
HOUSE BILL 2360

State of Washington

64th Legislature

2016 Regular Session

By Representatives Lytton, Magendanz, Sullivan, Reykdal, Rossetti,
and Santos

Read first time 01/11/16. Referred to Committee on Education.

1 AN ACT Relating to eliminating the quality education council;
2 amending RCW 28A.175.075, 28A.230.090, 28A.300.136, and 28A.400.201;
3 and repealing RCW 28A.290.010 and 28A.290.020.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5 **Sec. 1.** RCW 28A.175.075 and 2013 c 23 s 46 are each amended to
6 read as follows:

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

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

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

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

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

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

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

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

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

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

39 (iii) Recommended funding for supporting career guidance and the
40 planning and implementation of K-12 dropout prevention, intervention,

1 and reengagement systems in school districts and a plan for phasing
2 the funding into the program of basic education, beginning in the
3 2011-2013 biennium; and

4 (iv) A plan for phasing in the expansion of the current school
5 improvement planning program to include state-funded, dropout-focused
6 school improvement technical assistance for school districts in
7 significant need of improvement regarding high school graduation
8 rates.

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

13 (a) Providing opportunities for coordination and flexibility of
14 program eligibility and funding criteria;

15 (b) Providing joint funding;

16 (c) Developing protocols and templates for model agreements on
17 sharing records and data;

18 (d) Providing joint professional development opportunities that
19 provide knowledge and training on:

20 (i) Research-based and promising practices;

21 (ii) The availability of programs and services for vulnerable
22 youth; and

23 (iii) Cultural competence.

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

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

31 (b) The creation of a performance-based management system,
32 including outcomes, indicators, and performance measures relating to
33 vulnerable youth and programs serving them, including accountability
34 for the dropout issue;

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

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

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

4 (ii) Establish protocols for coordinating data and services,
5 including getting data release at time of intake and common
6 assessment and referral processes; and

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

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

10 (f) Developing a statewide database of available services for
11 vulnerable youth.

12 **Sec. 2.** RCW 28A.230.090 and 2014 c 217 s 202 are each amended to
13 read as follows:

14 (1) The state board of education shall establish high school
15 graduation requirements or equivalencies for students, except as
16 provided in RCW 28A.230.122 and except those equivalencies
17 established by local high schools or school districts under RCW
18 28A.230.097. The purpose of a high school diploma is to declare that
19 a student is ready for success in postsecondary education, gainful
20 employment, and citizenship, and is equipped with the skills to be a
21 lifelong learner.

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

26 (b) The certificate of academic achievement requirements under
27 RCW 28A.655.061 or the certificate of individual achievement
28 requirements under RCW 28A.155.045 are required for graduation from a
29 public high school but are not the only requirements for graduation.

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

35 (d)(i) The state board of education shall adopt rules to
36 implement the career and college ready graduation requirement
37 proposal adopted under board resolution on November 10, 2010, and
38 revised on January 9, 2014, to take effect beginning with the
39 graduating class of 2019 or as otherwise provided in this subsection

1 (1)(d). The rules must include authorization for a school district to
2 waive up to two credits for individual students based on unusual
3 circumstances and in accordance with written policies that must be
4 adopted by each board of directors of a school district that grants
5 diplomas. The rules must also provide that the content of the third
6 credit of mathematics and the content of the third credit of science
7 may be chosen by the student based on the student's interests and
8 high school and beyond plan with agreement of the student's parent or
9 guardian or agreement of the school counselor or principal.

10 (ii) School districts may apply to the state board of education
11 for a waiver to implement the career and college ready graduation
12 requirement proposal beginning with the graduating class of 2020 or
13 2021 instead of the graduating class of 2019. In the application, a
14 school district must describe why the waiver is being requested, the
15 specific impediments preventing timely implementation, and efforts
16 that will be taken to achieve implementation with the graduating
17 class proposed under the waiver. The state board of education shall
18 grant a waiver under this subsection (1)(d) to an applying school
19 district at the next subsequent meeting of the board after receiving
20 an application.

21 (2)(a) In recognition of the statutory authority of the state
22 board of education to establish and enforce minimum high school
23 graduation requirements, the state board shall periodically
24 reevaluate the graduation requirements and shall report such findings
25 to the legislature in a timely manner as determined by the state
26 board.

27 (b) The state board shall reevaluate the graduation requirements
28 for students enrolled in vocationally intensive and rigorous career
29 and technical education programs, particularly those programs that
30 lead to a certificate or credential that is state or nationally
31 recognized. The purpose of the evaluation is to ensure that students
32 enrolled in these programs have sufficient opportunity to earn a
33 certificate of academic achievement, complete the program and earn
34 the program's certificate or credential, and complete other state and
35 local graduation requirements.

36 (c) The state board shall forward any proposed changes to the
37 high school graduation requirements to the education committees of
38 the legislature for review (~~and to the quality education council~~
39 ~~established under RCW 28A.290.010)). The legislature shall have the~~
40 opportunity to act during a regular legislative session before the

1 changes are adopted through administrative rule by the state board.
2 Changes that have a fiscal impact on school districts, as identified
3 by a fiscal analysis prepared by the office of the superintendent of
4 public instruction, shall take effect only if formally authorized and
5 funded by the legislature through the omnibus appropriations act or
6 other enacted legislation.

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

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

19 (a) The course was taken with high school students, if the
20 academic level of the course exceeds the requirements for seventh and
21 eighth grade classes, and the student has successfully passed by
22 completing the same course requirements and examinations as the high
23 school students enrolled in the class; or

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

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

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

36 **Sec. 3.** RCW 28A.300.136 and 2013 c 23 s 49 are each amended to
37 read as follows:

38 (1) An educational opportunity gap oversight and accountability
39 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 in
20 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;

35 (d) A representative of the center for the improvement of student
36 learning in the office of the superintendent of public instruction;

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

1 (f) Four members appointed by the governor in consultation with
2 the state ethnic commissions, who represent the following
3 populations: African-Americans, Hispanic Americans, Asian Americans,
4 and Pacific Islander Americans.

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

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

11 (7) The chair or cochairs of the committee shall be selected by
12 the members of the committee. Staff support for the committee shall
13 be provided by the center for the improvement of student learning.
14 Members of the committee shall serve without compensation but must be
15 reimbursed as provided in RCW 43.03.050 and 43.03.060. Legislative
16 members of the committee shall be reimbursed for travel expenses in
17 accordance with RCW 44.04.120.

18 (8) The superintendent of public instruction, the state board of
19 education, and the professional educator standards board(~~(, and the~~
20 ~~quality education council~~)) shall work collaboratively with the
21 educational opportunity gap oversight and accountability committee to
22 close the achievement gap.

23 **Sec. 4.** RCW 28A.400.201 and 2011 1st sp.s. c 43 s 468 are each
24 amended to read as follows:

25 (1) The legislature recognizes that providing students with the
26 opportunity to access a world-class educational system depends on our
27 continuing ability to provide students with access to world-class
28 educators. The legislature also understands that continuing to
29 attract and retain the highest quality educators will require
30 increased investments. The legislature intends to enhance the current
31 salary allocation model and recognizes that changes to the current
32 model cannot be imposed without great deliberation and input from
33 teachers, administrators, and classified employees. Therefore, it is
34 the intent of the legislature to begin the process of developing an
35 enhanced salary allocation model that is collaboratively designed to
36 ensure the rationality of any conclusions regarding what constitutes
37 adequate compensation.

38 (2) Beginning July 1, 2011, the office of the superintendent of
39 public instruction, in collaboration with the human resources

1 director in the office of financial management, shall convene a
2 technical working group to recommend the details of an enhanced
3 salary allocation model that aligns state expectations for educator
4 development and certification with the compensation system and
5 establishes recommendations for a concurrent implementation schedule.
6 In addition to any other details the technical working group deems
7 necessary, the technical working group shall make recommendations on
8 the following:

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

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

12 (c) How to account for different geographic regions of the state
13 where districts may encounter difficulty recruiting and retaining
14 teachers;

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

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

18 (f) Initial fiscal estimates for implementing the recommendations
19 including a recognition that staff on the existing salary allocation
20 model would have the option to grandfather in permanently to the
21 existing schedule.

22 (3) As part of its work, the technical working group shall
23 conduct or contract for a preliminary comparative labor market
24 analysis of salaries and other compensation for school district
25 employees to be conducted and shall include the results in any
26 reports to the legislature. For the purposes of this subsection,
27 "salaries and other compensation" includes average base salaries,
28 average total salaries, average employee basic benefits, and
29 retirement benefits.

30 (4) The analysis required under subsection (1) of this section
31 must:

32 (a) Examine salaries and other compensation for teachers, other
33 certificated instructional staff, principals, and other building-
34 level certificated administrators, and the types of classified
35 employees for whom salaries are allocated;

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

39 (c) Include a comparison of salaries and other compensation to
40 the appropriate labor market for at least the following subgroups of

1 educators: Beginning teachers and types of educational staff
2 associates.

3 (5) The working group shall include representatives of the office
4 of financial management, the professional educator standards board,
5 the office of the superintendent of public instruction, the
6 Washington education association, the Washington association of
7 school administrators, the association of Washington school
8 principals, the Washington state school directors' association, the
9 public school employees of Washington, and other interested
10 stakeholders with appropriate expertise in compensation related
11 matters. The working group may convene advisory subgroups on specific
12 topics as necessary to assure participation and input from a broad
13 array of diverse stakeholders.

14 (6) The working group shall be monitored and overseen by the
15 legislature (~~and the quality education council created in RCW~~
16 ~~28A.290.010~~). The working group shall make an initial report to the
17 legislature by June 30, 2012, and shall include in its report
18 recommendations for whether additional further work of the group is
19 necessary.

20 NEW SECTION. **Sec. 5.** The following acts or parts of acts are
21 each repealed:

22 (1) RCW 28A.290.010 (Quality education council—Purpose—
23 Membership and staffing—Reports) and 2013 2nd sp.s. c 25 s 7 & 2011
24 1st sp.s. c 21 s 54; and

25 (2) RCW 28A.290.020 (Funding formulas to support instructional
26 program—Technical working group) and 2010 c 236 s 5 & 2009 c 548 s
27 112.

--- END ---