his or her age, experience, or environment. Rules adopted by the Office of the Superintendent of Public Instruction (OSPI) for school districts to nominate, assess, and select their most highly capable students must address consistent procedures for universal screening, public notification, use of multiple criteria, involvement of qualified professionals, family involvement, and safeguards to reduce bias.

Transitional Bilingual Instructional Program. Aggregated results of student performance on the English language proficiency assessments used in the TBIP must be posted on the Washington State Report Card website by school and district. Information about the average length of time students are in the TBIP, student progress in learning English, students meeting annual reading and mathematics performance targets, and the academic performance of former TBIP students must also be posted.

The OSPI must adopt rules that hold districts receiving the TBIP funds accountable for making progress on measurable outcomes. In addition, the OSPI must require school districts beginning in the 2017-18 school year to assure that newly hired or transferred certificated instructional staff assigned to the TBIP hold an endorsement in English Language Learner or Bilingual Education.

Funding provided through the prototypical school funding formula for the TBIP is for students who have not reached proficiency on the annual English proficiency assessment.

Appropriation: None.

Fiscal Note: Requested on January 19, 2012.

Effective Date: This bill takes effect 90 days after adjournment of the session in which the bill is passed, except for Section 10 dealing with the relating to prototypical school funding formula, which takes effect July 1, 2013.