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## Education Committee

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### HB 2242

**Brief Description:** Implementing selected education reforms using recommendations from the quality education council's 2014 report to the legislature.

**Sponsors:** Representatives Lytton, Dahlquist, Haigh, Muri, Magendanz and Carlyle.

#### Brief Summary of Bill

- Adds to the list of state education agencies that must collaborate in developing common indicators and goals to measure the health of the education system.
- Adds to and modifies the educational system health indicators outlined in statute.
- Authorizes school districts to use up to 5 percent of their Learning Assistance Program funds in certain high-needs schools for instructional programs to prevent summer learning loss.
- Directs the State Board of Education to adopt rules implementing their revised proposed 24-credit graduation requirement framework, to take effect with the graduating class of 2019.
- Codifies a provision in the 2013-15 Omnibus Appropriations Act making an increase in instructional hours under Basic Education take effect in the 2014-15 school year.

**Hearing Date:** 1/23/14

**Staff:** Barbara McLain (786-7383).

#### **Background:**

##### *Quality Education Council.*

Legislation enacted 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 must also identify measurable goals for the K-12 educational system over a 10-year period.

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*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.*

In its 2014 report to the Legislature, the QEC made four specific recommendations regarding education system goals and metrics, addressing summer learning loss, high school graduation requirements, and the ongoing work of the QEC.

#### *Education System Goals and Metrics.*

In 2013 the Legislature directed the State Board of Education (SBE), with assistance from other state education agencies, to identify performance goals and measurements for the following indicators of educational system health:

- the percentage of students meeting kindergarten readiness in all areas of the Washington Kindergarten Inventory of Developing Skills;
- the percentage of students meeting the standard on the fourth grade reading assessment;
- the percentage of students meeting the standard on the eighth grade mathematics assessment;
- the four-year cohort high school graduation rate;
- the percentage of high school graduates who are either enrolled in postsecondary education or are employed during the second quarter after graduation, and the percentage enrolled or employed during the fourth quarter after graduation; and
- the percentage of students enrolled in precollege or remedial courses in college.

A preliminary report with baseline information was due December 1, 2013. Progress reports are due December 1 of each even-numbered year. The first report contained recommendations for modifying the indicators and establishing a more common set of goals for all state agencies dealing with K-12 education.

#### *Learning Assistance Program.*

The Learning Assistance Program (LAP) is a state-funded program to provide supplemental instruction for students who are struggling academically. Legislation enacted in 2013 directed school districts to focus their LAP resources first on improving reading skills in grades kindergarten through four. However, districts are permitted to use up to 5 percent of their LAP allocation to develop partnerships with community-based organizations and local agencies to deliver services intended to enhance students' readiness to learn.

Research indicates that most students lose about two months of grade level equivalency in mathematical computation skills over the summer months. Low-income students also lose more than two months in reading achievement.

#### *High School Graduation Requirements and Basic Education.*

The SBE establishes minimum requirements for high school graduation through administrative rules. The current requirements are 20 credits among a specified distribution of subjects, a culminating project, and a High School and Beyond Plan (HSBP). Legislation enacted in 2009 requires school districts, as part of their Basic Education program, to provide students with the opportunity to complete 24 credits for graduation, based on courses specified by the SBE. The increase to 24 credits is to be phased-in according to a schedule adopted by the Legislature.

In November 2010 the SBE proposed a Career and College Ready framework for the 24 credits, and a year later adopted those changes that were found not to have a fiscal impact. In January 2014 the SBE modified its proposal slightly, but must wait for legislative authorization before adopting the remaining components.

The same 2009 legislation requires school districts to increase minimum annual instructional hours under Basic Education, from a districtwide average of 1,000 hours, to 1,000 hours in each of grades one through six and 1,080 hours in each of grades seven through 12. The 2013-15 Omnibus Appropriations Act (Act) directs school districts to implement the increase beginning in the 2014-15 school year.

*Ongoing Work of the QEC.*

The QEC is composed of the Superintendent of Public Instruction (SPI), eight legislators, five representatives of state education agencies or committees, and a representative from the Office of the Governor. By law, the QEC may not meet more than four times per year.

**Summary of Bill:**

*Education System Goals and Metrics.*

The list of state education agencies that must collaborate with the SBE in developing common indicators and goals for the educational system is expanded to include the Office of the Governor, the Education Research and Data Center in the Office of Financial Management, the Professional Educator Standards Board, the State Board for Community and Technical Colleges, and the Department of Early Learning. If any of the agencies uses one of the statewide indicators for strategic planning or other purposes, they must also use a common performance goal. The QEC may assign its statutory responsibility to identify measurable goals for the educational system to the SBE.

The following are added to the indicators of educational system health:

- the percentage of high school graduates attaining degrees, certificates, credentials, and completing apprenticeships before age 26;
- the percentage of students meeting the college and career readiness standard on the high school English Language Arts and mathematics assessments;
- the five-year cohort high school graduation rate;
- the percentage of students achieving proficiency on the state English language proficiency assessment in grades kindergarten through eight, and also separately measured for grades kindergarten through three;
- the difference in student growth on statewide assessments in English Language Arts and mathematics between all students and subgroups of students; and
- the percentage of schools at or above the "Good" tier of the Washington Achievement Index.

Three of the current indicators are adjusted, and the biennial update on progress is moved from December 1 of each even-numbered year to February 1 of each odd-numbered year.

*Learning Assistance Program.*

School districts may annually apply to the Office of the Superintendent of Public Instruction to use up to 5 percent of their LAP allocation in schools with above-average enrollment of low-income or English language learner students for the purpose of delivering instructional programs specifically designed to prevent summer learning loss. The application must contain specified information, and the districts must report on student outcomes.

*High School Graduation Requirements and Basic Education.*

The SBE is directed to adopt rules implementing the Career and College Ready graduation requirements adopted by resolution on November 10, 2010, and revised on January 9, 2014, to take effect with the graduating class of 2019. It is declared that funding allocated under the Act to support Basic Education constitutes the legislative funding needed to implement the change in graduation requirements.

The requirement for school districts to increase instructional hours under Basic Education beginning in the 2014-15 school year is codified in statute.

*Ongoing Work of the QEC.*

The QEC may convene subcommittees if necessary to complete its work, which could include both QEC members and additional nonmembers with particular expertise. The limitation of meeting no more than four days per year is repealed.

**Appropriation:** None.

**Fiscal Note:** Requested.

**Effective Date:** The bill takes effect 90 days after adjournment of the session in which the bill is passed.