

# Quality Education Council

---

Report to the 2013 Legislature



**Quality Education Council**

[www.k12.wa.us/qec](http://www.k12.wa.us/qec)

---

**Council Members:**

Superintendent Randy Dorn  
Senator Tracey Eide  
Senator Rosemary McAuliffe  
Senator Andy Hill

Rep. Marcie Maxwell  
Rep. Cathy Dahlquist  
Rep. Bruce Dammeier  
Rep. Kathy Haigh  
Rep. Kristine Lytton (alt)

Adie Simmons  
Barbara Taylor  
Dr. Bette Hyde  
Mary Jean Ryan  
Valoria Loveland

# Quality Education Council Report

---

---

January 7, 2013

The Honorable Christine O. Gregoire  
Governor of Washington  
P.O. Box 40002  
Olympia, WA 98504-0002

The Honorable Brad Owen  
Lieutenant Governor of Washington  
P.O. Box 40482  
Olympia, WA 98504-0482

The Honorable Frank Chopp  
Speaker of the House  
P.O. Box 40600  
Olympia, WA 98504-0600

Dear Governor Gregoire, Lieutenant Governor Owen, and Speaker Chopp:

The 2009 and 2010 sessions of the Washington State Legislature created in statute several historic K-12 education reforms. Among the bills creating this reform were Engrossed Substitute House Bill 2261 (2009) which outlined a bold new system for state funding of basic education, and created the Quality Education Council to develop and implement it. Substitute House Bill 2776 (2010) authorized the first steps for implementation of the new basic education funding system. This work continues to be critical to address the issues identified and documented by previous workgroups, task forces, and in the 2012 McCleary Supreme Court decision.

This report is part of the ongoing work of the QEC to implement this new system of basic education. In addition, this report includes recommendations for:

- continued support for SHB 2776 statutory requirements;
- professional learning; and
- increased instructional hours and the opportunity for an enhanced high school diploma.

We hope this report informs the decisions of policy makers in the 2013 Legislative Session.

Sincerely,



Representative Marcie Maxwell  
Co-Chair, Quality Education Council



Senator Andy Hill  
Co-Chair, Quality Education Council

# Quality Education Council Report

---

---

## Table of Contents

Acknowledgments.....	3
Introduction .....	4
2013 Recommendations .....	5
1. Statutory Requirements of SHB 2776 (2010).....	6
2. Professional Learning.....	7
3. Increase Instructional Hours and Adoption of the Opportunity for an Enhanced High School Diploma	9
Additional QEC Recommendations.....	12
Appendix A – District Allocation of State Resources Portal.....	16
Appendix B – Nine Characteristics for High Performing Schools.....	20
Appendix C – The State Board of Education’s Approved Graduation Requirements.....	21
Appendix D – Teacher and Principal Evaluation Pilot Criteria Themes .....	22

# *Quality Education Council Report*

---

---

## **Acknowledgments**

The Quality Education Council would like to thank all of the staff and members from the following agencies, working groups, and committees who contributed to the Council's work.

**Education Opportunity Gap Oversight and Accountability Committee**

**Compensation Technical Working Group**

**Washington State Institute for Public Policy**

**House Office of Program Research**

**Senate Committee Services**

**Legislative Caucus Staff**

**Joint Task Force on Education Funding**

**Legislative Evaluation and Accountability Program Committee**

**Office of Financial Management**

**Office of the Governor**

**Professional Educator Standards Board**

**State Board of Education**

**Office of Superintendent of Public Instruction**

# Quality Education Council Report

---

---

## Introduction

### *Background to Washington State's Recent Education Reform*

Since the 2009 session of the Washington State Legislature, the passing of several historic K-12 education bills have set the stage for the current education reform underway. These bills include Engrossed Substitute House Bill 2261 (2009) which outlined a bold new system for state funding of basic education and created the Quality Education Council (QEC), an educational reform implementation and oversight body, to develop and implement it; Substitute House Bill 2776 (2010); Engrossed Substitute Senate Bill 6696 (2010); and Engrossed Substitute Senate Bill 5895 (2012).

#### *ESHB 2261 (2009)*

Engrossed Substitute House Bill 2261 was passed by the 2009 Legislature as the next step of an education reform effort, following on the heels of the Basic Education Finance Task Force and Washington Learns before that. ESHB 2261 redefines the state's "Program of Basic Education" and requires the definition to be fully implemented by 2018. The legislation implemented a new finance structure based on prototypical school with the goal of increasing transparency. The bill also makes provision to increase instructional hours, provide the opportunity for enhanced high school diploma requirements, add full-day kindergarten and highly capable education to the state's definition of basic education, and requires a new transportation funding formula.

In order to effectively implement and accomplish the goals of the legislation, several different working groups were created and existing entities tapped in order to provide both policy and technical recommendations to make the goals and fulfill the intent of the bill. The legislation created the Funding Formula Technical Working Group, the Data Governance and K-12 Financial Data Group, the Levies and Local Funds Work Group, and the Compensation Technical Working Group to develop and help implement details of the bill. These four groups are temporary working groups which report to both the Legislature and the QEC. An Early Learning Technical Working Group was created at the request of the Governor to develop a program of early learning for all children birth to five. Additionally, the State Board of Education was directed to continue their role in designing an accountability framework and the Professional Educator Standards Board was tapped to develop and adopt teacher performance standards.

The bill states that the purpose of the QEC is "to recommend and inform the ongoing implementation by the Legislature of an evolving program of basic education and the financing necessary to support such program." Statewide strategic recommendations are to be updated by the council every four years, with the intent of informing the Legislature and Governor's educational policy and funding decisions, identifying measurable goals and priorities for the state's educational system for a ten-year period, and enabling the state to continue to implement an evolving "Program of Basic Education."

#### *SHB 2776 (2010)*

Substitute House Bill 2776 (2010) authorized in statute the first steps of implementation for the new funding system created by ESHB 2261. Based on the work of the Funding Formula Technical Working Group and recommendations by this council, SHB 2776 provided baseline values for the prototypical school model which translated as closely as possible the funding levels of the 2009-2010 school year (adjusted for typical inflationary measures). This bill set specific implementation goals for full-day kindergarten; the reduction of class size for kindergarten through third grade; maintenance, supplies and operating costs; and pupil transportation.

# Quality Education Council Report

---

---

The bill also directed OSPI to create an internet-based portal that provides public access to the state's prototypical school funding model for basic education. The portal, scheduled to be released to the public in March 2013, will provide citizens the opportunity to view, for each local school building, the basic education staffing levels and other prototypical school funding elements of the funding formula compared to the actual staff deployed by the local school district. This tool provides the Legislature and citizens the ability to compare the state funded basic education staffing units to district allocation decisions for each local school building. A sample and instructions to access the portal are provided in Appendix A.

## *ESSB 6696 (2010) and ESSB 5895 (2012)*

Engrossed Substitute Senate Bill 6696 (2010) set in motion transformative change in four areas: more rigorous academic standards; improvements in teacher effectiveness and equity in teacher distribution; better use of data to drive improvement in student learning; and intervention in schools with persistently low student learning and graduation rates. The bill created the Joint Select Committee on Education Accountability to examine options and models for significant state action for school districts that have demonstrated a persistent lack of improvement after being identified as a required action district. ESSB 6696 established the state's responsibility to create a coherent and effective accountability framework for school and district improvement regardless of their federal Title I eligibility status. This bill assigned, in statute, to the State Board of Education (SBE) the responsibility and oversight for creating an accountability framework which provides a unified system of support for challenged schools that aligns with basic education, increases the level of support based on the level of need, and uses data for decisions.

Engrossed Substitute Senate Bill 5895 (2012) further established a more specific framework for the full implementation of the teacher and principal evaluation system with statewide adoption in the 2013-14 school year and full implementation by school year 2015-16.

## **2013 Recommendations**

The QEC, as the educational reform implementation and oversight body, has an ongoing responsibility to identify measurable goals and priorities for the education system, including the goals of basic education, and strategies for coordinating statewide efforts to eliminate the achievement gap and reduce student dropout rates.

This past year, the Washington Supreme Court ruled in *McCleary v. State* that the state has failed to meet its constitutional duty to fully fund basic education. The court identified the state has a promising plan for reform through ESHB 2261 and SHB 2776, which if fully funded would remedy the state funding deficiencies in the K-12 system. The *McCleary* decision brings basic education finance reform into sharper focus. The QEC's purpose and continued recommendations for the implementation of education finance reform remains unchanged as we continue forward with the same purpose.

In response to the *McCleary* decision, the 2012 Legislature created the Joint Select Committee on Article IX Litigation to facilitate communication with the Court on school funding legislation and other actions, advise and direct the attorneys who represent the Legislature, and to apprise the Legislature of communications from the Court. The 2012 Legislature also created the Joint Task Force on Education Funding to make recommendations for a reliable and dependable funding mechanism to support basic

# Quality Education Council Report

---

---

education programs. The QEC's 2013 recommendations to the Legislature recognize the work of these committees as well as the Joint Select Committee on Education Accountability and the Education Opportunity Gap Oversight and Accountability Committee by providing a broader point of view for recommendations for the state's educational system.

The QEC has identified three implementation criteria for making recommendations to the 2013 Legislature. These criteria ensure a research-based approach to the recommendations provided in this report:

- a. The 2012 McCleary v. State Supreme Court decision;
- b. Research demonstrating student achievement; and
- c. The Nine Characteristics of High Performing Schools. (The characteristics are provided in Appendix B.)

The QEC has identified three specific implementation recommendations for consideration of the 2013 Legislature:

1. SHB 2776 Statutory Requirements
2. Professional Learning
3. Increased Instructional Hours and the Opportunity for an Enhanced High School Diploma

Additionally, the QEC continues the prior year's recommendations in six major priority areas for implementing its basic education goals and fulfilling the education reforms adopted into statute by ESHB 2261, SHB 2776, ESSB 6696 and ESSB 5895. The education agencies, in collaboration with the Governor's office, should continue their work to identify specific outcomes and measurements in the priority areas two through six identified in this report.

In future reports, the QEC intends to utilize the state's new accountability system goals and targets as additional implementation criteria for making recommendations for education investments for the state.

More information regarding the Quality Education Council, including past reports, work groups and meeting documents are available at: [www.k12.wa.us/qec](http://www.k12.wa.us/qec).

## 1. Statutory Requirements of SHB 2776 (2010)

The 2013 Legislature should continue to support new funding for K-12 education, as provided under SHB 2776, including:

- a. Continued phase-in of full-day kindergarten (FDK) based on school poverty factors;
- b. Phase-in funding for additional teachers to support smaller class sizes in Grades kindergarten through 3 based on school poverty factors;
- c. Continued phase-in of the new pupil transportation funding formula; and
- d. Begin phase-in of the funding enhancements for the maintenance, supplies and operating costs (MSOC) allocation.

The QEC considers these four elements to be essential parts of an equitable school funding system, and the Legislature is encouraged to make investments sufficient to meet the legislative intent of SHB 2776. The QEC supports the phase-in schedule as recommended by the legislative Joint Task Force on Education Funding.

# Quality Education Council Report

---

---

Currently, the state provides FDK funding for 22% of the total kindergarten enrollment at 222 of the state's elementary schools. This state funding and any expected future increases are phased-in starting with schools with the highest rates of students receiving free and reduced lunch. OSPI has identified in a recent school district capacity survey to school districts that most school districts identified immediate capacity to accommodate state funded FDK at current class sizes. This study identified the need for additional classroom space at a projected cost of \$97 million for the implementation of FDK at current class sizes. Capital funding for additional kindergarten classrooms should be considered as FDK is phased- in.

The Washington State Institute for Public Policy (WSIPP) is expected to publish its updated analysis of class size change at each grade level in July 2013. The QEC expects to provide additional K-3 class size reduction recommendations to improve educational outcomes after evaluating the results of this study in its report to the 2014 Legislature.

The QEC recommends that the Legislature and education stakeholders educate and engage the public to build support for full funding of basic education, including these elements from SHB 2776.

SHB 2776 can be found online at: <http://apps.leg.wa.gov/documents/billdocs/2009-10/Pdf/Bills/Session%20Laws/House/2776-S.SL.pdf>.

OSPI's School District Capacity Report can be found online at: <http://k12.wa.us/LegisGov/Reports.aspx>

## 2. Professional Learning

Statewide reforms such as the Teacher and Principal Evaluation system, implementation of the Common Core State Standards (CCSS) and increased statewide accountability create a greater need for coordinated, focused and aligned professional learning. The QEC recognizes the need for professional learning for all educational staff to implement these statewide reforms and to improve educator outcomes by making the following recommendations to the 2013 Legislature:

- a. Direct OSPI to create and recommend to the Legislature a common definition for professional learning in partnership with the Professional Educator Standards Board, the Association of Educational Service Districts, and other stakeholders;
- b. Invest in up to 10 days of content-specific professional development outside of the 180-day school calendar so that educator development does not take away from the instructional hours of students by school year 2017-2018;
- c. Allocate mentors and instructional coaches in the basic education formula; and
- d. Provide continued statewide support for professional learning through the regional network of OSPI and the nine educational service districts.



# Quality Education Council Report

---

---

## *Common language for Professional Learning*

A clear definition of professional learning provides the basic and foundational vision that sets the course for how state, regional, and local educational leaders support educator development. A shared statewide definition creates a piece of critical infrastructure that will guide state, regional, and local policy and investments in professional development (content, structure, and providers) for all educators, which strong research shows will have a direct link to increased student performance.

## *Invest in up to 10 days of content-specific professional development outside of the 180 days of student instruction*

Current practice often involves taking school time away from students, through early release days or late arrival days, in order to provide time for educator professional development. The QEC recommends that the state include up to ten professional development days for certificated instructional staff in the definition of basic education to provide quality teacher professional development for improved student outcomes. School districts should be provided flexibility to schedule the professional development time as cumulative hours, instead of a count of days. State funded professional development should occur outside of the 180 days of student instruction. This change should eliminate the need for SBE instructional hour waivers as well as early release and late start days for professional development.

The QEC recommends beginning the investment of up to 10 days of professional development in school year 2013-2014 with one professional day for teacher training for the teacher and principal evaluation system; an additional half day should be made available for teachers evaluated using the comprehensive process. Full implementation for up to 10 professional development days are recommended to be incrementally phased-in by school year 2017-18.

## *Allocate mentors and instructional coaches in the basic education formula*

The roles of mentor teacher and instructional coach are essential activities for providing a basic education program and a state-funded obligation. The QEC recommends that funding for mentor teachers be provided as a needs-based allocation and instructional coaches be funded as a prototypical job category through the basic education funding formula.

The QEC recommends an allocation of 1.1 instructional coaches for each of the prototypical schools to be phased-in by school year 2017-18. Additionally, the QEC recommends to provide funding for mentor support at an average of 2.0 hours per week for first year and probationary teachers; 1.5 hours for second year teachers; and 1.0 hours for third year teachers with an average caseload of not greater than 15 novice teachers for a full-time mentor to be implemented by school year 2017-18.

## *Provide continued statewide support for professional learning through the regional network*

OSPI and the state's educational service districts (ESD) provide some regional support for professional learning. The QEC recommends building upon this model to create a more robust system to support educators at the local level. The state/ESD model provides a framework and resources to rollout statewide education reform initiatives in a coordinated and consistent manner. One successful example of this framework is the professional resources and training for the implementation of the CCSS provided to local educators by the regional Math and Science coordinators. The state can build on this model by providing this same regional support for English Language Arts.

# Quality Education Council Report

## 3. Increase Instructional Hours and Adoption of the Opportunity for an Enhanced High School Diploma

ESSB 2261 affirmed in statute that the program of basic education included the opportunity for students to develop the knowledge and skills necessary to meet graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship. To accomplish these outcomes, the bill provided an increase in instructional hours for Grades 7 through 12 and the opportunity for high school students to complete 24 credits.

The QEC recommends the 2013 Legislature should support the SBE career and college-ready graduation requirements (Appendix C) as an important step towards meeting the Basic Education Act's intent to prepare students for postsecondary education, employment, and citizenship beginning with the entering class of 2014 who will graduate in 2018. The QEC supports the Career & College Ready implementation proposal made by Representative Pat Sullivan (Joint Task Force on Education Funding 11/7/2012); the following recommendation details this plan.

Investments in the new career and college-ready graduation requirements should include the educational opportunity for all students to be career and college-ready at graduation and early intervention for struggling students. The QEC recommends the following:

- a. Additional teaching units to fund the increase in instructional hours for Grades 7 through 12;
- b. Additional staffing units for Family Involvement Coordinators at the elementary level and Guidance Counselors at the middle and high school levels; and
- c. Enhancements to the Learning Assistance Program (LAP) for all students and the Transitional Bilingual Instruction Program (TBIP) for Grades 7 through 12 to include transitional support for the first two years of recently exited students.

### *Increased Teaching Units*

The QEC recommends increasing the teaching units in the prototypical school formula by eight percent, which corresponds to the increase in instructional hours. This change can be accomplished through a lower-class size in the prototypical school formula.

**TABLE I: Recommended Class Size to Implement the Increased Instructional Hours**

Prototypical Class Size Values	Current Class Size	Recommended Class Size
Grades 7-8	28.53	26.42
Grades 9-12	28.74	26.61
Grades 7-8 CTE	26.57	24.60
Grades 9-12 CTE	26.57	24.60
Skills Centers	22.76	21.07

# Quality Education Council Report

## Increased Guidance Counselors and Family Involvement Coordinators

The QEC recommends increasing the Guidance Counselor allocation for the prototypical middle and high schools to accommodate the additional staff time required for the creation and update of the High School and Beyond Plan and the implementation of a Family Involvement Coordinator allocation at the elementary prototypical school.

**TABLE II: Recommended Increase for Guidance Counselors and Implementation of Family Involvement Coordinators**

Prototypical School Values	Current Staffing Units	Recommended Staffing Units
Elementary Family Involvement Coordinator	0.000	0.500
Middle School Guidance Counselor	1.116	1.616
High School Guidance Counselor	1.909	2.409

## Increased Categorical Funding

The QEC recommends additional support for LAP and TBIP to provide early intervention for struggling students. Even with the additional instructional hours, students will have limited opportunities to meet the increased graduation requirements, if they fall behind. Struggling students will need early intervention.

**TABLE III: Recommended Increase in Hours for LAP and TBIP**

Categorical Funding Values	Current Hours per Week	Recommended Hours per Week
LAP – All Grades	1.5156	1.516*
TBIP Levels 1-3 Grades 7-8	4.7780	6.0
TBIP Levels 1-3 Grades 9-12	4.7780	8.0
TBIP Level 4 – All Grades	0.0000	3.0

*\*The QEC will provide recommended funding values and target student outcomes after more research is available.*

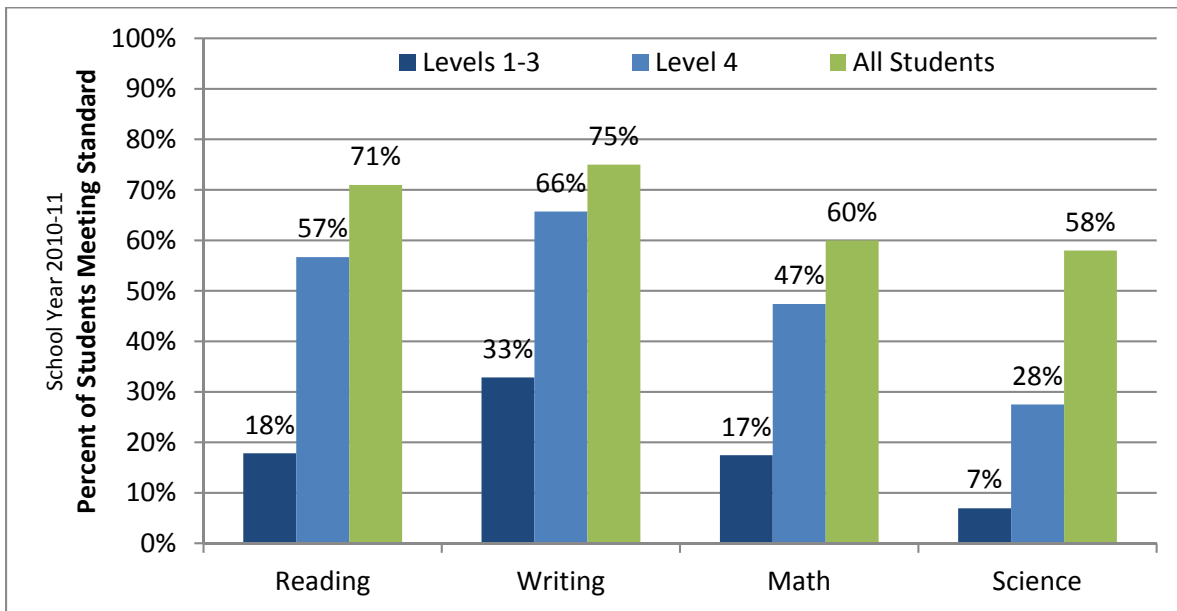
Additional support and intervention can be achieved by increasing the allocation of hours in the LAP funding formula tied to specific outcomes for student success in all grades. WSIPP recently conducted a study of LAP student outcomes, at the request of the QEC. This study found the current student-level data could not reliably identify students receiving LAP-funded services; therefore, the outcomes of these students could not be specifically tracked. OSPI has responded to this finding by modifying the student-level LAP data collection requirements. With this new data, WSIPP expects to provide with greater precision an analysis of the student outcomes by the close of 2015. The QEC intends to provide a

# Quality Education Council Report

recommendation for more specific LAP funding values and target student outcomes after more research is available. At this time, the Council does not recommend a specific value for LAP funding for increased graduation requirements but expects to have a recommendation in a future report.

English language learners will need additional TBIP support as well as transitional support after exiting the program. The TBIP funding formula should be increased to 6.0 hours per week for middle school students and 8.0 hours per week for high school students using special literacy instruction which provides a structured, direct instruction approach. The following chart shows the percent of TBIP students meeting the state standard on the state standard assessments as compared to all students. Even upon exit from TBIP, Level 4 students still show a need for additional support to achieve academically at that same level as all students. Transitional support for students successfully exiting TBIP should be provided at 3.0 hours per week for the first two years after exit.

**FIGURE I: Percentage of TBIP Students Meeting State Standard as Compared to All Students**



The QEC notes the increased values for the Prototypical School Funding Formula, as stated above, are an incremental step towards the full funding of the recommended values for class size, guidance counselors, family involvement coordinators, and categorical programs made by the QEC in its past legislative reports.

# Quality Education Council Report

---

---

## Additional QEC Recommendations

### *Priority Area 1: Make Progress Toward Ample Funding for Basic Education*

1. The 2013 Legislature is urged to take action in fully-funding basic education for Washington State public schools. While elements within the K-12 system have historically been referred to as basic or non-basic education, the QEC considers many “non-basic” education programs to be essential for providing critical services to students – particularly funds for levy equalization, high quality early learning for low-income students, STEM programs, and professional development. The state’s Supreme Court has further upheld that any reductions in funding for education should be part of a change in policy for the basic education of students.

### *Priority Area 2: Provide Students the Opportunity to Graduate Prepared for Postsecondary Education, Employment, and Citizenship*

2. The Legislature should direct OSPI to provide technical assistance to districts and schools to help them develop strategies to reduce dropouts and increase their extended graduation rates. This assistance may be provided by OSPI’s District and School Improvement programs, through the Pay for Actual Student Success (PASS) program, or where otherwise allowed by funding sources.

Information on OSPI’s District and School Improvement Program and supports currently provided to school districts can be found online at: [www.k12.wa.us/StudentAndSchoolSuccess/default.aspx](http://www.k12.wa.us/StudentAndSchoolSuccess/default.aspx).

3. The Legislature should continue to support state and regional coordination for the Common Core State Standards (CCSS) by continuing to fund the Math and Science Regional Coordinators and to provide funding to provide English Language Arts Regional Coordinators.

In 2009, Governor Gregoire and State Superintendent Dorn signed an agreement joining the governors and the chief state school officers from 48 states to develop a common core of state standards in English language arts and mathematics. ESSB 6696 authorized the Superintendent of Public Instruction to revise the essential academic learning requirements by adopting a common set of standards based on those developed by the multi-state consortium. The Superintendent formally adopted the CCSS for English language arts and mathematics July 2011.

The adoption of the CCSS represents a significant change in focus, depth, and integration of reading and writing starting in kindergarten and within and across subject areas. The CCSS offer schools, teachers, students and parents clear, understandable, and consistent standards in math and English language arts. These standards are internationally competitive and evidence-based. Washington is one of 40 states to adopt the Common Core. Having a common set of mathematics and English Language Arts standards provides efficiencies for students, teachers, and funding. This recommendation is also made as part of the statewide support for professional learning through a regional network in Section 2: Professional Learning of this report.

4. The Legislature should direct OSPI and dedicate funding to provide a statewide system of accountability ensuring student achievement at the state’s lowest performing schools, regardless of the schools Federal Title I eligibility status, using the revised Achievement Index and statewide accountability framework developed by the State Board of Education (SBE). Furthermore, the

# Quality Education Council Report

---

---

Legislature should direct OSPI to develop capacity in data informed decision processes that will assist schools, principals and teachers in the knowledge, skills and abilities needed to identify, access, interpret and use data to improve instruction.

The QEC recommends the Legislature to follow through on implementation of ESSB 6696 (2010), which established the initial framework for a state accountability system. The Council recommends that the Legislature not rely upon federal funding exclusively for the purpose of supporting school improvement activities in our lowest performing schools. Instead, the state should also invest in state school improvement grants which provide a unified and evidence-based set of services to all schools, regardless of whether those schools are eligible for federal Title I services or not. The Council also recommends modifying the accountability structure to incorporate the new requirements of the ESEA flexibility waiver, including incorporation of the revised Achievement Index as the means by which low-performing schools and Required Action Districts are identified.

### *Priority Area 3: Close the Opportunity Gap for Disadvantaged Students and Students of Color*

5. The Legislature should support the strengthening of the Highly Capable Program to ensure that all students have equal access to it, consistent with the recommendations of the Highly Capable Program Technical Working Group:
  - a. The Legislature should adopt a new and uniform definition of Highly Capable Program students, as provided in the Technical Working Group report to the Legislature; and
  - b. The Legislature should direct OSPI to create a common and consistent identification process for Highly Capable Program students.
  - c. The Legislature should direct OSPI to create rules that allow flexibility for small school districts to implement highly capable programs until the full funding recommendations of the QEC can be adopted by the Legislature.

The Highly Capable Workgroup report can be found online at:

[www.k12.wa.us/legisgov/reports.aspx](http://www.k12.wa.us/legisgov/reports.aspx).

6. The Legislature should support the strengthening of the Learning Assistance Program (LAP) based on recommendations of the LAP Working Group:
  - a. The Legislature should allow LAP funds to be used for assistance to students in science, and to extend credit retrieval from Grades 11 through 12 to Grades 9 through 12.

The LAP Working Group report can be found online at [www.k12.wa.us/qec/adhocworkgroups.aspx](http://www.k12.wa.us/qec/adhocworkgroups.aspx).

7. The Legislature should support the recruitment, development, placement, and retention of educators who are culturally competent and possess skills and competencies in language acquisition. The Legislature should provide support for programs that encourage diverse populations to become teachers.
8. The Legislature should continue to support the development of strong partnerships between schools, students, families, and communities to deliver personal and differentiated instruction.

In SHB 2776, the Legislature established a staffing category entitled the Parent Involvement Coordinator. While no funding was identified for this position in the prototypical school model, the

# Quality Education Council Report

---

---

Legislature recognized that parent and family involvement is a key element in the basic education of students, and used this category as a placeholder for future investments.

The Legislature should replace the staffing category “Parent Involvement Coordinator” with “Family Involvement Coordinator” in the prototypical school model to more accurately reflect the intended role and activities of this position. The family involvement coordinator is intended be an integral part of the guidance and counseling team and play a leadership role in the school improvement planning process to ensure that families’ voices are represented in the strategic planning process.

## *Priority Area 4: Support and Strengthen Education Professionals*

9. The Legislature should maintain support for implementation of revised teacher and principal evaluation systems and provide funding support for the professional development program for principals, administrators, and teachers. Support for teacher evaluations is also recommended as a first step to implementing up to 10 days of content-specific professional learning in Section 2: Professional Learning of this report.

ESSB 6696 (2010) established dramatic changes to the teacher and principal evaluation system, and initiated the development, pilot testing, and implementation of a new evaluation system. ESSB 5895 (2012) further established specific criteria for the evaluation system, with statewide adoption in the 2013-14 school year and full implementation by 2016. These bills require the following:

- a. Implementation of the pilot with grant recipient school districts;
- b. Development of a four-tiered rating system based on the eight classroom teacher and nine principal competencies;
- c. Identification of three preferred instructional frameworks and three leadership frameworks;
- d. Adoption of new evaluation systems by all school districts in the 2013-14 school year and full implementation by 2016;
- e. Extension of provisional status for new teachers; and
- f. Requirement that school districts report educator data based on the current evaluation criteria starting in the 2010-11 school year.

Appendix D provides an overview of the evaluation criteria themes incorporated into the teacher and principal evaluation system. Further more information on Teacher and Principal Evaluation Pilot can be found online at: [www.k12.wa.us/Edleg/TPEP/default.aspx](http://www.k12.wa.us/Edleg/TPEP/default.aspx).

## *Priority Area 5: Support Improvements in Math and Science*

10. The Legislature should ensure excellence in science, technology, engineering and math (STEM) by adopting the following recommendations of the STEM Working Group:
  - a. Maintain support for innovative middle school CTE programs focused on STEM and professional development support for science, technology, engineering and math educators; and
  - b. Encourage and support partnerships with the business community to develop and continue innovative STEM programs.

The STEM Working Group report can be found online at: [www.k12.wa.us/legisgov/reports.aspx](http://www.k12.wa.us/legisgov/reports.aspx).

# Quality Education Council Report

---

---

## Priority Area 6: Invest in Early Learning

11. The Legislature should continue the phase-in of new funding to K-12 education, as provided under SHB 2776, including continued phase-in of full-day kindergarten based on school poverty factors.

In 2007, the Washington State Legislature responded to the recommendations of the Washington Learns Commission by passing SB 5841, which funds voluntary full-day kindergarten. Funding appropriated was sufficient to support full-day kindergarten to reach 10% of schools each year with the goal of all schools being funded in ten years.

Since that time, funding has been appropriated by the Legislature sufficient to support full-day kindergarten for 22% of the state's students. The highest poverty schools in the state are eligible for the funding. The 2010 passage of SHB 2776 called for phasing in enhancements to the baseline funding levels of 2009-10 in the 2011-13 biennium, with all schools receiving funding by 2018. The phase-in of funding is based on student poverty within schools, so that schools with the highest percentage of students qualifying for free and reduced lunches are eligible for the funding first. The QEC recommends accelerating the phase-in for full-day kindergarten with a target for full implementation by the 2015-16 school year.

Information regarding State funded full-day kindergarten and current schools funded can be found online at [www.k12.wa.us/earlylearning/fulldaykindergartenresearch.aspx](http://www.k12.wa.us/earlylearning/fulldaykindergartenresearch.aspx).

12. The Legislature should continue investments in early learning, specifically through its commitment to the Early Childhood Education Assistance Program (ECEAP) for at-risk 3- and 4-year olds. These investments will allow all students to enter kindergarten "healthy, capable, and confident and ready to succeed in school and life."

In addition, the Department of Early Learning and the Office of Superintendent of Public Instruction should continue to partner with higher education, utilizing federal funds to create and maintain a P-20 longitudinal data system.

Information regarding the Department of Early Learning Programs, including ECEAP, can be found online at: [www.del.wa.gov/](http://www.del.wa.gov/).



### **Appendix A – District Allocation of State Resources Portal**

SHB 2776 directed OSPI to create an internet-based portal that provides public access to the state's prototypical school funding model for basic education. The portal, scheduled to be released to the public in March 2013, will provide citizens the opportunity to view, for each local school building, the basic education staffing levels and other prototypical school funding elements of the prototypical school funding formula compared to the actual staff deployed by the local school district. This tool provides the Legislature and citizens the ability to compare the state funded basic education staffing units to district allocation decisions for each local school building.

The following are samples of the reports at both the school district level and the school building level.

Individual reports for each school district will be available beginning March 2013 at OSPI's website:  
<http://www.k12.wa.us/safs/INS/2776/2776.asp>

# Quality Education Council Appendix A

## Example A: District Level Report

### District Level Reported Staffing and Salary Information

Select a school district using dropdown list:

Apple Valley School District

District Name: Apple Valley School District

District No.: 40102

#### School Enrollment Information

Total Enrollment	2,310	CTE	163	Skills Center	396
Highly Capable	120	LAP	95	Transitional Bilingual	98

#### School Level Staffing

Staffing	State Allocation	Actual Staff FTE	Students per Actual FTE	State Funded Base Salaries	Actual Base Salaries	Actual Total Salary	Cost per student
Teachers	91.42	98.80	23.39	\$4,760,938	\$5,137,215	\$5,435,677	\$2,352
Librarian/Media Specialist	2.95	1.00	2,310.97	\$153,629	\$62,955	\$72,726	\$31
Counselor	4.01	4.20	550.23	\$208,831	\$241,662	\$265,824	\$115
Health and Social Services	0.58	1.00	2,310.97	\$30,205	\$36,060	\$42,984	\$19
Instructional Aides	4.09	1.67	1,387.14	\$128,522	\$50,434	\$50,434	\$22
School Office/Other Support	11.00	14.25	162.17	\$345,657	\$527,550	\$527,550	\$228
Student and Staff Security	0.44	-	-	\$13,826	\$0	\$0	\$0
Custodians	9.31	15.28	151.20	\$292,552	\$505,568	\$505,568	\$219
Parent Involvement Coordinator	-	-	-	\$0	\$0	\$0	\$0
Principal/School Admin	6.60	7.00	330.14	\$371,226	\$635,164	\$646,236	\$280
<b>Small School Bonus Units</b>	<b>State Allocation</b>			<b>State Funded Base Salaries</b>			
Certificated Instructors	1.53			\$82,580			
<b>MSOC</b>				<b>State Funded</b>		<b>Actual Cost</b>	<b>Cost per student</b>
Maintenance, Supplies, and Operating Costs (Basic Ed)				\$1,150,532		\$2,479,722	\$1,073

#### District Level Staffing

Staffing	State Allocation	Actual Staff FTE	Students per Actual FTE	State Funded Base Salaries	Actual Base Salaries	Actual Total Salary	Cost per student
<b>Districtwide Support</b>							
Technology	1.33	3.00	770.32	\$41,793	\$129,084	\$129,084	\$56
Facilities, Maintenance, Grounds	3.85	5.00	462.19	\$120,980	\$215,694	\$215,694	\$93
Warehouse, Laborers, Mechanics	0.70	-	-	\$21,996	\$0	\$0	\$0
<b>Central Admin</b>							
Certificated Administration	1.62	1.50	1,351.96	\$96,104	\$182,128	\$182,128	\$90
Classified	4.74	7.16	283.27	\$150,007	\$411,754	\$413,182	\$204
<b>Small School Bonus Units</b>	<b>Staffing Allocation</b>			<b>State Funded Base Salaries</b>			
Certificated Administration	0.19			\$11,449			
Classified	0.60			\$18,830			

#### Career and Technical Education

Staffing	State Allocation	Actual Staff FTE	Students per Actual FTE	State Funded Base Salaries	Actual Base Salaries	Actual Total Salary	Cost per student
Teachers	7.36	6.79	24.00	\$383,291	\$317,716	\$362,640	\$2,225
Other Certificated Support	0.33	-	-	\$17,186	\$0	\$0	\$0
Classified	2.77	0.17	942.20	\$87,043	\$6,138	\$6,138	\$38
Certificated Admin & Support	0.67	-	-	\$37,685	\$0	\$16,901	\$104
<b>MSOC</b>				<b>State Funded</b>		<b>Actual Cost</b>	<b>Cost per student</b>
Maintenance, Supplies, and Operating Costs (Career & Technical Education)				\$217,480		\$193,844	\$1,189

# Quality Education Council Appendix A

## District Level Reported Staffing and Salary Information

### Skill Centers

Staffing	State Allocation	Actual Staff FTE	Students per Actual FTE	State Funded Base Salaries	Actual Base Salaries	Actual Total Salary	Cost per student
Teachers	20.88	15.50	25.55	\$1,127,434	\$774,398	\$881,670	\$2,227
Other Certificated Support	0.94	1.00	395.98	\$50,756	\$59,098	\$66,634	\$168
Classified	6.73	5.21	75.96	\$210,377	\$193,185	\$201,890	\$510
Certificated Admin & Support	1.90	2.93	135.24	\$106,868	\$253,863	\$276,752	\$699

### MSOC

Maintenance, Supplies, and Operating Costs (Skills Center)	State Funded	Actual Cost	Cost per student
	\$469,699	\$865,255	\$2,185

### Categorical Programs

Learning Assistance Program	State Allocation	Actual Staff FTE	Students per Actual FTE	State Funded Base Salaries	Actual Base Salaries	Actual Total Salary	Cost per student
Teachers	2.49	1.80	52.78	\$129,673	\$104,461	\$109,861	\$1,156
Other Certificated Support	-	-	-	\$0	\$0	\$0	\$0
Classified	-	0.52	182.69	\$0	\$14,764	\$14,764	\$155
Certificated Administration	-	-	-	\$0	\$0	\$0	\$0

Transitional Bilingual Instruction	State Allocation	Actual Staff FTE	Students per Actual FTE	State Funded Base Salaries	Actual Base Salaries	Actual Total Salary	Cost per student
Teachers	1.25	1.00	98.44	\$65,097	\$62,955	\$66,104	\$671
Other Certificated Support	-	-	-	\$0	\$0	\$0	\$0
Classified	-	-	-	\$0	\$0	\$0	\$0
Certificated Administration	-	-	-	\$0	\$0	\$0	\$0

Highly Capable Program	State Allocation	Actual Staff FTE	Students per Actual FTE	State Funded Base Salaries	Actual Base Salaries	Actual Total Salary	Cost per student
Teachers	0.31	0.45	264.90	\$16,144	\$24,535	\$25,567	\$213
Other Certificated Support	-	-	-	\$0	\$0	\$0	\$0
Classified	-	-	-	\$0	\$0	\$0	\$0
Certificated Administration	-	-	-	\$0	\$0	\$0	\$0

### Other

Other	State Allocation	Actual Staff FTE	Students per Actual FTE	State Funded Base Salaries	Actual Base Salaries	Actual Total Salary	Cost per student
Certificated Instructional	-	1.00	2,310.97	\$0	\$84,504	\$234,949	\$102
Certificated Administrative	-	-	-	\$0	\$0	\$0	\$0
Classified	-	-	-	\$0	\$0	\$70,454	\$30
Other	-	-	-	\$0	\$0	\$0	\$0

#### Data Sources:

Staff and Salary Information: Personnel Summary Report 2011-12 <http://www.k12.wa.us/safs/PUB/PER/1112/ps.asp>

Student Information: OSPI School Report Card <http://reportcard.ospi.k12.wa.us/DataDownload.aspx>

Other costs: Financial Reporting Summary 2010-11 <http://www.k12.wa.us/safs/PUB/FIN/1011/fs.asp>

FTE: Full Time Equivalent. The number of total hours worked divided by the maximum number of compensable hours in a work year. An FTE of 1.0 means that the person is equivalent to a full-time worker, while an FTE of 0.5 signals that the worker is only half-time. An FTE of 0.5 could also signal that the person worked full-time for half of the year.

# Quality Education Council Appendix A

## Example B: School Building Level Report

### School Level Reported Staffing and Salary Information

Select a school district using dropdown list:

Apple Valley School District

District Name: Apple Valley School District

District No.: 40102

Select a school using dropdown list:

Braeburn Elementary School

School Name: Braeburn Elementary School  
School Level: Elementary School

School No.: 8002  
Grade Span: K-5

Total Enrollment: 139

#### School Level Staffing

Staffing	State Allocation	Actual Staff FTE	Students per Actual FTE	State Funded Base Salaries	Actual Base Salaries	Actual Total Salaries	Cost per student
Teachers	5.81	6.50	21.39	\$301,932	\$369,266	\$400,386	\$2,657
Librarian/Media Specialist	0.22	0.30	463.33	\$11,233	\$18,084	\$19,591	\$130
Counselor	0.16	0.20	695.00	\$8,373	\$9,147	\$9,859	\$66
Health and Social Services	0.05	-	-	\$2,340	\$0	\$0	\$0
Teaching Assistance	0.31	0.50	276.89	\$9,534	\$14,735	\$14,735	\$106
School Office/Other Support	0.66	1.13	122.79	\$20,538	\$39,431	\$39,431	\$284
Student and Staff Security	0.03	-	-	\$813	\$0	\$0	\$0
Custodians	0.54	0.92	150.43	\$16,911	\$29,270	\$29,270	\$211
Parent Involvement Coordinator	-	-	-	\$0	\$0	\$0	\$0
Principal/School Admin	0.41	0.50	278.00	\$23,121	\$47,137	\$50,164	\$339

#### Other

Other	State Allocation	Actual Staff FTE	Students per Actual FTE	State Funded Base Salaries	Actual Base Salaries	Actual Total Salaries	Cost per student
Certificated Instructional Staff		-	-		\$0	\$0	\$0
Classified		-	-		\$0	\$0	\$0
Certificated Administration		-	-		\$0	\$0	\$0

#### Data Sources:

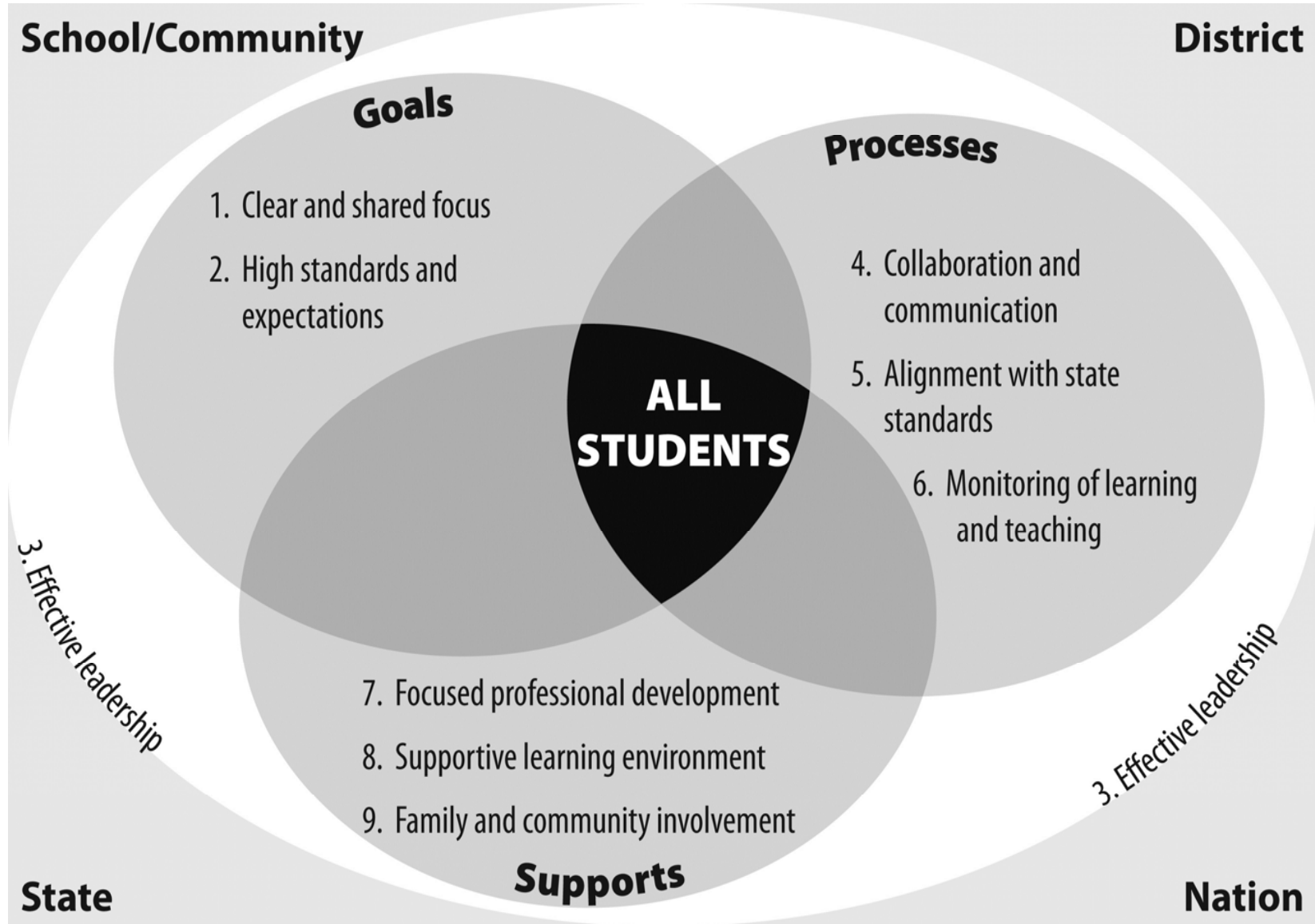
Staff and Salary Information: Personnel Summary Report 2011-12 <http://www.k12.wa.us/safs/PUB/PER/1112/ps.asp>

Student Information: OSPI School Report Card <http://reportcard.ospi.k12.wa.us/DataDownload.aspx>

Other costs: Financial Reporting Summary 2010-11 <http://www.k12.wa.us/safs/PUB/FIN/1011/fs.asp>

FTE: Full Time Equivalent. The number of total hours worked divided by the maximum number of compensable hours in a work year. An FTE of 1.0 means that the person is equivalent to a full-time worker, while an FTE of 0.5 signals that the worker is only half-time. An FTE of 0.5 could also signal that the person worked full-time for half of the year.

Appendix B – Nine Characteristics for High Performing Schools



### Appendix C – The State Board of Education’s Approved Graduation Requirements

ESSB 2261 affirmed in statute that the program of basic education included the opportunity for students to develop the knowledge and skills necessary to meet graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship. To accomplish these outcomes, the bill provided an increase in instructional hours for Grades 7 through 12 and the opportunity for high school students to complete 24 credits, only if formally authorized and funded by the Legislature.

The SBE has worked with stakeholders to develop College and Career Ready Graduation Requirements, shown in the table below as the proposed state requirement. The SBE has adopted the graduation requirements that were determined to have no fiscal impact for the graduation class of 2016: additional one credit of English and half a credit of Social Studies.

Students begin planning for the College and Career Ready Graduation Requirement at the end of 8<sup>th</sup> grade by exploring their interests and options with the creation of their High School and Beyond Plan (HSBP). All students are enrolled in a common career and college program of study, one that prepares them for all options after high school, unless they substitute courses according to their HSBP in order to pursue a particular career or education goal. The common pathway requirements will keep all post high school options open for students by aligning with the Washington Student Achievement Council’s minimum admission requirements for four-year public Washington colleges.

Subject	Requirement for Class of 2013	Requirement for Class of 2016	Proposed Requirement
English	3	4	4
Math	3	3	3
Science (without lab)	1	1	1
Science (with lab)	1	1	2
Social Studies	2.5	3	3
Arts	1	1	2*
World Language	0	0	2*
Health and Fitness	2	2	2
Occupational Education	1	1	1
Career Concentration	0	0	2*
Electives	5.5	4	2*
<b>Total Credits</b>	<b>20</b>	<b>20</b>	<b>24**</b>

\*Flexible Requirements – 1 arts credit, 2 world language credits, 2 career concentration credits and electives may be substituted according to a student’s HSBP.

\*\*Up to two credits can be waived locally for students who have attempted 24 credits.

Shading indicates a change from the previous requirements.

Appendix D – Teacher and Principal Evaluation Pilot Criteria Themes



# TPEP Criteria Themes

