

**Legislation Related to Task Force Topics
2014 Legislative Session**

	Testimony in Support ¹	Testimony with Concerns/Opposition
<p>Senate Bill 6044 (Litzow) Senate Ed²</p> <ul style="list-style-type: none"> • The Office of the Superintendent of Public Instruction (OSPI) in consultation with one or more technical work groups must develop curriculum frameworks for a selected list of career training education (CTE) courses whose content in science, technology, engineering, and mathematics (STEM) is considered equivalent to science and math courses that meet high school graduation requirements. • The course content must be aligned with state learning standards and industry standards. • School districts must ensure that high school students have an opportunity to access the CTE courses in math and science for which the district grants equivalency credit. 	<ul style="list-style-type: none"> ▪ STEM education is important for a college career. ▪ There is not just one way for students to learn in high school. ▪ A concrete step toward more flexibility for students. ▪ Only 101 of 295 school districts have a list of CTE course equivalencies in place. 	<ul style="list-style-type: none"> ▪ The waiver process should be streamlined and not as rigorous as the normal process for obtaining a waiver from the State Board of Education (SBE). ▪ Expand to include art and art history classes. ▪ The language should be amended so school boards do not need to ensure access to CTE courses offsite. ▪ The reference to the state essential learning requirements should refer to Common Core requirements and the Next Generation Science Standards.

¹ Reflects staff summary of public testimony on bills in public hearings. May not reflect the final version of the bill or amendments made during the progress of a bill.

² Reflects the "highest status" reached by the bill during the session in which it was introduced.

		Testimony in Support	Testimony with Concerns/Opposition
<p>Engrossed Second Substitute Senate Bill 6552 (Rolfes)</p>	<p>Became Law</p>	<ul style="list-style-type: none"> ▪ The 24 credit diploma puts out state on par with other global challenge states. ▪ Washington has some of the highest remediation rates for students attending community colleges. ▪ Students coming out of high school should be career and college ready. ▪ Flexibility for the calculation of instructional hours, while still preserving the outcome of improved post-secondary preparation. 	<ul style="list-style-type: none"> ▪ The repurposing of funding is supported but may not be enough. ▪ Concern that the implementation date is too soon. ▪ If full funding of basic education does occur on the <i>McCleary</i> timeline, then the first graduation class under 24 credits should be 2021.
<ul style="list-style-type: none"> • SBE must adopt rules to implement the 24-credit requirement for high school graduation beginning the graduating class of 2019, although school districts may apply for a waiver to delay the credit increase until the Class of 2020 or 2021. • SBE must authorize districts to waive up to two credits for individual students based on unusual circumstances, in accordance with a policy adopted by the school board. The Washington State School Directors must adopt a model policy for these waivers by June 30, 2015, to assist districts in providing students the opportunity to complete graduation requirements without discrimination or disparate impact. • Changes are made to the prototypical school funding formula at the high school level to assist school districts to implement the increased graduation requirements, including creating a minimum lab science class size enhancement; increasing funding for maintenance, supplies, and operating costs in grades 9-12; and increasing the number of high school guidance counselors. • Instructional Hours. School districts must offer a minimum of 1000 hours of instruction for grades 1-8 and 1080 hours for grades 9-12, beginning in the 2015-16 school year. • Districts may use a district-wide average to meet the instructional hour requirement. Time used for non-instructional purposes during the last five days of the school year for graduating seniors may count toward the minimum instructional hour requirement. • OSPI must develop a list of career and technical education (CTE) courses with content in science, technology, engineering, and mathematics that meet high school graduation requirements. • School districts must provide high school students at least one CTE course on the list. School districts with fewer than 2000 students may get a waiver from this requirement from SBE. 			

		Testimony in Support	Testimony with Concerns/Opposition
<p>House Bill 1656 (Stonier)</p>	<p>House Ed</p>	<ul style="list-style-type: none"> ▪ Provides flexibility necessary for students on a career and technical path. ▪ Lowers academic barriers, while still allowing students to be career and college ready. 	<ul style="list-style-type: none"> ▪ Should not require 24 credits until smaller class sizes are fully funded.
<ul style="list-style-type: none"> • Specifies 22 credits as the minimum state requirement for high school graduation beginning with the class of 2017, including six credits in a Career Concentration. • Allows SBE to encourage students with intent to enroll directly in a four-year institution of higher education to take specified academic courses for their Career Concentration. • Removes provisions requiring the SBE to submit graduation requirement changes to the Legislature for review. • Changes the definition of Basic Education from an opportunity for students to complete 24 credits for graduation to an equitable opportunity for all students to complete the statutory graduation requirements. 			
<p>House Bill 2181 (Lytton)</p>	<p>House Ed</p>	<ul style="list-style-type: none"> ▪ Provides a flexible framework to prepare student for college and career pathways. ▪ Provides a two-credit cushion for struggling students. ▪ Rather than lowering the bar, it increases flexibility to allow students to explore multiple pathways. ▪ Encourages students to experiment with credits and provides them an opportunity to be well rounded. ▪ Addition of a third credit of science is a critical change. 	<ul style="list-style-type: none"> ▪ Does not fully fund supports necessary to implement the additional credit or hour requirements, including counseling services. ▪ Reduces time for professional development opportunities. ▪ May increase drop outs due to students failing multiple classes. ▪ Does not address shortage of math and science teachers. ▪ Requirements should be implemented when funding goes into effect.
<ul style="list-style-type: none"> • Directs SBE to adopt rules implementing the 24-credit Career and College Ready graduation requirements adopted by resolution on November 10, 2010, and revised on January 9, 2014, to take effect with the graduating class of 2019. • Codifies a provision in the 2013-15 Omnibus Appropriations Act making an increase in instructional hours under Basic Education, to take effect in the 2014-15 school year. 			

		Testimony in Support	Testimony with Concerns/Opposition
	<p>Engrossed Second Substitute House Bill 2383 (Reykdal) Senate WM</p> <ul style="list-style-type: none"> • Requires education agencies to perform certain analyses and submit recommendations to the Washington Student Achievement Council (WSAC), so that the WSAC can create a single report to be submitted to the Legislature by December 1, 2014. • Requires the WSAC to convene the agencies at least three times in 2014 to address their tasks and those in the Ten-Year Roadmap to ensure each agency's strategies and recommendations are aligned. • Adds a null and void clause. 	<ul style="list-style-type: none"> ▪ Should align across K-12 and post-secondary education to ensure that we can get the credit equivalencies of CTE courses. ▪ Tells the five education agencies identified that they have a year to align core standards. ▪ Ensures that an 11th grade assessment or additional courses in student's senior year line up. 	<ul style="list-style-type: none"> ▪ None.
	<p>House Bill 2242 (Lytton) House Ed</p> <ul style="list-style-type: none"> • Adds to the list of state education agencies that must collaborate in developing common indicators and goals to measure the health of the education system. • Adds to and modifies the educational system health indicators outlined in statute. • Authorizes school districts to use up to 5 percent of their Learning Assistance Program funds in certain high-needs schools for instructional programs to prevent summer learning loss. • Directs the State Board of Education to adopt rules implementing their revised proposed 24-credit graduation requirement framework, to take effect with the graduating class of 2019. • Codifies a provision in the 2013-15 Omnibus Appropriations Act making an increase in instructional hours under Basic Education take effect in the 2014-15 school year. 	<ul style="list-style-type: none"> ▪ Includes the recommendations from the Quality Education Council. ▪ Improves system health and aligns system goals. ▪ Implementation of 24-credits will ensure all students are career and college ready. ▪ Addresses long-standing gaps created by summer learning loss. 	<ul style="list-style-type: none"> ▪ Implementation schedule is too short. ▪ Using student growth and certain index results as indicators of school health will create a false impression of how students are doing. ▪ Does not fully fund additional graduation requirements.

		Testimony in Support	Testimony with Concerns/Opposition
	<p>Engrossed Second Substitute House Bill 2540 (Stonier) Senate WM</p> <ul style="list-style-type: none"> • Directs OSPI to develop curriculum frameworks for a selected list of CTE courses whose content is considered equivalent to science or math courses that meet high school graduation requirements. • Requires school districts to grant academic credit in science or math for CTE courses on the list beginning in the 2015-16 school year. • Requires school districts to provide students with the opportunity to access at least one CTE course from the list that is equivalent to mathematics or one that is equivalent to science, but permits districts with fewer than 2,000 students to apply for a waiver from SBE. 	<ul style="list-style-type: none"> ▪ Increases access to CTE programs by increasing the number of available credit equivalencies. ▪ Students do not have access to CTE programs in all school districts. ▪ Schools do not award CTE credit equally. ▪ Sets up a standard for credit equivalencies. 	<ul style="list-style-type: none"> ▪ None.
	<p>House Bill 2548 (Bergquist) House Ed</p> <ul style="list-style-type: none"> • Provides that increased Basic Education instructional hours will not be implemented before the 2015-16 school year, rather than not before the 2014-15 school year. • Allows hours scheduled for noninstructional purposes at the end of the school year for graduating seniors as authorized under current law to be counted as instructional hours. 	<ul style="list-style-type: none"> ▪ Allows five days of noninstructional hours for students to reduce disruption in schools. ▪ Schools can use five days to help struggling seniors meet graduation requirements. ▪ Allows time to fully fund and properly implement increased hours. 	<ul style="list-style-type: none"> ▪ Delaying the implementation of the 1080 hours requirement is a step back. ▪ Better to use money to implement 24-credit graduation requirement, rather than require an additional few minutes of instruction per day.