



2014 LEGISLATIVE CANDIDATE QUESTIONNAIRE

BACKGROUND AND CONTACT INFORMATION

Name: ***Chad Magendanz***

Office Sought (LD and city): ***State Representative, 5th LD (Position 2) – Issaquah***

Previous Public Service

- ***Appointed Ranking Republican on House Education Committee in 2014***
- ***Elected Assistant Floor Leader for House Republican Caucus in 2013***
- ***Appointed to Quality Education Council, Article IX Litigation Joint Select Committee, Legislative Task Force on Career Education Opportunities, and Education Ombuds Appointment Committee***
- ***Appointed to House Higher Education, Technology & Economic Development, and Rules Committees***
- ***Elected State Representative for 5th LD (Position 2) in 2012***
- ***Elected as Issaquah School Board President in 2011***
- ***Elected as School Board Legislative Representative in 2009***
- ***Elected to WSSDA Legislative Committee in 2009 & 2011***
- ***Elected as Precinct Committee Office in 2008 & 2010***
- ***Elected as PTA Legislative Representative 2008-2011***
- ***Appointed NSBA Legislative Coordinator for Congressional District 8***
- ***Appointed to Washington Online Learning Advisory Committee***
- ***Treasurer and board member for Kiwanis Club of Issaquah***
- ***Board member for Safe Roads for Issaquah PAC***

Education, Honors, and Awards:

- ***Electrical Engineering degree from Cornell University***
- ***2009 Washington State PTA Outstanding Advocate***
- ***2011 graduate of the Jennifer Dunn Leadership Institute***
- ***25th Annual Telly Awards, Bronze for Film/Video***
- ***2007 BusinessWeek IDEA Awards, Bronze for Interaction Design***
- ***Over 20 Microsoft patent awards***
- ***2013 Cornerstone Award from the Association of Washington Business***
- ***2014 Pioneer Award from Digital Public Schools***

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no later than 5:00pm on Monday, May 19, 2014.



Other background information?

- **South End Team Leader for Stand for Children, Issaquah Chapter**
- **12 years as an officer in the U.S. Navy**
- **10 years as a full-time manager at Microsoft**
- **10 years as a software design consultant**
- **19 years living in the 5th Legislative District**
- **Married 25 years with two teenage boys**

Phone Number: **425-246-8782**

Website: **<http://www.Vote4Chad.com>**

Email: **chad@magendanz.com**

Campaign Manager: **Steve McNey**

Campaign Manager's Phone Number: **206-595-4719**

Campaign Manager's Email: **stevemcneyinc@yahoo.com**

Campaign budget: **\$150,000**

How many people are on your campaign staff? **2**

What consultants are you working with? **Cre8ive Empowerment Inc. (206-321-1045)**

Please sign below to certify that the responses to this questionnaire are your own, that you understand it may be made public and shared with our members, and that by submitting this questionnaire you are seeking Stand for Children Washington's endorsement in the 2014 Primary and General Elections:

A handwritten signature in blue ink, appearing to read "C. Chad", is written over a horizontal line.

Candidate's signature

May 18, 2014

Date

GENERAL OVERVIEW

1. Why are you seeking this endorsement?

I've a long history with Stand for Children, starting as a Team Leader when the Issaquah Chapter was first formed, to my advocacy for education reform initiatives through public testimony in Olympia and working individual legislators over the past four sessions. I feel I've been a positive force for change in

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the Washington State House of Representatives, Issaquah School Board, Washington State PTA, WSSDA and NSBA, promoting a culture of performance accountability and steadfast focus on promoting the best interests of our students.

An endorsement from Stand for Children will be important recognition for the work I've already contributed, which I feel will particularly resonate with those constituents frustrated with the pace of change in our schools.

CLOSING THE ACHIEVEMENT GAP

2. Background: Washington's achievement gaps are persistent and pervasive. During the 2012-13 school year, nearly 60% of Black and Latino 3rd graders were proficient in reading compared to 80% of White and Asian 3rd graders.ⁱ This 20-point achievement gap has not changed much since 2005.

A. What factors do you believe contribute to these achievement gaps?

Children in poverty unsurprisingly come from families that are also relatively uneducated and without the time and resources to make up for shortcomings in our public schools, so without dramatic intervention the achievement gap will continue to perpetuate. They are also more likely to be speaking English as a second language, and so have unique learning challenges compared to other students.

B. As a lawmaker, how would you use your leadership to help close these achievement gaps?

I would focus on the following:

- *Follow through on measuring school, principal and teacher performance objectively in terms of student growth, which eliminates much of the bias against students most in need,*
- *Ensure there are aggressive turnaround programs in place for schools that are chronically underperforming,*
- *Fund additional transitional language services and guidance counselors in schools of high poverty,*
- *Grow summer programs in high poverty schools to increase student contact time and reduce summer learning loss.*

EARLY LEARNING

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3. **Background:** Early learning leads to improved academic performance and higher graduation rates.ⁱⁱ And every \$1 spent on early learning produces savings of \$4 to \$8 dollars from reduced special education costs, decreased prison rates and other societal benefits.ⁱⁱⁱ

In 2013, our legislature passed a biennial budget that added over \$22 million to pay for 1,700 more low-income students to attend preschool. During the 2014 legislative session, the bipartisan Early Start Act, introduced in both chambers, failed. The Early Start Act (HB 2377/SB 6127) would have enhanced the quality of our early child care and education system by ensuring continuity and stability in early care services, adopting a single set of licensing standards for child care providers, and providing culturally relevant professional development for licensed child care providers. The fiscal notes on these bills indicated that the program would cost the state roughly \$30 million for the current biennium, and over \$300 million for the next two biennia (2015-2019)—which could save Washington over \$2 billion in the future.

A. Do you support investing in affordable, voluntary child care and pre-kindergarten for all children in Washington?

Yes No Unsure/Undecided

Please elaborate:

I was a vocal supporter for HB 2377 when it came to the House floor. I also championed our 2013-15 bipartisan biennial budget during House debate, which provided an increase of 57% in funding for Early Learning, including a \$22.4M increase in the Early Childhood Education and Assistance Program (ECEAP)

B. Should the state play a role in expanding child care and pre-kindergarten?

Yes No Unsure/Undecided

Please elaborate:

It's quite simple, really. We have limited resources and research consistently shows that investing in early education yields the biggest returns on our education dollar, particularly for closing the achievement gap.

SUPPORTING OUTSTANDING TEACHERS AND LEADERS

4. **Background:** Two significant laws passed in 2010 and 2012 (SB 6696 and SB 5895) that required new teacher and principal performance evaluations to be implemented statewide in 2013-14. The new evaluation system helps provide meaningful feedback; matches professional development opportunities with individual needs; and considers student growth as a significant factor in evaluations.

Washington's current evaluation law says that districts "can" (not "shall") use state tests as one of multiple measures when calculating student growth in teacher and principal evaluations. Our law is

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inconsistent with the federal requirements, and because the legislature did not pass a bill to require student growth on state test scores in 2014, the federal government is revoking our waiver from the restrictions of No Child Left Behind.

Losing this waiver means that our state will have to go back to the punitive No Child Left Behind requirements and lose control over \$40 million in flexible federal funds that help our schools serve our most vulnerable students.

A. When available and relevant, do you support using state test scores as one measure of student growth in teacher and principal evaluations?

Yes No Unsure/Undecided

Please Elaborate:

It is beyond frustrating that politics and fear of performance accountability have combined to deny students this funding they so desperately need. Think of what that \$40 million could do for our schools and our kids. This could hardly come at worse time, when we're under a court order to fully fund basic education by 2018.

<http://houserepublicans.wa.gov/news/magendanz-on-loss-of-federal-education-waiver/>

5. Background: In the past, Washington used an outdated evaluation system that would rate teachers and principals as “satisfactory” or “unsatisfactory.” The old system did not provide an accurate picture of how our teachers and principals were doing; it was not informed by how an educator influenced student learning over time; and it did not help identify what an educator needed to develop professionally.

Under our new evaluation law, Washington has gone from a two-tiered to a four-tiered rating system (unsatisfactory, basic, proficient, and distinguished), which can help distinguish between high-performing and low-performing educators. These new, more meaningful teacher and principal performance evaluations are tied to research-based frameworks that help measure the professional growth of educators and their impact on student learning. These performance evaluations give district administrators a better sense of high-performers and low-performers, so that administrators can refer to performance evidence when making well-informed staffing decisions.

A. Do you support using teacher and principal performance evaluations to make decisions about classroom or school assignment, layoffs, dismissal for poor performance, and whether to grant or revoke tenure?

Yes No Unsure/Undecided

Please Elaborate:

While president of the Issaquah School Board, our district piloted the new TPEP and we've worked to ensure meaningful student growth data is incorporated as well as "perception data" from parents and

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students. I believe this reinforces a district culture that focuses on measurable student outcomes and a customer focus that is generally absent from public education.

I have also testified on multiple occasions in Olympia in support of teacher/principal evaluation bills and was a member of the [NSBA Teacher & Principal Effectiveness Legislative Committee](#).

6. Background: Beginning Educator Support Teams (BEST) offer high-quality mentoring to new teachers in select school districts. In addition to retaining teachers in the school and profession,^{iv} “a high-quality induction program moves new teachers beyond survival to increasingly positive impacts on student learning.”^v Unfortunately, the vast majority of teachers and principals in Washington don’t receive any state-funded mentoring. The cost of high-quality teacher mentoring is around \$8,000/teacher, which, depending on the number of new teachers, adds up to about \$20 million/year statewide—but mentoring decreases new teacher attrition, which costs the state about \$31 million every year.^{vi} The cost of high-quality principal mentoring is around about \$8,666/principal, which, depending on the number of new principals, could add up to about \$2.6million/year statewide.^{vii}

A. Should the state play a role in expanding high-quality mentoring for teachers and principals?

Yes No Unsure/Undecided

Please Elaborate:

According to the [Washington State Institute for Public Policy’s cost-benefit analysis](#), teacher induction and mentoring programs have the highest benefit to cost ratio of any listed program. They also have an 83% chance of a positive net present value. In other words, these programs have the biggest return on our education dollar of any program examined.

7. Background: Washington uses a statewide salary schedule to allocate funding to school districts for educator salaries. Districts can supplement these salaries with local dollars. Pay increases in the state salary schedule are based on years of experience and education levels. Our state spends a larger percentage of our state’s education budget on Master’s degree pay increases than any other state – \$330 million/year – even though there is no correlation between having a Master’s degree and being an effective teacher.^{viii-ix} Other states are using new systems that pay teachers based on their skills, performance and responsibilities.

A. Do you support transitioning educator compensation to a system that would base salary increases on performance and responsibilities, instead of Master’s degrees?

Yes No Unsure/Undecided

Please Elaborate:

I helped author and promote a [Washington State PTA legislative position](#) in 2010 to move to a new research-based performance compensation model, which was ultimately adopted in their list of Top

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Priority Issues. *In 2011, I helped successfully defend this legislative position from an aggressive effort from the teachers unions to reverse it.*

As a result of this and other education reform positions I've promoted through PTA and the Legislature, I have my own tag on the Seattle Education Association blog:

<http://seattleducation2010.wordpress.com/tag/chad-magendanz/>

These blogs have been [criticizing me and organizations like Stand for Children and the Bill and Melinda Gates Foundation](#) for our advocacy on behalf of [charter schools](#), meaningful teacher evaluations, and [performance-based layoffs](#) and [incentives](#). Considering the fact that these issues have [widespread public support](#) and are already important criteria for states to qualify for federal grant programs, it's hard to imagine that they chose this battleground for the hearts and minds of Washington state voters...but they're now clearly losing that battle thanks to our tireless efforts.

HIGH EXPECTATIONS FOR ALL STUDENTS

8. Background: Forty-four states, including Washington, have adopted the Common Core State Standards, or "Common Core." Common Core is a set of high academic learning standards in math and English language arts that will better prepare students for success in college, work, and life. These standards set clear learning expectations for what students should be able to know and do at the end of each grade level. The Common Core standards are consistent across states and match the standards used by top-performing nations. Consistent learning standards will help parents and teachers work together to make sure students have the opportunities they need to succeed in school and in life.

A. Do you support Washington's implementation of the Common Core standards?

Yes No Unsure/Undecided

Please Elaborate:

Unfortunately, Common Core is widely misunderstood as a federal mandate. These are just common grade level expectations shared by 45 states, and they're really the least common denominator....the minimum standards that we should expect from students transferring in from other states. I fully expect our state (and most states) to set state standard higher, as we've done with our Essential Academic Learning Requirements (EALRs). In addition, I fully expect our school districts to set their standards even higher than the state EALRs.

What Common Core does is allow us to set some minimum expectations of curriculum that districts purchase and ensure some consistency between most states. It also allows us to create assessments (also created by consortia of states) to finally allow us apple-to-apples comparisons for student achievement in those subjects. Think of it as the USDA standards for beef, something that certainly

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doesn't limit the quality of products or mandate methods but that provides a set of standard metrics for measuring quality and an easy mechanism for consumers to gauge the quality of what they're being offered.

Also, we should think of the Common Core State Standards as a working document, not something written in stone. There's a robust mechanism for making modifications and updates, much like state statute. There are clearly a few standards (and supporting suggested curriculum) that need fixing, and we should focus on correcting those errors rather than throwing out the concept of having a set of common standards altogether.

9. Background: Washington is also a leader in a 26-state group, called the Smarter Balanced Assessment Consortium, which has developed innovative, performance-based tests aligned with the Common Core standards to be administered beginning in the 2014-2015 school year. The new tests will allow Washington to reduce costs, better measure analytical and thinking skills through a variety of performance tasks (not just rote memorization), and provide timely data throughout the school year for teachers to use in their instruction.

A. Do you support updating Washington's state tests so that they are aligned to the Common Core standards?

Yes No Unsure/Undecided

Please Elaborate:

At the highest level, I simply believe that a more transparent and accountable public education system is going to serve our children better. In order to accomplish this, we need some common metrics for measuring student success. Folks may not completely agree on exactly what should be measured, but that's a healthy debate to be having in the public arena.

PUBLIC CHARTER SCHOOLS

10. Background: In November 2012, voters approved Initiative 1240 to allow the option of public charter schools, making Washington the 42nd state to open its doors to charter schools. Public charter schools are free and open to all students. Studies have found that public charter schools' performance is mixed overall, but the same studies found that charter schools are significantly better at serving low-income students and English language learners and that some public charter schools perform better than their regular public school counterparts.^x The first public charter school in Washington will open in the fall of 2014 in Seattle.

A. How would you support the high-quality implementation of public charter schools in Washington?

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Please Elaborate:

My [position on charters](#) is public record and I was the only school board president in the state to endorse Initiative 1240. I have championed legislative positions and bills supporting public charter school initiatives throughout my career on the Issaquah School Board and in the State House. I find the research from charters serving chronically failing school districts particularly compelling, and feel they are one of the best tools available for states to close the achievement gap.

Ultimately, my goal is to grow the charter school statutory limit beyond just 40 schools in 5 years, but we'll need a few years to first show how effective they can be.

EDUCATION BUDGET PRIORITIES

11. Background: Washington ranks 46th for K-12 expenditures when measured against total personal income as reported by the U.S. Census Bureau.^{xi} Over the last several legislative sessions, the state faced significant budget gaps which forced cuts in education. In 2012, the Washington State Supreme Court made clear in their *McCleary* decision that the state is failing to fulfill its paramount constitutional duty to education. The Court called for additional education funding, but it also called for funding to be coupled with reforms and accountability to ensure funds are being spent in a way that supports student achievement.^{xii} By the end of the 2013 session, the state legislature boosted education funding by \$1 billion—the first increase in years. Despite this investment, Washington still needs to make significant increases in education funding over the coming biennium in order to meet the *McCleary* decision.

A. In order to work toward fully funding education, how will you prioritize competing programs within the state budget?

I would fund based on priorities of government, which is the Fund Education First policy that I've consistently supported through public comment in Olympia, promoted as a Top Priority Issue in Washington State PTA legislative assembly, and argued to support on the House floor.

<https://www.youtube.com/watch?v=AiAwAgBUsh4>

B. How will you prioritize competing programs within the education budget?

I believe in the current apportionment model that gives districts the freedom to place state funding where they believe it can have the biggest impact for students in their district. They should be held accountable by the state for student outcomes and use the existing state audit system to monitor responsible fiscal practices, with binding conditions being the consequence of failure.

In Issaquah, we just completely our 12th consecutive clean state audit and received for the 4th year in a row the highest rating in the state from the Center for American Progress for "Return on Educational Investment" (student achievement per dollar spent). As a direct result of our sound fiscal practices, we

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have the lowest administrative overhead in King County (for an average savings of \$4M per year) and have a Moody credit rating of AAA, the highest in the state.

- C. Along with increases in education funding, what systemic improvements should be prioritized in order to close the achievement and opportunity gaps?

I believe this was covered in my answer for question 2B.

- D. How should the state ensure that education dollars are spent wisely and having the intended effect on student outcomes?

I believe there are large cost savings to be made by modernizing our teacher compensation system, starting with recognizing the need for differentiated pay based on performance, specialty need, and cost of living. Additionally, health benefit and retirement costs have grown out of control, and we need to bring these more in line with offerings from the private sector.

In our district, 84% of our operating budget goes to compensation, leaving very little remaining for fuel, utilities, maintenance, curriculum, and innovative new programs. Over the past decades, we have negotiated away most of our discretionary funding through collective bargaining, to the point where we've been sacrificing more and more classroom time just to avoid the next strike. These regular concessions in collective bargaining are unsustainable, especially in economic downturns where private businesses are cutting salaries and benefits.

- E. If you were going to support new investments or programs in education, how would you propose that the state cover the costs?

I would start with a levy swap similar to those proposed by Sen. Joe Zarelli, Rep. Ross Hunter and Attorney General Rob McKenna, which would move funding for basic education currently collected by local levies into the state's \$3.60 per \$1000 constitutional levy authority. From there, I would promote an approach committing future revenue growth, similar to that proposed by Sen. Andy Hill in SSB 5881 which proposed that two-thirds of new state general fund revenue be dedicated to expenditures for education programs, including K-12, higher education, and early learning programs.

12. Background: Over the years, school districts have come to rely more and more on local property tax levies to help fund local schools. In the *McCleary* ruling, the state's highest court said that Washington's reliance on local levies is unconstitutional because it favors students who live in wealthy districts where the property tax base is higher and those students who live in districts that passed a school levy. The *McCleary* decision found that fully funding education is paramount duty of the constitution, that the state must cover key educational expenses and come up with a uniform way to fund public schools.

To fund our public schools in a more fair and uniform manner, lawmakers have proposed legislation around increasing the state property tax—to raise approximately \$1 billion for local schools, while

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decreasing local levies. The state money generated from those taxes would be protected as funding for basic education; these basic education dollars would then be distributed to school districts based on our school funding model. This solution can help provide school districts with more funding stability because it secures money for basic education and reduces their reliance on local levies.

A. Would you support legislation on creating a fairer and more uniform system for funding school districts?

Yes No Unsure/Undecided

Please Elaborate:

In addition to the levy reform outlined here and in my answer to question 11E, I believe we need to enact compensation reform that implements local labor market adjustments as recommended in the report from the Basic Education Finance Task Force and in ESHB 2261. Put simply, if the basic education funding formula based on our new prototypical school model requires a certain number of staff at that school, those positions should be funded at fair market value for that location. We shouldn't require local school districts to make up the difference with TRI programs in order to offer competitive compensation for that region.

13. Please share anything else you want us to know about your education priorities:

I'm a longtime proponent of online learning and hybrid learning models, such as those used by the [Khan Academy where they're 'flipping' the classroom](#). As described in [Disrupting Class](#), I believe online learning is an inevitable paradigm shift for education that has the benefit of being self-paced and a way to better leverage teachers as instructional coaches instead of them to be subject matter experts. Digital learning also frees students from geographical constraints, allowing them to "shop" for the best quality courses from hundreds of competitive online offerings.

As an example, while representing the Washington State PTA on the Online Learning Advisory Committee, I submitted public records requests to obtain the [raw scores generated by OSPI during the approval process](#) to allow parents to compare the results from online providers and differentiate between those that had outstanding scores and those that just barely squeaked by.

Finally, I've been working with College Measures, the Bill & Melinda Gates Foundation, and the Lumina Foundation to promote use of [Economic Success Metrics](#) in measuring student outcomes for higher education. I was able to pass a budget proviso last session which for the first time will allow students, parents and policymakers to analyze their return on investment for every Higher Education program of study available in Washington State. We're even taking this one step further by using multiple regression analysis to model wage potential for students before they enter a program, allowing us for the first time to recognize and reward programs that reach down to kids with very limited employment opportunities due to conditions of birth.

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<http://houserepublicans.wa.gov/news/magendanz-provision-on-college-degree-earnings/>

Thank You!

ⁱ Office of Superintendent of Public Instruction (OSPI), reportcard.ospi.k12.wa.us

ⁱⁱ Reynolds, Arthur, *et al.* "Age 26 Cost-Benefit of the Child-Parent Center Early Education Program," *Child Development*, 2011.

ⁱⁱⁱ Bruner, C. "Many Happy Returns: Three Economic Models that Make the Case for School Readiness." Early Childhood Policy Technical Assistance Network, 2004.

^{iv} Ingersoll, R. M., and Kralik, J. M. *The Impact of Mentoring on Teacher Retention: What the Research Says*. Denver, CO: Education Commission of the States, 2004.

^v Strong, M., Fletcher, S. and Villar, A. *Survey of American Teachers: Transitions and the Role of Supportive Relationships*. MetLife, 2004.

^{vi} Center for Strengthening the Teaching Profession. "More swimming, less sinking: A Case for High-Quality Support for New Teachers in Washington," 2007.

^{vii} Villani, Susan. *Mentoring and Induction Programs That Support New Principals*. Corwin Press, 2006.

^{viii} Roza, Marguerite, and Miller, Reagen. "Separation by Degrees: State-by-State Analysis of Teacher Compensation for Masters Degrees." Center for Reinventing Public Education and the Center for American Progress, 2009.

^{ix} Steve Aos, Marna Miller, & Annie Pennucci. "Report to the Joint Task Force on Basic Education Finance: School employee compensation and student outcomes." Washington State Institute for Public Policy, 2007.

^x Center for Research on Education Outcomes. "Multiple Choice: Charter School Performance in 16 States." Stanford University, 2009.

^{xi} US Census Bureau. 2011 Data. Public Education Finances Report. Table 12

^{xii} *McCleary, et ux., et al. v. State of Washington*, 84362-7 (Washington Supreme Court, 2012).

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