
Education Committee

HB 1692

Brief Description: Implementing career and college ready graduation requirements.

Sponsors: Representatives Sullivan, Pettigrew, Maxwell, Lytton and Pollet.

Brief Summary of Bill

- Provides that an increase in instructional hours under Basic Education takes effect in 2014-15, and adds a new funding allocation to the prototypical school funding formula to support the increase.
- Authorizes the State Board of Education to implement the 24-credit graduation requirement framework adopted by resolution on November 10, 2010, to take effect with the freshman class of 2017-18.
- Increases allocations for guidance counselors and family engagement coordinators in the prototypical school funding formula.
- Increases the funding allocations for middle and high school students in the Transitional Bilingual Instructional Program (TBIP) and adds a new allocation to provide support for students who have exited the TBIP in the previous two years.
- Increases the funding allocation for the Learning Assistance Program (LAP) and establishes new program requirements for school districts receiving the LAP funds.

Hearing Date: 2/19/13

Staff: Barbara McLain (786-7383).

Background:

Basic Education Program.

Revisions to the legislative definition of Basic Education adopted in 2009 require school districts to provide students with the opportunity to complete 24 credits for high school graduation, based on courses specified by the State Board of Education (SBE). The increase to 24 credits is to be phased-in according to a schedule adopted by the Legislature.

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.

Changes in graduation requirements proposed by the SBE must be submitted to the Education Committees of the Legislature and the Quality Education Council for review before they are adopted. Changes that are found to have a fiscal impact on school districts take effect only if formally authorized and funded by the Legislature. In November 2010 the SBE adopted a resolution proposing a Career and College Ready framework for the 24 credits. In 2011 the SBE implemented changes in graduation requirements from the proposed framework that had been identified as not having a fiscal impact, to take effect with the graduating class of 2016. The remaining changes have not yet been authorized or funded by the Legislature.

The revised definition of Basic Education also provides for an increase in minimum instructional hours from a districtwide average of 1,000 hours across all grades, to 1,000 hours in each of grades one through six and 1,080 hours in each of grades seven through 12. This increase is also to be implemented according to a schedule adopted by the Legislature, which has not yet occurred.

The statutory prototypical school funding formula to support the Basic Education Program contains allocations for guidance counselors at the following rates:

- elementary schools: .493 for 400 students;
- middle schools: 1.116 for 432 students; and
- high schools: 1.909 for 600 students.

The formula also contains an allocation for parent involvement coordinators, but the allocation rate across all schools is zero.

Transitional Bilingual Instructional Program (TBIP).

The TBIP provides instructional support for students whose level of English language proficiency is determined to be sufficiently deficient to impair learning. The prototypical school funding formula allocates funds to support 4.778 hours per week of supplemental instruction in a class of 15 students for each student eligible for and enrolled in the TBIP.

Learning Assistance Program (LAP).

The LAP provides instructional support for students who are performing below grade level in reading, writing, and mathematics. The prototypical school funding formula allocates funds to support 1.5156 hours per week of supplemental instruction in a class of 15 students. The funding allocation is based on the percentage of students in the school district who are eligible for free and reduced price lunch, but for purposes of providing supplemental instruction school districts must identify those students with the greatest academic deficits.

School districts must submit an annual plan that identifies the activities to be conducted and the expenditure of funds under the LAP. The plan is required to have a number of specified elements and must be approved by the Office of the Superintendent of Public Instruction (OSPI). School districts have flexibility in determining which schools receive the LAP funds.

Summary of Bill:

Basic Education Program.

School districts must provide students the opportunity to complete 24 credits for high school graduation beginning with students entering the 9th grade or beginning the equivalent of a four-year high school program on or after July 1, 2017. The SBE must adopt rules to implement the Career and College Ready framework that was adopted by resolution on November 10, 2010. The provisions of the bill and the increased funding through changes to the prototypical school formula contained in the bill constitute the funding by the Legislature that is required under current law to authorize changes in graduation requirements.

The increase in minimum instructional hours under the Basic Education Program takes effect beginning in the 2014-15 school year. To support this increase, an allocation of 2.222 instructional hours per week for students in grades seven through 12 is added to the prototypical school funding formula, based on the general education class sizes specified in the formula for those grades.

Beginning in 2013-14 the funding formula allocation for guidance counselors is increased by .50 in both middle schools and high schools. The staffing category of parent involvement coordinator is changed to family engagement coordinator, and an allocation of .50 is provided in elementary schools.

Transitional Bilingual Instructional Program.

Beginning in 2013-14 the funding formula allocation for the TBIP is increased to 6.0 hours per week of supplemental instruction for students in grades seven and eight, and 8.0 hours per week for students in grades nine through 12. The allocation for grades kindergarten through six remains at 4.778 hours per week.

A funding allocation is added to provide 3.0 hours per week of supplemental instruction for students who have exited the TBIP within the previous two years based on their performance on the state English language proficiency assessment. School districts must make a program of instructional support available for up to two years immediately after students exit the TBIP for those who need assistance in reaching grade-level performance in other academic subjects.

Learning Assistance Program.

Beginning in 2013-14 the funding formula allocation for the LAP is increased to 2.0 hours per week of supplemental instruction. Requirements for school districts to submit plans for the LAP to the OSPI for approval are repealed. Instead, school districts must:

- use curricula or instructional programs recommended by the OSPI based on research evidence that the programs are associated with improved student achievement;
- record each participating student in the statewide student data system;
- monitor and document the performance and progress of participating students using multiple sources of performance data, including data on individual student growth or student growth percentiles when this is available from state assessments;
- conduct an annual program evaluation by analyzing student performance data; and
- prepare a year-end report that includes the criteria for identifying participating students, evaluation results, summary data on expenditures by school, and proposed changes to the district's program based on the evaluation results.

School districts must allocate the LAP funds to any school where more than 50 percent of the students are low income. School districts must also expend more per student from the LAP funds in schools where more than 75 percent of the students are low income, compared to per-student funding in other schools.

Appropriation: None.

Fiscal Note: Requested on February 12, 2013.

Effective Date: Section 3 dealing with the prototypical school funding formula; sections 4 and 5 dealing with the TBIP; and sections 7 through 11 dealing with the LAP take effect September 1, 2013. The remainder of the bill takes effect 90 days after adjournment of the session in which the bill is passed