



House Bill 1209: Education Reform in Washington

Presentation to the
Basic Education Task Force

Robert Butts, OSPI
bob.butts@k12.wa.us

October 22, 2007



Presentation Goals

Task Force members will:

- Understand the context and the components of the GCERF recommendations and HB 1209
- Understand that the act significantly increased the expectations of the public school system for many students
- Be able to use the information to inform and add value to your work



A Convergence of Ideas

- HB 1209, and subsequent work, was motivated by a number of different objectives
 - The changing world economy
 - The book: “High Skills or Low Wages”
 - Business/Governor “Education Summits”
 - Boeing, other major Washington employers
 - Educators who sought improvements in student learning
 - Advocates for poor and low-achieving students
 - Curriculum directors and other educators
 - “Outcome-based” education proponents
 - Standards-based and “authentic” assessment advocates
 - Parents and community advocates



It took Four Years, plus...

- Initial legislation introduced in 1990
- Reintroduced in 1991
 - Statewide Teacher Strike
 - Conference Committee met
 - Failed to pass in Special Session
 - Governor creates Gov's Council on Education Reform and Funding (GCERF)
- SB 5953 passes in 1992
 - Created Commission on Student Learning
 - Required standards, assessments, and graduation requirement
- HB 1209 passes in 1993
 - Modifies SB 5953
 - Incorporates GCERF recommendations



The Governor's Council

- Chaired by Governor Gardner
- Included:
 - Major leaders of Senate/House
 - Boeing, Puget Power and other CEOs/business leaders
 - Educator Leaders
- Met for 18 months
- Assisted by national consultants
- Produced “Putting Children First: Improving Student Performance in Washington State”



What were the Big Ideas?

“The system itself needs to be rebuilt”

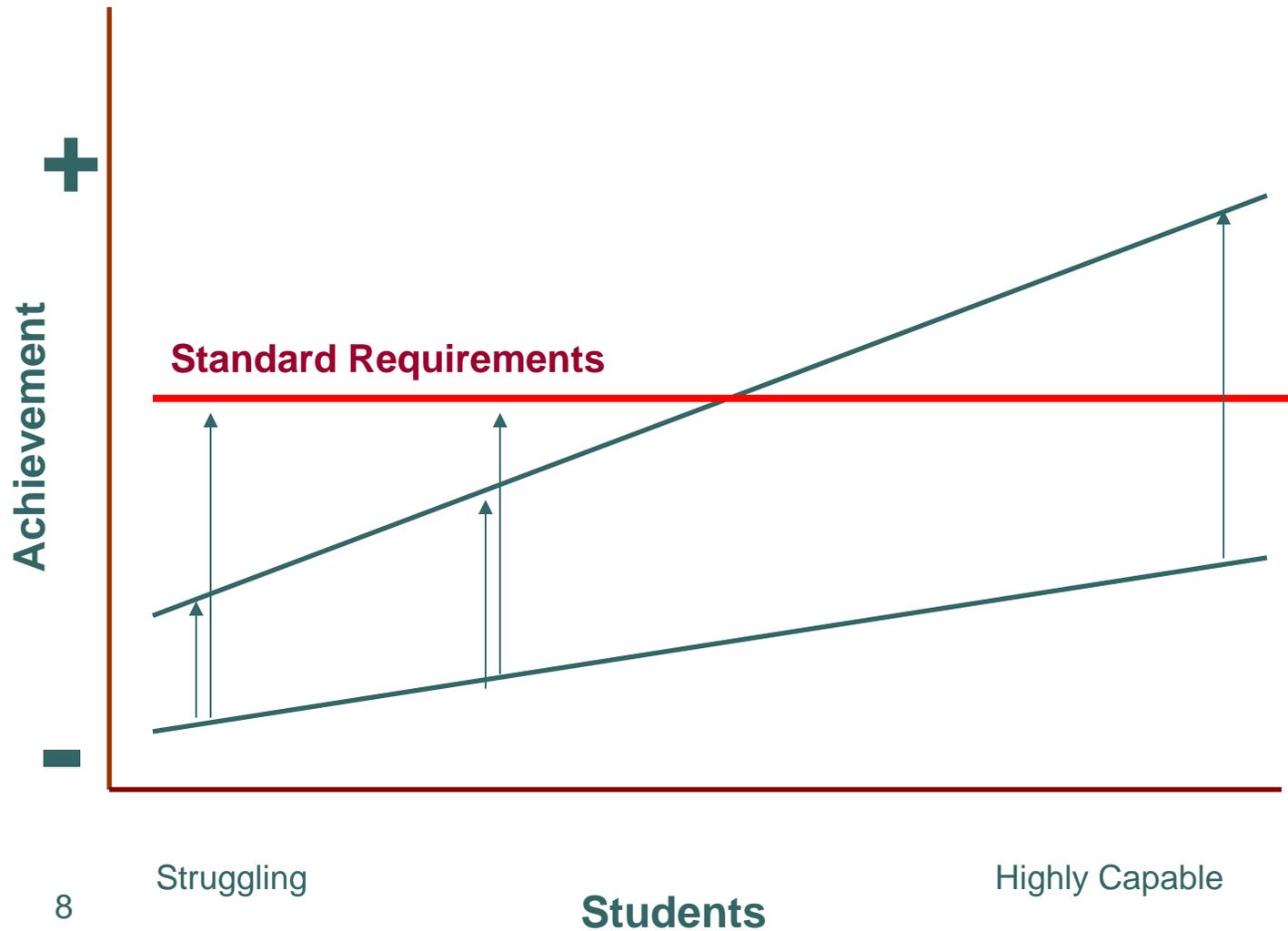
- Have clear standards that are regularly assessed
 - The standards are constant: Time is the variable
- Lift the regulatory burden
- Substantially increase professional development
- Hold schools and students accountable for results
- Move to an “ample, flexible, stable, equitable, simple, and accountable” funding system



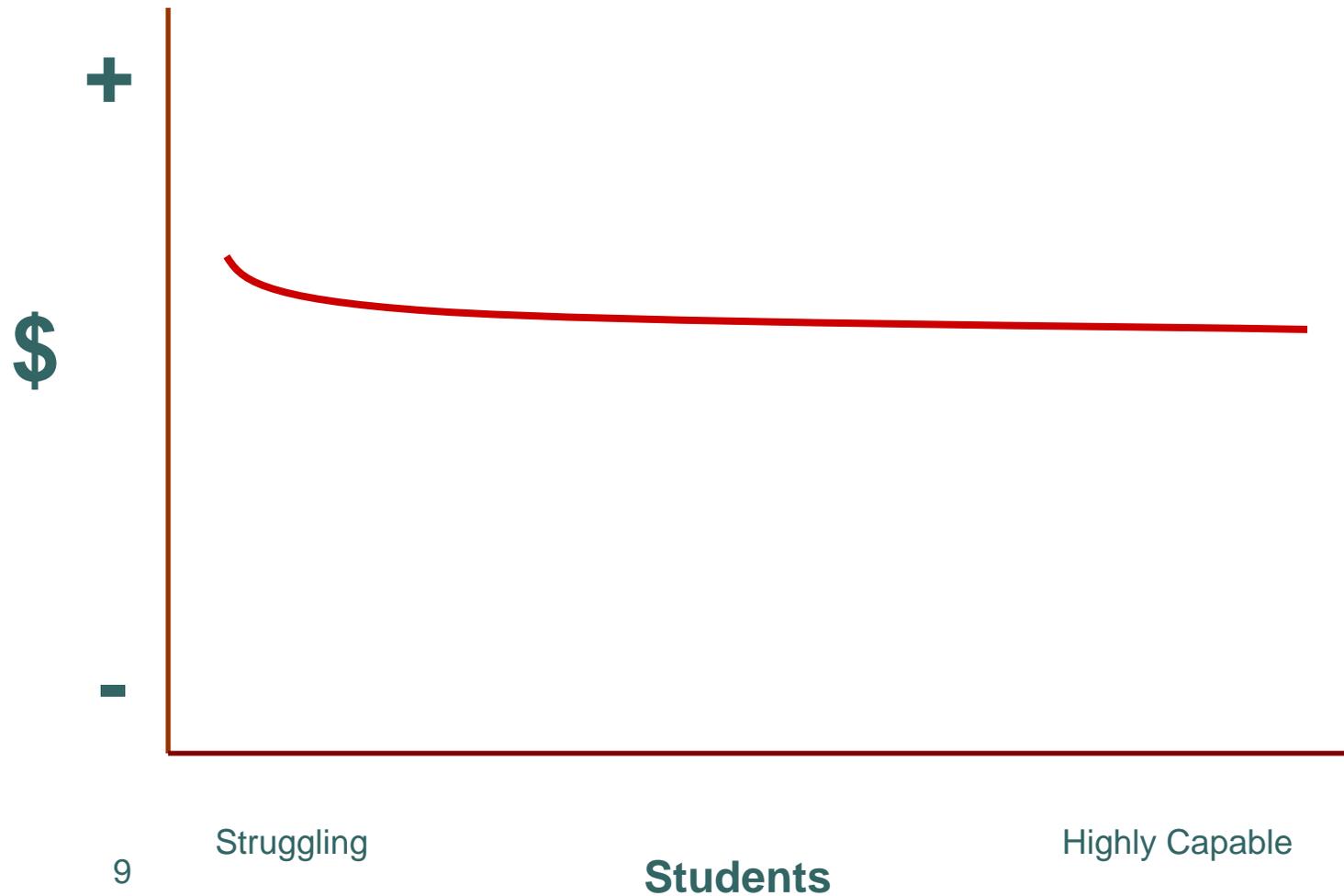
Perhaps the Biggest Idea

- Expecting “all” students to meet statewide learning targets
 - “One-year’s growth” was NOT good enough: All students must meet specified standards
 - Delivering instruction and then grading on “the curve” was not acceptable
- This will require educators to redesign schools and use teaching strategies to reach all students

One-year's Growth vs. Meeting Standards

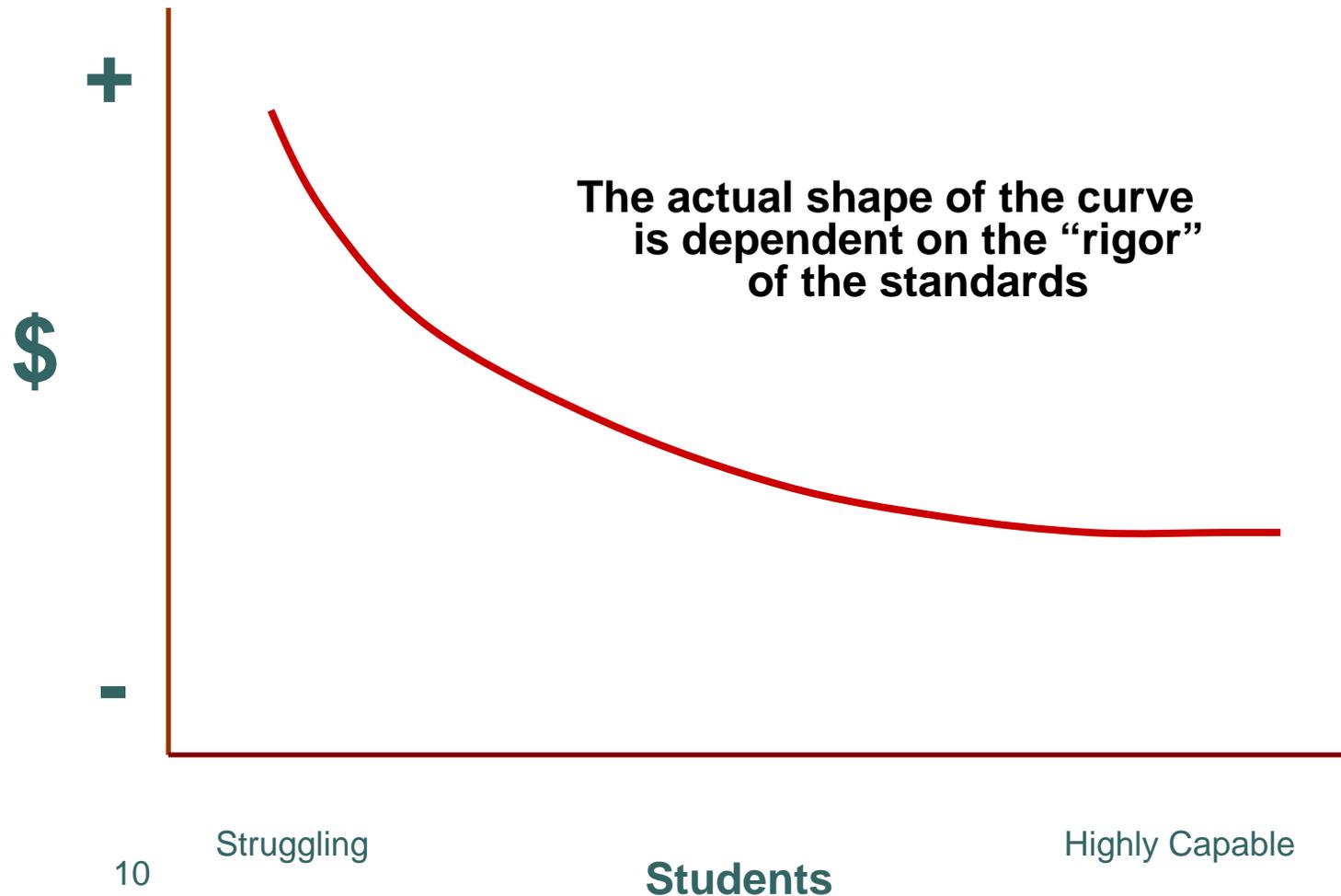


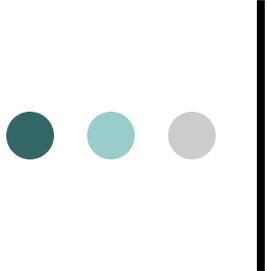
What does it cost to get One-year's Growth?



What does it cost to get students to Standards?

(Attract/retain quality teachers, professional development, targeted instruction, time-on-task, student support systems, data-analysis, etc.)





Major Components of the Recommendations

- Student Learning Goals and “Essential Academic Learning Requirements”
- Student Assessments
- Deregulation/decentralization
- Time for planning and professional development
- School and district accountability based on student achievement
- New funding system to be adopted by the Legislature beginning in 1997-98 school year



Assessment System

- Developed by the Commission on Student Learning
- Assessments in elementary, middle, and high school grades
- System to include a variety of assessment tools, including performance-based assessments
- Purpose:
 - Instructional feedback
 - Student benchmarks and graduation
 - System accountability



Certificate of Mastery

(Now known as the Certificate of Academic Achievement)

- Awarded when high school assessments are completed
- Obtained at about age 16
- Required for graduation, but not the only requirement
- Implemented as a graduation requirement only after the State Board determines assessments are reliable and valid



Decentralization and Deregulation

- Districts to have a policy on involving school staff and parents in instructional decisions
 - Attached to extra days – subsequently repealed
- School Board powers broadened
- Several “Basic Education” program requirements repealed
 - What must be taught in which grades
 - Teacher contact time (25 hours/week)
- Legislature to repeal laws that inhibited student learning
 - However, very few laws were repealed
- Schools allowed to get waivers based on “restructuring plans”



Accountability

Pre - HB 1209

- **Norm-referenced tests**
Grades 4 and 8, results not widely shared
- **11th grade norm-reference/
Washington Pre-College Test**
- **SAT/ACT/College Placement
Tests**
- **National Assessment of
Educational Progress (NAEP)**
Results not widely shared

Post - HB 1209

- **Standard-based assessments**
Grades 3, 4, 5, 6, 7, 8, 10
- **School reports to parents**
- **School/District report card and
extensive data on the Web**
- **NCLB Accountability**
- **School/District Improvement
Assistance**
- **SAT/ACT/College Placement
Tests**
- **National Assessment of
Educational Progress (NAEP)**



Funding

GCERF Recommendation

- **Standards/Assessments:** \$8M
- **Professional Dev/Planning**
5 Days '93-94. 10 Days thereafter
- **Mentor Teacher Program**
\$20 million/year
- **School Rewards, Assistance, and "Consequences" Account**
\$60 million/year
- **Revise the funding formula by '97-98**

Funded by the Legislature

\$10M in FY 08

3 days initially funded. Reduced to 2 days in later years. Math/Science days provided.

\$2.3M in FY 08

\$4M in FY 08

Some progress made...



Post-HB 1209 Developments

- No Child Left Behind “accountability”
- A+ Commission accountability recommendations
 - Assistance/performance contracts funded
 - Intervention prohibited
- Some funds provided for extended learning
 - Promoting Academic Success
 - Learning Assistance funding
- I-728 funds for class size reduction, professional development, extended learning
 - Ramp-up was postponed
 - Currently \$450/ student
- Implementation of the CAA/CIA graduation requirements
- Legal requirements/budget provisos are more complex
- Learning has increased for many students
- Work continues on an “ample, flexible, stable, equitable, simple, and accountable” funding system