

A Funding System to Support Student Success



Presentation to the Basic
Education Funding Task Force

June 9, 2008



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Our Goal

- **Matching our resources to our values for our students and the educators who support them.**

A Three-Part Proposal

- **Supporting Educators for the 21st Century**
 - Development
 - Compensation
 - Staffing for student success
- **Student Programs**
- **Foundation Support**

Process

- 7 major workgroups
- 3 smaller workgroups
- 4 focus groups/professional judgment panels
- NERC survey

Funding assumptions

- **Must provide struggling students with sufficient assistance that they have a real opportunity to meet standard**
- **Eliminate inequities in state funding**
- **Districts are on the brink of financial disaster, provide foundational resources if ramp-up of enhanced services is slowed by the economy**

Principles for Education Improvement

- Clear learning goals and rigorous standards to prepare students for college and/or workforce
- Classroom and state assessments to focus teaching and learning
- Current and aligned curriculum that support educational standards
- Extra assistance for students struggling to meet standards
- Professional development to improve core instruction
- Sufficient staffing resources to meet policymaker, community, and parent expectations for our system

Support for great educators



- Career development
- Compensation
- Staffing for student success



Improving the teaching profession

- Design a system to support teacher quality
- Improve teacher retention by requiring:
 - Strong induction and professional development programs
 - Better compensation early and during course of career
 - Provide professional leadership and advancement opportunities for teachers who want to stay in the classroom

Improving the teaching profession

- Design research-based system that includes:
 - Professional development component that promotes teacher collaboration and analysis of student data
 - Compensation system that mirrors current research and labor market
- Address key areas of shortage (math, science, special education, ELL)

What we need

- **Pre-Service programs aligned to state standards**
- **New teacher support in years 1 and 2**
- **Assistance with years 3-7 in some cases, as teachers begin professional certification (ProCert) in year 3**
- **Compensation for ProCert**

What we need

- **Incentives for career growth:**
 - Salary recognition for demonstrated expertise
 - Recognition of experience consistent with skills growth curve
 - Continued recognition for educational attainment
 - Expert teachers leading and providing quality collaboration with their peers from the classroom and in coaching roles
- **Professional development supported by the state annually (equivalent of 10 days)**



CAREER DEVELOPMENT MODEL

Current Development Model

Induction

- 1985-Pilot teacher induction program
- 1987-Teacher Assistance (Peer Mentoring) Program (TAP)- \$2.1 million
- Current appropriation is \$800/new teacher

Professional Development

- 1994-Student Learning Improvement Grants (4 days)
- 1999-Learning Improvement Days (3 days, now 2)
- 80 districts an average of 4 days waived from the 180-day requirement
- 80% Districts have scheduled early release days for PD
- \$40 million in 2007-09 for Math/Science PD

State Support for New Teachers (Years 1-2)

- **First year support**
 - Allocate 1 full-time mentor for every 15 first-year teachers
 - 3 additional PD days for first-year teachers
 - 1 day of release time for teachers to observe exemplary teachers with their mentor
- **Second year support**
 - Allocate 1 full-time mentor for every 20 second-year teachers, including ESAs
 - 1 additional PD day for second-year teachers
 - 1 day of release time
- **Administrator training about induction programs**

State Support for New ESAs (Years 1-2)

- **Educational Staff Associates (ESAs)**
 - \$1,000 for each new ESA, \$800 for second-year ESAs for mentor stipends, training and release time
 - Pool of 200 days of PD available on a grant basis for ESA training
 - Grant program for districts or professional organizations to provide specific PD opportunities for novice ESAs

Professional Certification Support Proposal (Years 3-7)

ProCert is a performance-based certification that requires a combination of credits and job-embedded demonstration of improved student learning.

- Allocate 1 full-time mentor for every 30 ProCert candidates
- Mentor academy and 2 day training ProCert facilitators
- 1 day training for principals and colleagues to participate in professional growth team

Regional coordination and evaluation

- **Regional coordination of teacher growth opportunities (TAP, Pro-Cert, NBCT)**
 - **1 FTE Regional Coordinator at each ESD**
 - Provide technical assistance to districts
 - Monitor programs
 - Utilize technology to enhance support for teachers in remote/rural areas
 - Develop consortia among districts that need to share resources/expertise
 - Provide PD for staff involved in these programs
- **Study of program impacts**
 - **Evaluation of impacts on teacher retention and student learning**

Professional Development

- **Fund 8 additional learning improvement days**
 - 4 days for teacher collaboration related to the improvement of student learning
 - Equivalent of 4 days for professional development tied to professional growth plans and school improvement plans
 - Funding would also be used to pay substitute fees, registration fees, travel, instructional coaches/mentors



COMPENSATION MODEL

Parts of Proposal

1. Base pay (will wait for WSIPP research in fall)
2. New compensation model
3. Additional pay

Key Assumptions

- I-732 is maintained and drives COLAs
- Salary allocations are equalized across districts
- As in current, districts can bargain for a different schedule as long as average is equivalent to state model average

Key Assumptions

- Educators in current system may remain in this system for life of their career; new teachers start in new model
- Staff who remain in current model can opt into new model at any time without salary reduction
- Current model must be fixed

Grandfather Status is Hollow Promise without Corrections

- **Align National Board and Challenging Schools bonuses with I-732 COLA**
- **Align ESAs with CTE educator allowance for prior relevant experience**
- **Align ProCert requirements to SAM**

Current LEAP Schedule Table

Years of Service	Education Level								
	BA	BA +15	BA +30	BA +45	BA +90	BA +135	MA	MA +45	MA+90 or Ph.D.
0	1.00000	1.02701	1.05499	1.08304	1.17303	1.23099	1.19891	1.28891	1.34693
1	1.01346	1.04084	1.06918	1.09846	1.18939	1.24704	1.21224	1.30317	1.36079
2	1.02628	1.05393	1.08257	1.11411	1.20478	1.26303	1.22566	1.31632	1.37458
3	1.03950	1.06741	1.09636	1.12890	1.21940	1.27905	1.23838	1.32881	1.38850
4	1.05246	1.08160	1.11072	1.14439	1.23542	1.29551	1.25171	1.34274	1.40286
5	1.06585	1.09513	1.12454	1.16008	1.25077	1.31206	1.26526	1.35599	1.41728
6	1.07961	1.10825	1.13866	1.17597	1.26623	1.32785	1.27915	1.36942	1.43100
7	1.10379	1.13286	1.16367	1.20301	1.29461	1.35793	1.30517	1.39673	1.46008
8	1.13919	1.16984	1.20138	1.24398	1.33681	1.40246	1.34610	1.43896	1.50458
9		1.20814	1.24125	1.28538	1.38038	1.44826	1.38747	1.48253	1.55041
10			1.28158	1.32891	1.42517	1.49532	1.43104	1.52733	1.59744
11				1.37371	1.47207	1.54362	1.47584	1.57423	1.64574
12				1.41708	1.52023	1.59391	1.52240	1.62236	1.69607
13					1.56956	1.64544	1.57060	1.67169	1.74756
14					1.61913	1.69890	1.62022	1.72451	1.80105
15					1.66126	1.74310	1.66233	1.76934	1.84788
16+					1.69447	1.77794	1.69557	1.80472	1.88482

Impact of ProCert differs for BA and MA teachers

Starting Point	Requirements Prior to 2000	Requirements 2000 and Beyond	Difference
BA+0	Complete 45 credits to obtain "Continuing," move to BA+45 OR complete MA and move to MA+0	Complete ProCert program (typically 15 credits), move to BA+15	Similar workloads; \$1,000 to \$4,000 for ProCert tuition; earn 7% less per year
MA+0	Obtain "Continuing" by working 180 days, no additional credits required	Complete ProCert program (15 credits), no movement on SAM	New workload; \$1,000 to \$4,000 for ProCert tuition; salary does not change

Solution to ProCert Disconnect

- **Grant appropriate clock hours to ProCert recipients**
 - Within PESB rule authority
 - Teachers would move columns
 - Most would attain 6.5 - 7% increase consistent with old certification requirements

New compensation model

- Link pay to knowledge and skills (as well as education & experience)
- Increase rows/experience increments and reduce columns/education increments
- Provide larger salary increments in early years of teaching
- Increase the level of the highest salaries as an incentive for staff to improve and stay in the profession
- Align system with certification requirements

Proposed Schedule Table (staff mix)

ENTRY

CAREER

LEADER

Year in Tier	Staff Mix Factor				
	Education Level				
	BA	BA+30	MA	MA+45	MA+90/Dr
1	1.0000	1.0750	1.1500	1.2250	1.3000
2	1.0325	1.1099	1.1845	1.2618	1.3325
3	1.0661	1.1460	1.2141	1.2933	1.3592
4	1.0980	1.1804	1.2384	1.3192	1.3795
5	1.1255	1.2099	1.2601	1.3422	1.3968
6	1.1480	1.2341	1.2790	1.3624	1.4142
7	1.1652	1.2526	1.2982	1.3828	1.4319
1	1.2380	1.3309	1.3861	1.4765	1.5175
2	1.2690	1.3642	1.4207	1.5134	1.5554
3	1.3007	1.3983	1.4562	1.5512	1.5943
4	1.3300	1.4297	1.4890	1.5861	1.6302
5	1.3599	1.4619	1.5225	1.6218	1.6669
6	1.3871	1.4911	1.5530	1.6542	1.7002
7	1.4148	1.5210	1.5840	1.6873	1.7342
8	1.4396	1.5476	1.6117	1.7169	1.7646
9	1.4648	1.5747	1.6399	1.7469	1.7954
10	1.4868	1.5983	1.6645	1.7731	1.8224
11	1.5091	1.6223	1.6895	1.7997	1.8497
12	1.5279	1.6425	1.7106	1.8222	1.8728
13	1.5470	1.6631	1.7320	1.8450	1.8962
14+	1.5625	1.6797	1.7493	1.8634	1.9152
1		1.6402	1.7083	1.8197	1.8702
2		1.6731	1.7424	1.8561	1.9076
3		1.7023	1.7729	1.8885	1.9410
4		1.7279	1.7995	1.9169	1.9701
5		1.7495	1.8220	1.9408	1.9948
6		1.7713	1.8448	1.9651	2.0197
7		1.7890	1.8632	1.9847	2.0399
8+		1.8069	1.8819	2.0046	2.0603

Proposed Schedule Table (base salary)

Tier	Year in Tier	Education Level				
		BA	BA+30	MA	MA+45	MA+90/Dr
Entry	1	\$ 32,746	\$ 35,202	\$ 37,658	\$ 40,114	\$ 42,570
	2	\$ 33,810	\$ 36,346	\$ 38,788	\$ 41,317	\$ 43,634
	3	\$ 34,909	\$ 37,527	\$ 39,757	\$ 42,350	\$ 44,507
	4	\$ 35,956	\$ 38,653	\$ 40,552	\$ 43,197	\$ 45,174
	5	\$ 36,855	\$ 39,619	\$ 41,262	\$ 43,953	\$ 45,626
	6	\$ 37,592	\$ 40,412	\$ 41,881	\$ 44,393	\$ 46,082
	7	\$ 38,156	\$ 41,018	\$ 42,509	\$ 44,615	\$ 46,543
Career	1	\$ 40,541	\$ 43,581	\$ 45,388	\$ 48,348	\$ 49,692
	2	\$ 41,554	\$ 44,671	\$ 46,523	\$ 49,557	\$ 50,934
	3	\$ 42,593	\$ 45,788	\$ 47,686	\$ 50,796	\$ 52,207
	4	\$ 43,552	\$ 46,818	\$ 48,759	\$ 51,939	\$ 53,382
	5	\$ 44,531	\$ 47,871	\$ 49,856	\$ 53,108	\$ 54,583
	6	\$ 45,422	\$ 48,829	\$ 50,853	\$ 54,170	\$ 55,675
	7	\$ 46,330	\$ 49,805	\$ 51,870	\$ 55,253	\$ 56,788
	8	\$ 47,141	\$ 50,677	\$ 52,778	\$ 56,220	\$ 57,782
	9	\$ 47,966	\$ 51,564	\$ 53,702	\$ 57,204	\$ 58,793
	10	\$ 48,686	\$ 52,337	\$ 54,507	\$ 58,062	\$ 59,675
	11	\$ 49,416	\$ 53,122	\$ 55,325	\$ 58,933	\$ 60,570
	12	\$ 50,034	\$ 53,786	\$ 56,016	\$ 59,670	\$ 61,327
	13	\$ 50,659	\$ 54,459	\$ 56,717	\$ 60,416	\$ 62,094
	14+	\$ 51,166	\$ 55,003	\$ 57,284	\$ 61,020	\$ 62,715
Master	1		\$ 53,712	\$ 55,939	\$ 59,587	\$ 61,242
	2		\$ 54,786	\$ 57,057	\$ 60,779	\$ 62,467
	3		\$ 55,745	\$ 58,056	\$ 61,842	\$ 63,560
	4		\$ 56,581	\$ 58,927	\$ 62,770	\$ 64,514
	5		\$ 57,288	\$ 59,663	\$ 63,554	\$ 65,320
	6		\$ 58,004	\$ 60,409	\$ 64,349	\$ 66,137
	7		\$ 58,584	\$ 61,013	\$ 64,992	\$ 66,798
	8+		\$ 59,170	\$ 61,623	\$ 65,642	\$ 67,466

Proposed Schedule Table (staff mix)

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	Education Level				
	BA	BA+30	MA	MA+45	MA+90/Dr
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8+		1.8069	1.8819	2.0046	2.0603

Lower starting points, 7.5% increments

10% increase

10% increase

Amounts in **bold** are above the current maximum on the LEAP schedule for that degree level.

New compensation model

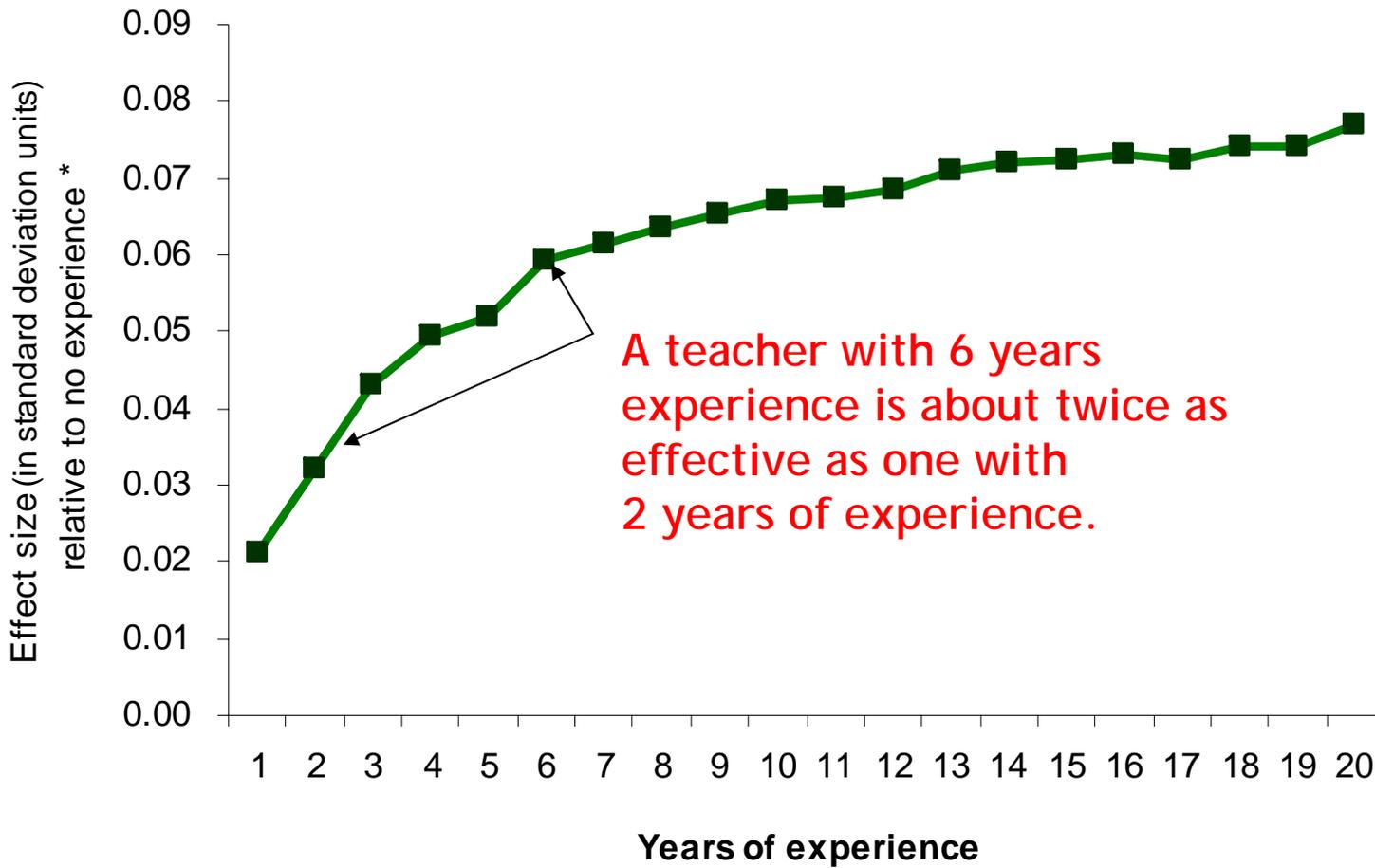
- Larger salary increments for experience early in each tier, then slowing over time
- Only 5 education categories (columns), lower starting points (MA starts at 1.15, PhD at 1.30) and education increments of 7.5%.
- Three tiers based on proficiency
 - Entry (Tier I) has 7 years max, move to Tier II based on ProCert
 - Career (Tier II) has 14 years
 - Leader (Tier III) has 8 years

New compensation model

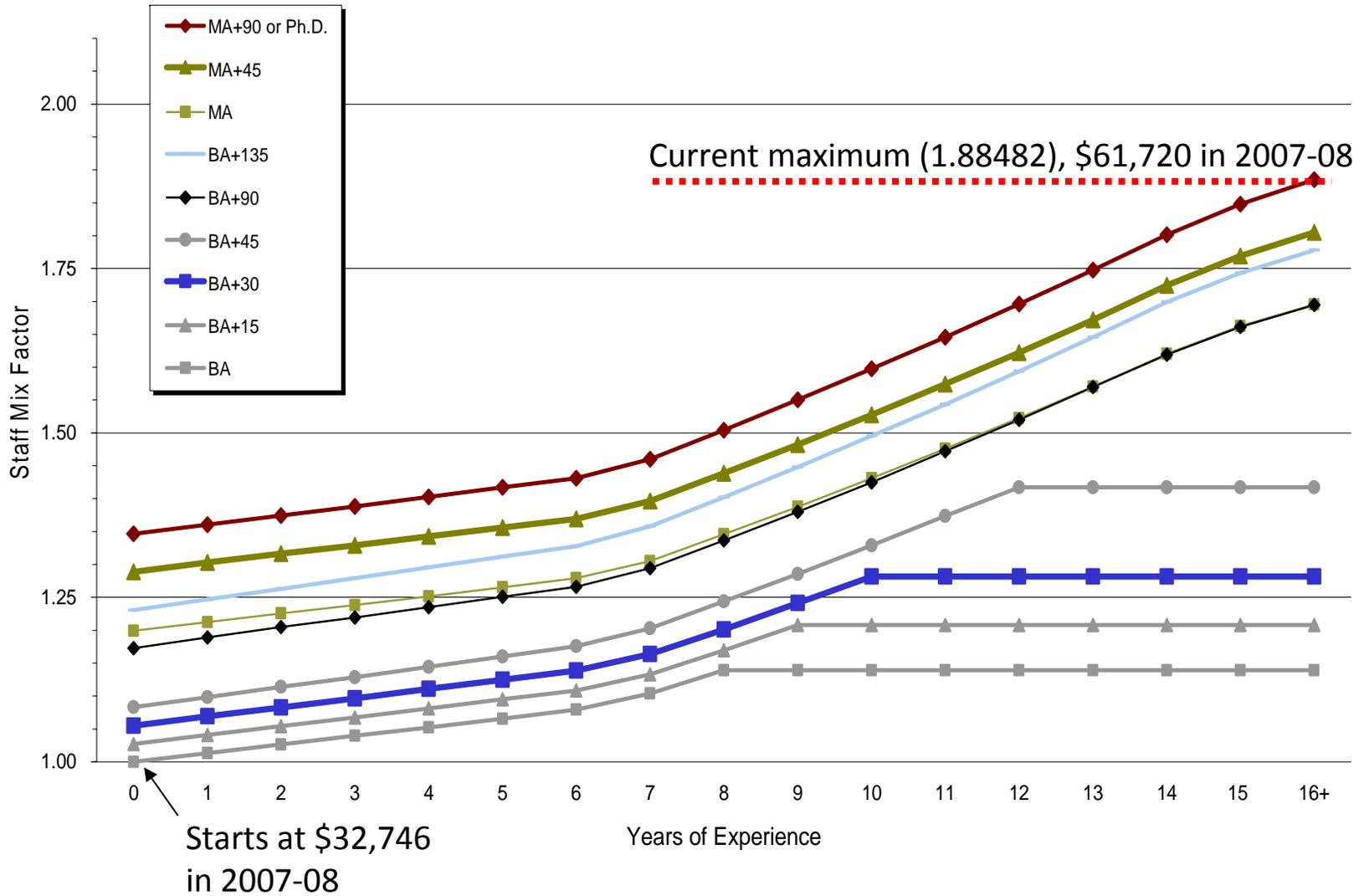
- Larger pay increments (10%) moving to next tier
- New Certification structures developed as entry to Tier III
- Higher maximums (2.06 is 9.3% above the current maximum on LEAP schedule)

Impact of Experience on Student Learning

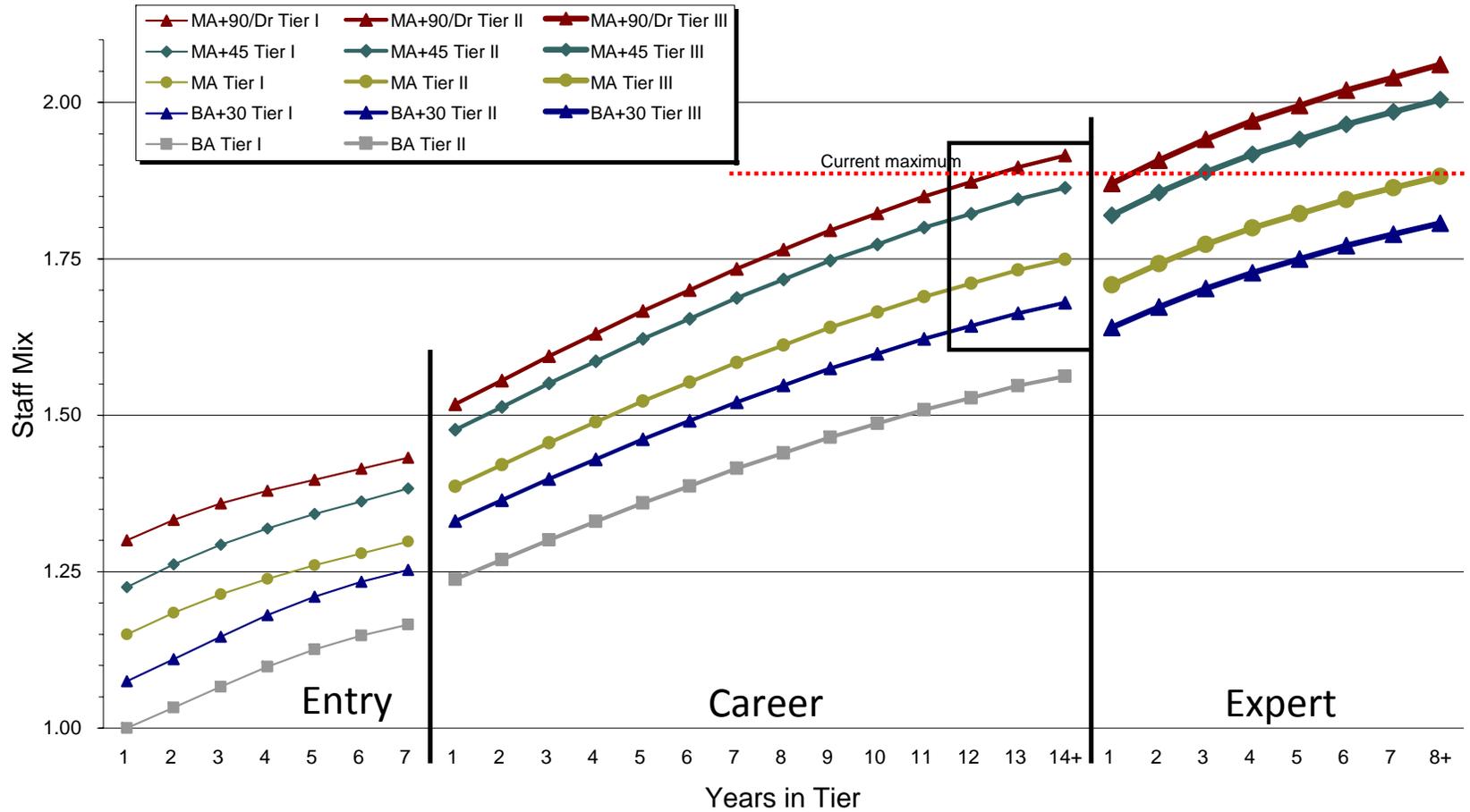
Teacher Effectiveness in Improving Student Test Scores



Current LEAP Schedule



Proposed Schedule Graph



Vision of Tier III

- **Voluntary; enter at any time when requirements met**
- **Requires new certification processes**
 - **Renewal of National Board Certification, Mentor or Instructional Coaching Certificate or other demonstrations of expertise**
 - **Access based on external evaluation of leadership expertise, not local evaluation**
- **Designed so expert teachers can lead from the classroom**
- **ESAs process to be determined**

Additional pay

- Provide incentives to work in certain leadership roles, hard-to-staff schools, and hard-to-staff positions
- Provide incentives to improve student outcomes

Additional pay

- Continue National Board Certification and related “Challenging School” bonuses
- State allocations to provide extra pay to staff for working in challenging Schools bonus with commitment of at least 3 years (2 levels of challenge, with higher pay in more challenging schools)
- Provide schoolwide awards for high levels of growth in student outcomes
- Loan forgiveness for obtaining teaching credentials in hard-to-staff subjects and positions



STAFFING FOR STUDENT SUCCESS

We need enough strong educators to support student learning

- What class size should be assumed in school funding?
- What workload should be expected for
 - Teacher librarians
 - Instructional coaches
 - School nurses
 - School guidance
 - Social workers, counselors, or family advocates

What is a typical school?

	Elementary	Middle	High
Picus/ Odden	432	450	600
Conley	475	681	1,323
SPI Proposal	500	750	1,000

- 2,100 schools in Washington
- Range from 6 to 2,000 students
- Policy Question: Should the SPI proposal for staffing levels incentivize smaller or larger schools?
 - No good answer for all 2,100 schools
 - Settled on Intuitive, Simple
 - District-level allocations de-emphasize small schools

New Formula Principles

- Simple allocation from State to Districts
- Transparent via legislative document with details on: What can a district/school buy with the state allocation?
 - Identify staffing for a school by grade band: K-5; 6-8; 9-12
 - Fund teachers based on a class size assumption; not a ratio
 - Fund a workload assumption for Education Support Associates (Students per Staff)



**WHAT STAFFING LEVELS
DOES THE STATE FUND
NOW?**

What does the State fund now?

Students per Certificated Instructional Staff Allocation

Current Funding

**Certificated
Instruction
Staff**

K-4: 1:18.8
5-12: 1:21.7

=

Teachers

Grades K-5
Grades 6-8
Grades 9-12

Instructional Coaches

Librarians

Guidance Counselors

Nurses

Pupil Support

Example, teachers only

1:18.8
1:21.7
1:21.7

Example, all categories

1:20.6
1:24.2
1:24.2
1:1,250
1:786
1:498
1:2,659
1:6,500

Not
Class
Size

Why is a Teacher Allocation not the same as Class Size?

- Allocations built on assumption of 5 hours of instruction per day; districts offer 6 hours per day
- Planning period is typically 1 hour
- These factors drive up class size

Current Funding Re-Stated to Reflect Class Size

(Adjusted for Planning Time, 6 Hour, I-728)

Students per 1 FTE Staff

Certificated Instruction Staff

K-4: 1:18.8
5-12: 1:21.7

=

		<i>5 hours instruction</i>	<i>6 hours + 1 hr planning</i>	<i>6 hrs + 1 hr planning + I-728</i>
Teachers	Grades K-5	1:20.7	1:24.7	1:22.9
	Grades 6-8	1:24.2	1:29.0	1:26.6
	Grades 9-12	1:24.2	1:29.0	1:26.6
Instructional Coaches		1:1,250	1:1,250	1:1,250
Librarians		1:786	1:786	1:786
Guidance Counselors		1:498	1:498	1:498
Nurses		1:2,659	1:2,659	1:2,659
Pupil Support		1:6,500	1:6,500	1:6,500



PROPOSAL: CLASS SIZE

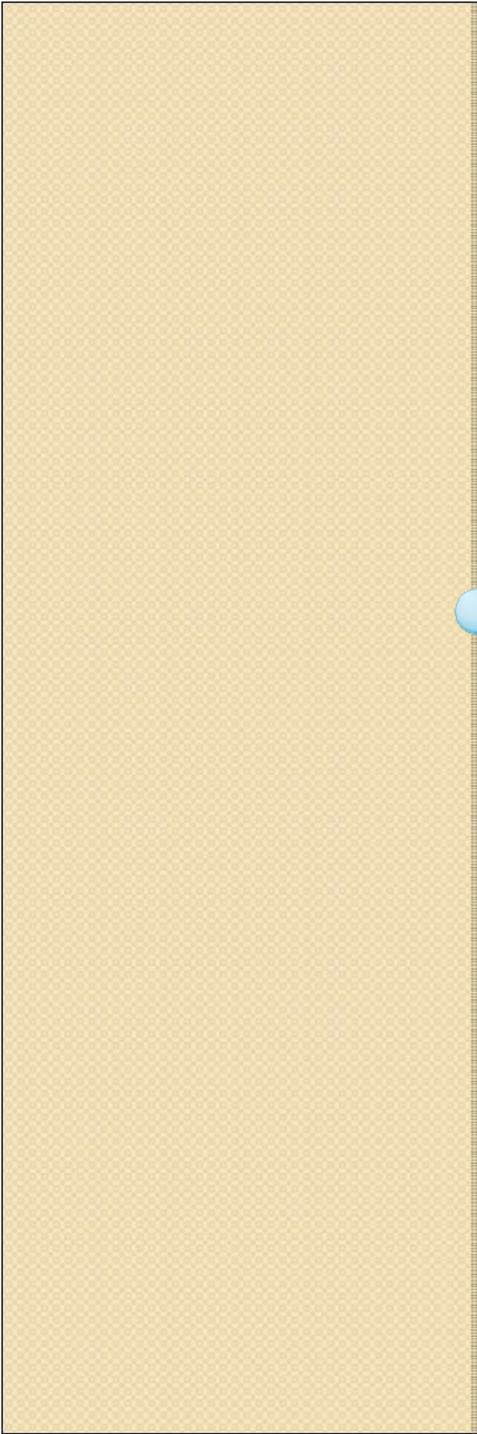
Improve Class Size Over Time to National Average

- Washington student teacher ratio are far above national average and Global Challenge States
 - Classes are not manageable, do not permit personalized learning
 - Secondary teachers have 135 students
 - Investments pay off: \$2.79 in benefits per \$1 invested K-2; \$1.38 in benefits per \$1 invested 3-6; increased benefits as levels of low-income incidence increases

Proposed Class Size

Students per Teacher	Grades K-5	Grades 6-8	Grades 9-12
Basic Ed Class Size	24.7	29.0	29.0
Basic Ed + I-728	22.9	26.6	26.6
National Average, Proposal	21.2	25.5	25.5

- Support teachers with 1 instructional coach per 1,000 students
- Re-assess after get to national average: Should we go further, what does newly available research tell us?
- Significantly lower class size for high poverty and/or high poverty ELL (see LAP and ELL proposals)



**LIBRARIES FOR THE 21ST
CENTURY, LEARNING AND
RESOURCE CENTERS FOR
SCHOOLS**

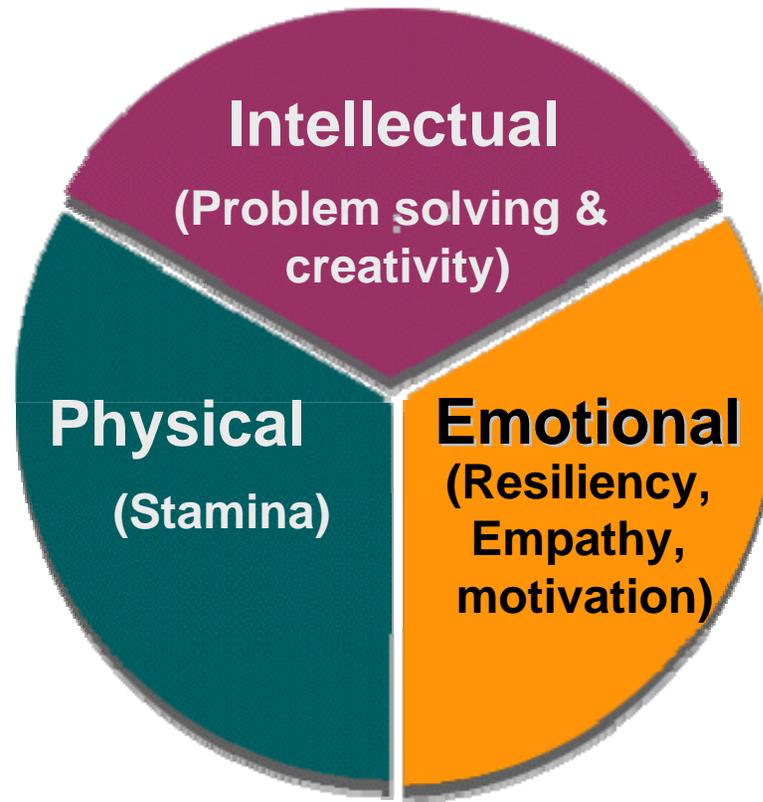
Districts cannot afford libraries

- Federal funds are eliminated
- Class size pressure combined with budget pressure mean that libraries are open fewer hours, staffed with aides, collections are old
- 20 years ago, students per librarian 1:670
- Today, 1:786
- Routine to be told that a collection averages a published date of 1980's

Libraries = Support for all Learning Goals

1. **Teacher librarian ratio of 1:500 students**
2. **Library aides at 1:500 in elementary, 1:750 middle, and 1:1,000 high school**
3. **\$25 per student**
 - **Covers \$3.50-\$4 for research databases**
 - **\$21 for books (\$20 each), subscriptions, library equipment**

Coordinated Resources for Student Health



All components are interdependent

Link between Health and Learning is No Longer Disputed

- **Education has a stronger impact on life-long improved health outcomes than many other investments**

School Health Requirements Continue to Escalate

1978	Limit contagious disease contact; vision, hearing, scoliosis screening; tracking of immunization
1990's	Administer medications, delegate oral medications but train; Cedar Rapids court case, accommodations for students with health conditions required, schools begin implementing 504 requirements; diabetes prevalence increasing (504 accommodations); asthma management increasing; RCW 28A.210.280 requires students to provide CIC; nursing-dependent students enroll
Today	Individual health plans (IHP) for diabetes management, training of school personnel, designated school staff to coordinate with parents and health care provider; statutes require IHP for asthma; specific training requirement for CIC; school districts must establish policies to prevent Anaphylaxis (due 9/2009)
2006-07 Survey	160 students classified as nursing-dependent 4,100 students classified as medically fragile

School Nurses are the Core, but not the Only Resource Need

- 1:750 ratio consistently is the identified as the appropriate ratio
- \$6 per student for Coordinated Student Health (CSH) grants
 - 10-year focus of Centers for Disease Control has been to replicate this comprehensive model for improved health
 - Research: Improves health and academics
- Nurse Corps provides regional coordination and support

Society Changed, Staffing Support Has Not

Learning interruptions

- Poverty increases annually
 - Homelessness
- Drug-use declined, but different drugs are used
- 5% of middle, 16% of high school students are heavy drinkers (2006)
- Juvenile arrest rate declined, but more juvenile offenders attend school
- 4% of students have diagnosed mental illness/disorder

Recommend

- 1 counselor/pupil support per 500 elementary students
- 1 counselor/guidance/pupil support per 350 secondary students

SPI Recommendations

	Elementary	Middle School	High School
Class Size	21.2	25.5	25.5

Student Workload	Elementary	Middle School	High School
Instructional Coaches	1,000	1,000	1,000
Librarians	500	500	500
Guidance Counselors	NA	350	350
Nurses	500	750	1,000
Pupil Support (SW, Psych, Counselors)	500	NA	NA