

SHB 2239 - H AMD 515

By Representative Lytton

WITHDRAWN 06/26/2015

1 On page 7, after line 19, insert the following:

2 "(5) Recommendations of the council require the affirmative vote
3 of eight of its members."
4

5 Renumber the remaining sections consecutively and correct any
6 internal references accordingly.
7

8 On page 11, after line 31, insert the following:

9 "**Sec. 9.** RCW 28A.175.075 and 2013 c 23 s 46 are each amended to
10 read as follows:

11 (1) The office of the superintendent of public instruction shall
12 establish a state-level building bridges work group that includes K-
13 12 and state agencies that work with youth who have dropped out or
14 are at risk of dropping out of school. The following agencies shall
15 appoint representatives to the work group: The office of the
16 superintendent of public instruction, the workforce training and
17 education coordinating board, the department of early learning, the
18 employment security department, the state board for community and
19 technical colleges, the department of health, the community
20 mobilization office, and the children's services and behavioral
21 health and recovery divisions of the department of social and health
22 services. The work group should also consist of one representative
23 from each of the following agencies and organizations: A statewide
24 organization representing career and technical education programs
25 including skill centers; the juvenile courts or the office of
26 juvenile justice, or both; the Washington association of prosecuting
27 attorneys; the Washington state office of public defense; accredited

1 institutions of higher education; the educational service districts;
2 the area workforce development councils; parent and educator
3 associations; educational opportunity gap oversight and
4 accountability committee; office of the education ombuds; local
5 school districts; agencies or organizations that provide services to
6 special education students; community organizations serving youth;
7 federally recognized tribes and urban tribal centers; each of the
8 major political caucuses of the senate and house of representatives;
9 and the minority commissions.

10 (2) To assist and enhance the work of the building bridges
11 programs established in RCW 28A.175.025, the state-level work group
12 shall:

13 (a) Identify and make recommendations to the legislature for the
14 reduction of fiscal, legal, and regulatory barriers that prevent
15 coordination of program resources across agencies at the state and
16 local level;

17 (b) Develop and track performance measures and benchmarks for
18 each partner agency or organization across the state including
19 performance measures and benchmarks based on student characteristics
20 and outcomes specified in RCW 28A.175.035(1)(e); and

21 (c) Identify research-based and emerging best practices
22 regarding prevention, intervention, and retrieval programs.

23 (3)(a) The work group shall report to the (~~quality education~~
24 ~~council,~~) appropriate committees of the legislature(~~(7)~~) and the
25 governor on an annual basis beginning December 1, 2007, with
26 proposed strategies for building K-12 dropout prevention,
27 intervention, and reengagement systems in local communities
28 throughout the state including, but not limited to, recommendations
29 for implementing emerging best practices, needed additional
30 resources, and eliminating barriers.

31 (b) By September 15, 2010, the work group shall report on:

32 (i) A recommended state goal and annual state targets for the
33 percentage of students graduating from high school;

34

1 (ii) A recommended state goal and annual state targets for the
2 percentage of youth who have dropped out of school who should be
3 reengaged in education and be college and work ready;

4 (iii) Recommended funding for supporting career guidance and the
5 planning and implementation of K-12 dropout prevention,
6 intervention, and reengagement systems in school districts and a
7 plan for phasing the funding into the program of basic education,
8 beginning in the 2011-2013 biennium; and

9 (iv) A plan for phasing in the expansion of the current school
10 improvement planning program to include state-funded, dropout-
11 focused school improvement technical assistance for school districts
12 in significant need of improvement regarding high school graduation
13 rates.

14 (4) State agencies in the building bridges work group shall work
15 together, wherever feasible, on the following activities to support
16 school/family/community partnerships engaged in building K-12
17 dropout prevention, intervention, and reengagement systems:

18 (a) Providing opportunities for coordination and flexibility of
19 program eligibility and funding criteria;

20 (b) Providing joint funding;

21 (c) Developing protocols and templates for model agreements on
22 sharing records and data;

23 (d) Providing joint professional development opportunities that
24 provide knowledge and training on:

25 (i) Research-based and promising practices;

26 (ii) The availability of programs and services for vulnerable
27 youth; and

28 (iii) Cultural competence.

29 (5) The building bridges work group shall make recommendations
30 to the governor and the legislature by December 1, 2010, on a state-
31 level and regional infrastructure for coordinating services for
32 vulnerable youth. Recommendations must address the following issues:

33

34

1 (a) Whether to adopt an official conceptual approach or
2 framework for all entities working with vulnerable youth that can
3 support coordinated planning and evaluation;

4 (b) The creation of a performance-based management system,
5 including outcomes, indicators, and performance measures relating to
6 vulnerable youth and programs serving them, including accountability
7 for the dropout issue;

8 (c) The development of regional and/or county-level multipartner
9 youth consortia with a specific charge to assist school districts
10 and local communities in building K-12 comprehensive dropout
11 prevention, intervention, and reengagement systems;

12 (d) The development of integrated or school-based one-stop
13 shopping for services that would:

14 (i) Provide individualized attention to the neediest youth and
15 prioritized access to services for students identified by a dropout
16 early warning and intervention data system;

17 (ii) Establish protocols for coordinating data and services,
18 including getting data release at time of intake and common
19 assessment and referral processes; and

20 (iii) Build a system of single case managers across agencies;

21 (e) Launching a statewide media campaign on increasing the high
22 school graduation rate; and

23 (f) Developing a statewide database of available services for
24 vulnerable youth.

25

26 **Sec. 10.** RCW 28A.230.090 and 2014 c 217 s 202 are each amended
27 to read as follows:

28 (1) The state board of education shall establish high school
29 graduation requirements or equivalencies for students, except as
30 provided in RCW 28A.230.122 and except those equivalencies
31 established by local high schools or school districts under RCW
32 28A.230.097. The purpose of a high school diploma is to declare that
33 a student is ready for success in postsecondary education, gainful
34

1 employment, and citizenship, and is equipped with the skills to be a
2 lifelong learner.

3 (a) Any course in Washington state history and government used
4 to fulfill high school graduation requirements shall consider
5 including information on the culture, history, and government of the
6 American Indian peoples who were the first inhabitants of the state.

7 (b) The certificate of academic achievement requirements under
8 RCW 28A.655.061 or the certificate of individual achievement
9 requirements under RCW 28A.155.045 are required for graduation from
10 a public high school but are not the only requirements for
11 graduation.

12 (c) Any decision on whether a student has met the state board's
13 high school graduation requirements for a high school and beyond
14 plan shall remain at the local level. Effective with the graduating
15 class of 2015, the state board of education may not establish a
16 requirement for students to complete a culminating project for
17 graduation.

18 (d)(i) The state board of education shall adopt rules to
19 implement the career and college ready graduation requirement
20 proposal adopted under board resolution on November 10, 2010, and
21 revised on January 9, 2014, to take effect beginning with the
22 graduating class of 2019 or as otherwise provided in this subsection
23 (1)(d). The rules must include authorization for a school district
24 to waive up to two credits for individual students based on unusual
25 circumstances and in accordance with written policies that must be
26 adopted by each board of directors of a school district that grants
27 diplomas. The rules must also provide that the content of the third
28 credit of mathematics and the content of the third credit of science
29 may be chosen by the student based on the student's interests and
30 high school and beyond plan with agreement of the student's parent
31 or guardian or agreement of the school counselor or principal.

32 (ii) School districts may apply to the state board of education
33 for a waiver to implement the career and college ready graduation
34 requirement proposal beginning with the graduating class of 2020 or

1 2021 instead of the graduating class of 2019. In the application, a
2 school district must describe why the waiver is being requested, the
3 specific impediments preventing timely implementation, and efforts
4 that will be taken to achieve implementation with the graduating
5 class proposed under the waiver. The state board of education shall
6 grant a waiver under this subsection (1)(d) to an applying school
7 district at the next subsequent meeting of the board after receiving
8 an application.

9 (2)(a) In recognition of the statutory authority of the state
10 board of education to establish and enforce minimum high school
11 graduation requirements, the state board shall periodically
12 reevaluate the graduation requirements and shall report such
13 findings to the legislature in a timely manner as determined by the
14 state board.

15 (b) The state board shall reevaluate the graduation requirements
16 for students enrolled in vocationally intensive and rigorous career
17 and technical education programs, particularly those programs that
18 lead to a certificate or credential that is state or nationally
19 recognized. The purpose of the evaluation is to ensure that students
20 enrolled in these programs have sufficient opportunity to earn a
21 certificate of academic achievement, complete the program and earn
22 the program's certificate or credential, and complete other state
23 and local graduation requirements.

24 (c) The state board shall forward any proposed changes to the
25 high school graduation requirements to the education committees of
26 the legislature for review (~~and to the quality education council~~
27 ~~established under RCW 28A.290.010~~). The legislature shall have the
28 opportunity to act during a regular legislative session before the
29 changes are adopted through administrative rule by the state board.
30 Changes that have a fiscal impact on school districts, as identified
31 by a fiscal analysis prepared by the office of the superintendent of
32 public instruction, shall take effect only if formally authorized
33 and funded by the legislature through the omnibus appropriations act
34 or other enacted legislation.

1 (3) Pursuant to any requirement for instruction in languages
2 other than English established by the state board of education or a
3 local school district, or both, for purposes of high school
4 graduation, students who receive instruction in American sign
5 language or one or more American Indian languages shall be
6 considered to have satisfied the state or local school district
7 graduation requirement for instruction in one or more languages
8 other than English.

9 (4) If requested by the student and his or her family, a student
10 who has completed high school courses before attending high school
11 shall be given high school credit which shall be applied to
12 fulfilling high school graduation requirements if:

13 (a) The course was taken with high school students, if the
14 academic level of the course exceeds the requirements for seventh
15 and eighth grade classes, and the student has successfully passed by
16 completing the same course requirements and examinations as the high
17 school students enrolled in the class; or

18 (b) The academic level of the course exceeds the requirements
19 for seventh and eighth grade classes and the course would qualify
20 for high school credit, because the course is similar or equivalent
21 to a course offered at a high school in the district as determined
22 by the school district board of directors.

23 (5) Students who have taken and successfully completed high
24 school courses under the circumstances in subsection (4) of this
25 section shall not be required to take an additional competency
26 examination or perform any other additional assignment to receive
27 credit.

28 (6) At the college or university level, five quarter or three
29 semester hours equals one high school credit.

30

31 **Sec. 11.** RCW 28A.300.136 and 2013 c 23 s 49 are each amended to
32 read as follows:

33 (1) An educational opportunity gap oversight and accountability
34 committee is created to synthesize the findings and recommendations

1 from the 2008 achievement gap studies into an implementation plan,
2 and to recommend policies and strategies to the superintendent of
3 public instruction, the professional educator standards board, and
4 the state board of education to close the achievement gap.

5 (2) The committee shall recommend specific policies and
6 strategies in at least the following areas:

7 (a) Supporting and facilitating parent and community involvement
8 and outreach;

9 (b) Enhancing the cultural competency of current and future
10 educators and the cultural relevance of curriculum and instruction;

11 (c) Expanding pathways and strategies to prepare and recruit
12 diverse teachers and administrators;

13 (d) Recommending current programs and resources that should be
14 redirected to narrow the gap;

15 (e) Identifying data elements and systems needed to monitor
16 progress in closing the gap;

17 (f) Making closing the achievement gap part of the school and
18 school district improvement process; and

19 (g) Exploring innovative school models that have shown success
20 in closing the achievement gap.

21 (3) Taking a multidisciplinary approach, the committee may seek
22 input and advice from other state and local agencies and
23 organizations with expertise in health, social services, gang and
24 violence prevention, substance abuse prevention, and other issues
25 that disproportionately affect student achievement and student
26 success.

27 (4) The educational opportunity gap oversight and accountability
28 committee shall be composed of the following members:

29 (a) The chairs and ranking minority members of the house and
30 senate education committees, or their designees;

31 (b) One additional member of the house of representatives
32 appointed by the speaker of the house and one additional member of
33 the senate appointed by the president of the senate;

34 (c) A representative of the office of the education ombuds;

1 (d) A representative of the center for the improvement of
2 student learning in the office of the superintendent of public
3 instruction;

4 (e) A representative of federally recognized Indian tribes whose
5 traditional lands and territories lie within the borders of
6 Washington state, designated by the federally recognized tribes; and

7 (f) Four members appointed by the governor in consultation with
8 the state ethnic commissions, who represent the following
9 populations: African-Americans, Hispanic Americans, Asian Americans,
10 and Pacific Islander Americans.

11 (5) The governor and the tribes are encouraged to designate
12 members who have experience working in and with schools.

13 (6) The committee may convene ad hoc working groups to obtain
14 additional input and participation from community members. Members
15 of ad hoc working groups shall serve without compensation and shall
16 not be reimbursed for travel or other expenses.

17 (7) The chair or cochairs of the committee shall be selected by
18 the members of the committee. Staff support for the committee shall
19 be provided by the center for the improvement of student learning.
20 Members of the committee shall serve without compensation but must
21 be reimbursed as provided in RCW 43.03.050 and 43.03.060.
22 Legislative members of the committee shall be reimbursed for travel
23 expenses in accordance with RCW 44.04.120.

24 (8) The superintendent of public instruction, the state board of
25 education, and the professional educator standards board(~~(, and the~~
26 ~~quality education council~~)) shall work collaboratively with the
27 educational opportunity gap oversight and accountability committee
28 to close the achievement gap.

29
30 **Sec. 12.** RCW 28A.400.201 and 2011 1st sp.s. c 43 s 468 are each
31 amended to read as follows:

32 (1) The legislature recognizes that providing students with the
33 opportunity to access a world-class educational system depends on
34 our continuing ability to provide students with access to world-

1 class educators. The legislature also understands that continuing to
2 attract and retain the highest quality educators will require
3 increased investments. The legislature intends to enhance the
4 current salary allocation model and recognizes that changes to the
5 current model cannot be imposed without great deliberation and input
6 from teachers, administrators, and classified employees. Therefore,
7 it is the intent of the legislature to begin the process of
8 developing an enhanced salary allocation model that is
9 collaboratively designed to ensure the rationality of any
10 conclusions regarding what constitutes adequate compensation.

11 (2) Beginning July 1, 2011, the office of the superintendent of
12 public instruction, in collaboration with the human resources
13 director in the office of financial management, shall convene a
14 technical working group to recommend the details of an enhanced
15 salary allocation model that aligns state expectations for educator
16 development and certification with the compensation system and
17 establishes recommendations for a concurrent implementation
18 schedule. In addition to any other details the technical working
19 group deems necessary, the technical working group shall make
20 recommendations on the following:

21 (a) How to reduce the number of tiers within the existing salary
22 allocation model;

23 (b) How to account for labor market adjustments;

24 (c) How to account for different geographic regions of the state
25 where districts may encounter difficulty recruiting and retaining
26 teachers;

27 (d) The role of and types of bonuses available;

28 (e) Ways to accomplish salary equalization over a set number of
29 years; and

30 (f) Initial fiscal estimates for implementing the
31 recommendations including a recognition that staff on the existing
32 salary allocation model would have the option to grandfather in
33 permanently to the existing schedule.

34

1 (3) As part of its work, the technical working group shall
2 conduct or contract for a preliminary comparative labor market
3 analysis of salaries and other compensation for school district
4 employees to be conducted and shall include the results in any
5 reports to the legislature. For the purposes of this subsection,
6 "salaries and other compensation" includes average base salaries,
7 average total salaries, average employee basic benefits, and
8 retirement benefits.

9 (4) The analysis required under subsection (1) of this section
10 must:

11 (a) Examine salaries and other compensation for teachers, other
12 certificated instructional staff, principals, and other building-
13 level certificated administrators, and the types of classified
14 employees for whom salaries are allocated;

15 (b) Be calculated at a statewide level that identifies labor
16 markets in Washington through the use of data from the United States
17 bureau of the census and the bureau of labor statistics; and

18 (c) Include a comparison of salaries and other compensation to
19 the appropriate labor market for at least the following subgroups of
20 educators: Beginning teachers and types of educational staff
21 associates.

22 (5) The working group shall include representatives of the
23 office of financial management, the professional educator standards
24 board, the office of the superintendent of public instruction, the
25 Washington education association, the Washington association of
26 school administrators, the association of Washington school
27 principals, the Washington state school directors' association, the
28 public school employees of Washington, and other interested
29 stakeholders with appropriate expertise in compensation related
30 matters. The working group may convene advisory subgroups on
31 specific topics as necessary to assure participation and input from
32 a broad array of diverse stakeholders.

33 (6) The working group shall be monitored and overseen by the
34 legislature (~~and the quality education council created in RCW~~

1 ~~28A.290.010~~). The working group shall make an initial report to the
2 legislature by June 30, 2012, and shall include in its report
3 recommendations for whether additional further work of the group is
4 necessary.

5
6 NEW SECTION. **Sec. 13.** The following acts or parts of acts are
7 each repealed:

8 (1)RCW 28A.290.010 (Quality education council—Purpose—
9 Membership and staffing—Reports) and 2013 2nd sp.s. c 25 s 7 & 2011
10 1st sp.s. c 21 s 54; and

11 (2)RCW 28A.290.020 (Funding formulas to support instructional
12 program—Technical working group) and 2010 c 236 s 5 & 2009 c 548 s
13 112."

14

15 Renumber the remaining sections consecutively and correct any
16 internal references accordingly.

EFFECT: Recommendations of the Council require the approval of
eight of eleven members.

The Quality Education Council is eliminated and statutory references
to it are repealed.

--- END ---