

A Funding System to Support Student Success



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Proposals

1. Strong base for all students
2. Struggling students
3. English language learners
4. Guidance/Advisory/Learning Support
5. Career/Tech
6. College prep/Highly Capable (TBD)



STRUGGLING STUDENTS

Current LAP Funding is Inadequate

- Learning Assistance Program (LAP) allocates 3.46 staff units per 1,000 poverty students (1 staff per 289 poverty students)
- This equates to a teacher spending 30 minutes per day with groups of 28 struggling students
 - No \$ for materials, program support or professional development
- Funding is inadequate to cover student need at a service level with any hope of improving learning

Approach to Build a Funding Solution

- Statewide workgroup of educators was asked:
 - What are similarities among successful models?
 - What resources do students need for success?
- LAP model rebuilt from scratch

New allocation derived from proven models

- Workgroup reviewed scientifically based research

Research-Based Models					
	Diagnostic Assess.	Differentiated Interventions	Prof. Devel.	Instructional Materials	Coaching
Response to Intervention (RTI)	√	√	√	√	
Reading First	√	√	√	√	√
K-12 Reading Model	√	√	√	√	√

Response to Intervention (RTI): Basis for new funding allocation

RTI research shows:

- On average 10% of students need **extra help**
 - *Provide help in small groups of 8 to 15 students per teacher*
- On average 5% of students need **intensive interventions**
 - *Provide help in small groups of 1 to 3 students per teacher*
- Instruction is differentiated based on student need, guided by aligned curriculum and diagnostic assessment

Allocation drives new LAP program

- The new model approaches assistance to struggling students in two ways:
 - Class size reduction, school-wide, in extreme high poverty districts
 - Tiered set of interventions for struggling students with adequate program support and instructional materials

Allocation drives new LAP program

- Six formula components:
 1. Class size reduction for severe poverty
 2. Teachers for small group tutoring
 3. Teachers for intensive tutoring
 4. Program support
 5. Professional development for the teacher staffing units driven by parts 1, 2, 3, and 4
 6. Instructional Materials



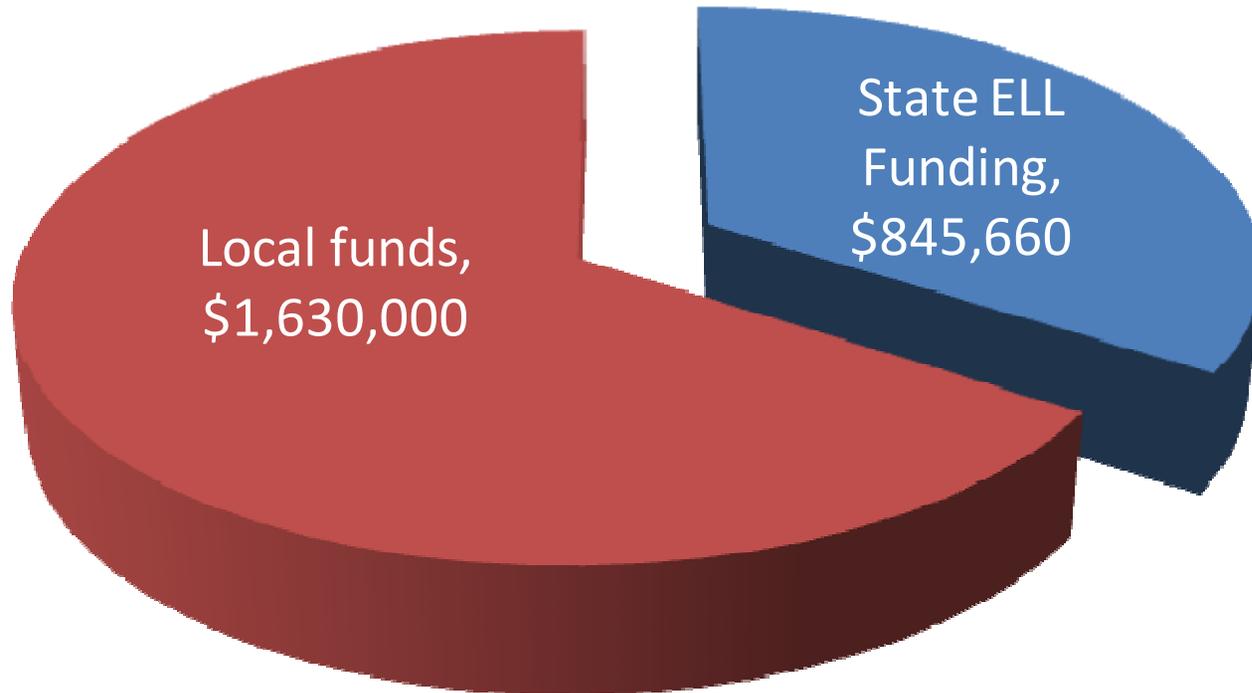
ENGLISH LANGUAGE LEARNERS

Funding for English Language Learners

- Current allocation is \$904 per student
 - Funding generates 1 teacher per 75 ELL students
 - At this staffing ratio, no resources are available for interpreters, program administration, professional development, instructional materials, translations, family outreach

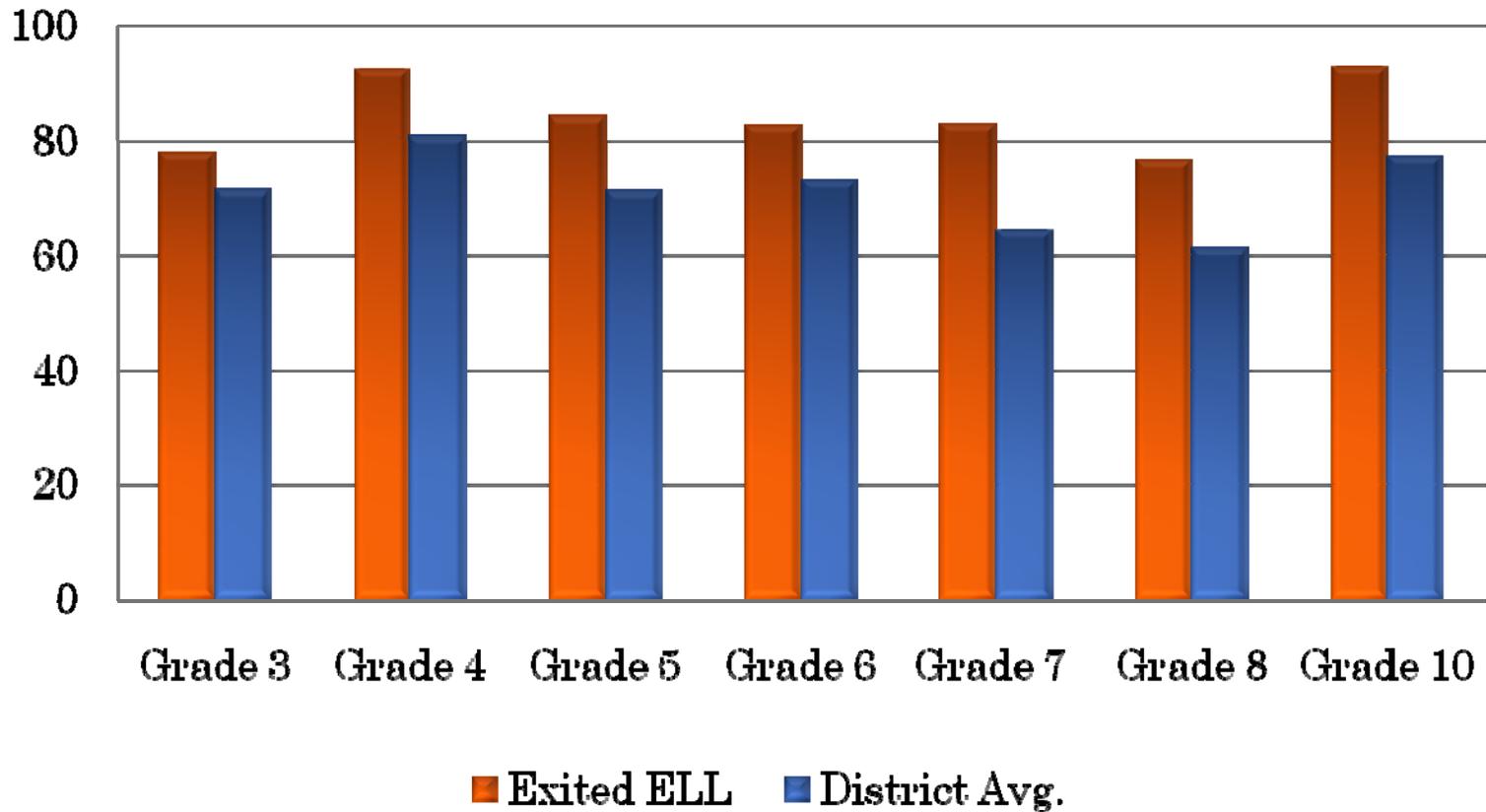
Spokane School District's ELL allocation sources

**Total ELL Program Budget for Spokane Public Schools:
\$2.475 Million**



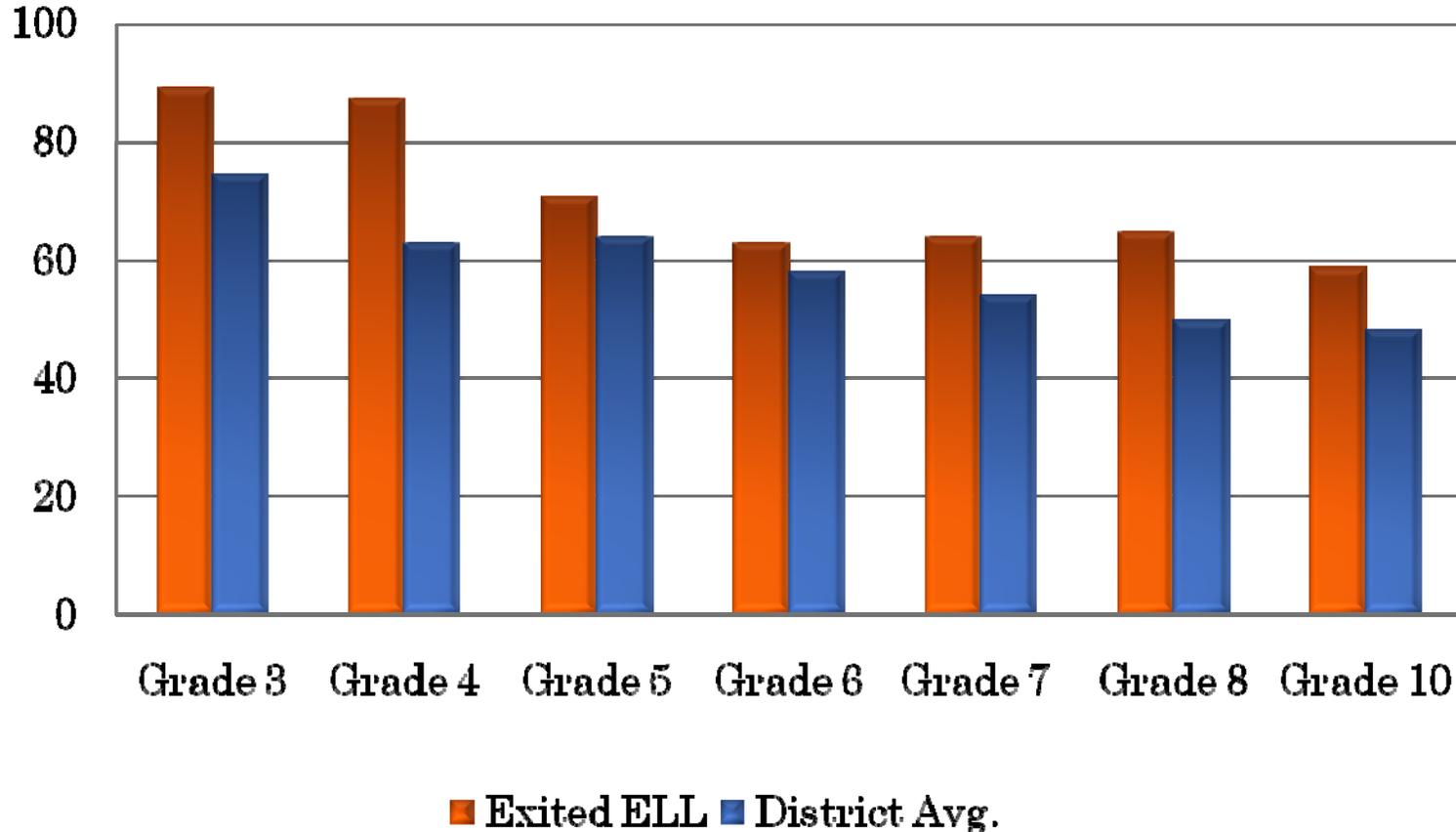
ELLs Exiting Spokane School District Program

**Percent meeting or exceeding standard,
WASL 2007 Reading**



ELLs Exiting Spokane School District Program

**Percent meeting or exceeding standard,
WASL 2007 Mathematics**



Approach to a New Formula

- Statewide workgroup of experts was asked:
 - What resources do students need to have the opportunity to meet standards?
- Allocation would start from scratch
- Workgroup reviewed scientifically based research and outlined actual, successful practices
- Included districts who are successful at improving ELL achievement and know what interventions and models are necessary

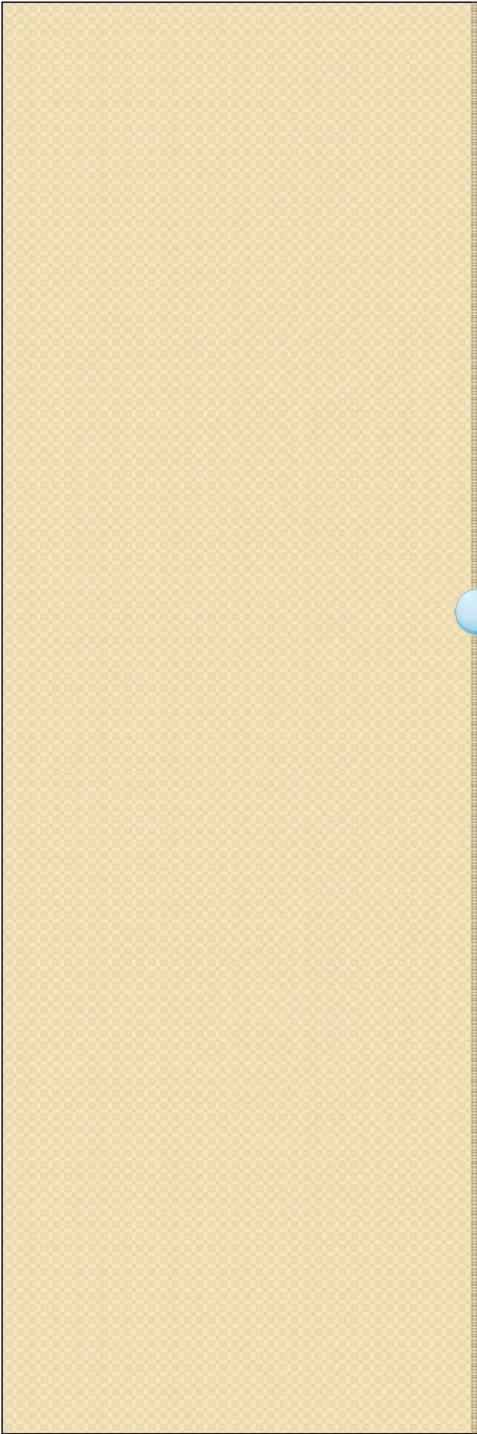
What we Learned: Common Components of Success

- Smaller class sizes
- Additional resources:
 - Intake/reception centers
 - Parent/community liaisons
 - Specialists for coordination of general ed services with ELL services
 - Assessment of language and academic needs
 - Adequate administration
 - Interpreters
 - All teachers need professional development
 - Instructional materials to bridge language and content

ELL Funding Formula Proposal

Six parts of proposed allocation:

1. Core staffing enhancement - smaller class sizes for ELL
2. “Floor” funding for districts with few ELL
3. High ELL/Multiple language enhancement
4. Middle/High school enhancement
5. Professional development
6. Instructional materials and assessments



Navigation 101 and Graduation Advisors



GUIDANCE AND GRADUATION SUPPORT

Secondary Education Changed Dramatically

- Students have more options
 - Running Start, CTE, AP, College, Skills Centers
- Students have more requirements
 - Culminating project, post-secondary plan
 - Meet standard in reading, writing, math, science
- Schools have more requirements
 - Personalize education and planning, involve family
 - Reduce drop-outs
 - Track credits, projects, WASL, re-takes, alternatives

Secondary Schools Need More Help

- Navigation 101
 - Highly successful, but requires support
 - \$20,000 per secondary school to implement and sustain early years; grants drop to \$10,000 per school over time
- Graduation Advisor
 - Track and manage myriad of requirements for students
 - Feedback to student advisor to personalize high school planning and move to graduate success
 - 1:1,000 high school students



CAREER & TECHNICAL EDUCATION

Continue improvements in Career and Technical Education

- Based on work from 2008 Session
- Secondary CTE
 - Expand program to 7th and 8th graders
 - Change staffing ratio from 19.5 to 18.5
 - Create “use it or lose it” provision for administrative allocation
 - Increase NERC to include basic education amount, equipment replacement, and student leadership allocations (\$2,191/FTE)
 - Provide funding for summer school rich in math, science and technology

CTE continued

- Skills Centers
 - Create “use it or lose it” provision for administrative allocation
 - Match secondary CTE NERC allocation (\$2,191/FTE)
 - Provide additional staff at 1:25 for English language learners involved in I-BEST courses

FOUNDATION SUPPORT



Resources for State and ESD Leadership

- Ability to develop and support information needs to inform student success and system accountability
- Capacity building statewide to leverage use of basic education funding
- Research and coordination of existing best practices in content, student programs and district operations
- Salary structure that can attract and retain the leadership to add value to system transformation



CLASSIFIED STAFF RATIOS AND SALARIES

Classified Staffing Model Approach

- Single allocation from state to school districts
 - 17.1 staff per 1,000 students now; recommend 25.1 staff per 1,000 (preliminary)
- LEAP document to identify categories
- Increase allocations over time in specific categories until reach 25.1/1,000 target

Classified Salary Allocations

- Equalize soon
- Then tie K-12 categories to groups of state employee classifications and the weighted average salary of the similar classifications
 - 2,000 state employee classifications
 - Meticulously maintained
 - Biennial survey

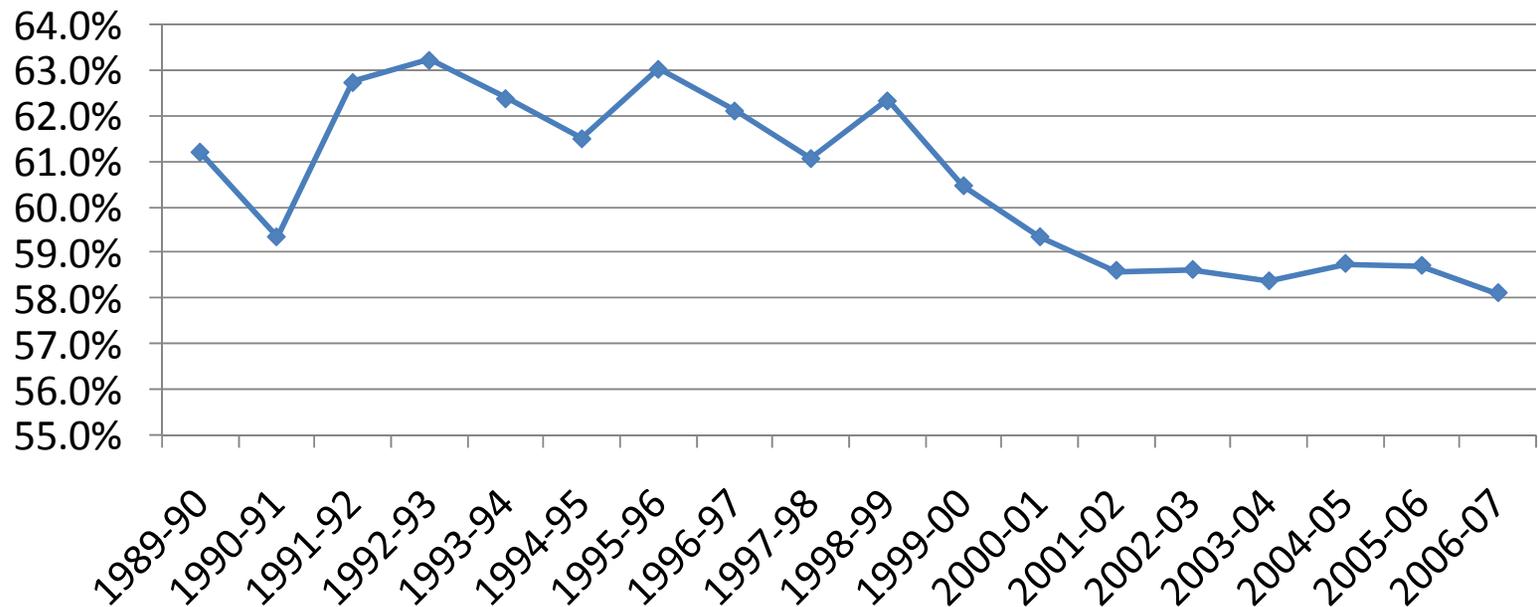
(See page 2 of issue paper, table of results; Appendix A)



FACILITIES

State Funding Covers 58% of Facilities Maintenance Expenditures

State Funding for Facilities Maintenance as a Percent of Total Expenditures
(Grounds and Physical Plant Maintenance)



Underfunding = Deferred Maintenance

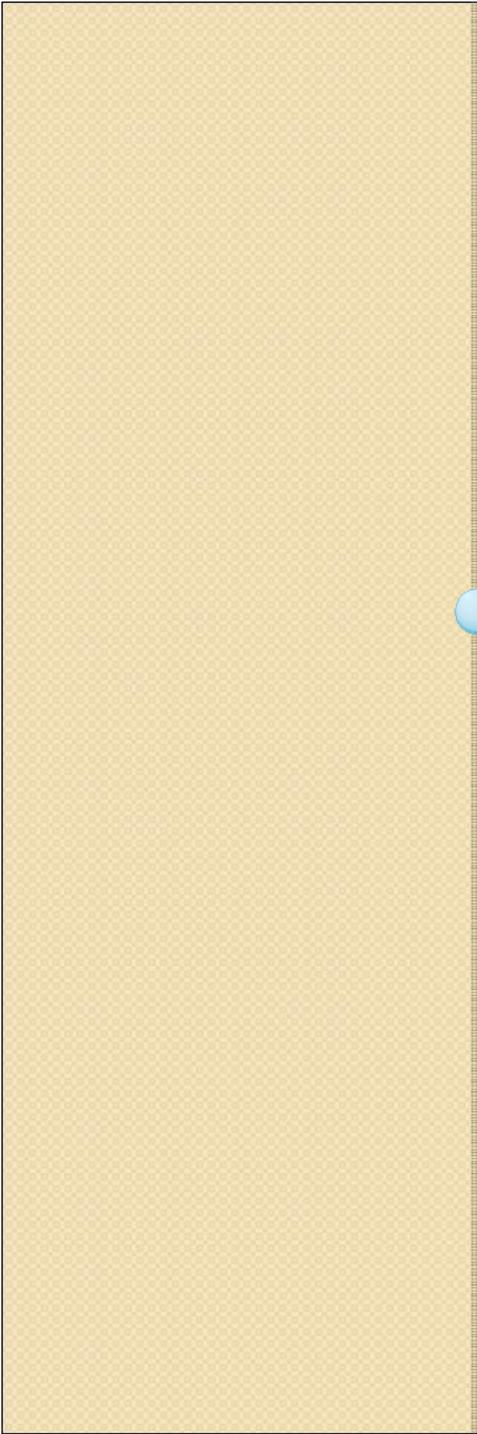
- Causes of Underfunding
 - Maintenance is classified-staff intensive, with salaries well above the maximum classified allocation
 - Significant increase in cost of supplies and materials

Underfunding = Deferred Maintenance

- Impact of Underfunding: Deferred Maintenance
 - Seattle SD, \$485 million (No state-level inventory - under development)
 - District application for \$10.5 million in small repair grants applications
 - Results in buildings that are less well maintained, and therefore can become unsafe and unhealthy
 - Increases future capital need

New Formula Must Address State Funding and Deferred Maintenance

- First, increase staffing levels and NERC to cover current expenditures
- Second, increase both to cover appropriate level of maintenance
- Square footage vs. Staffing/NERC-based formula?
- Funding level will be informed by:
 - Joint Legislative Task Force on School Construction
 - State Board of Health Rules Revisions
 - OSPI maintenance and repair policy change
 - More research on appropriate level of maintenance
 - Other regulatory requirements: IPM, WSSP/LEED



**NON-EMPLOYEE
RELATED COSTS
(NERC)**

Review of NERC for the 21st Century

- Invited school and educational service district business officers and maintenance/operations specialists beginning Fall 2007
- Created common-sense categories
- Reviewed current accounting data to identify and exclude non-basic education expenditures
- Discussed appropriate inflation methods
- Created survey to collect basic education expenditures only

71 districts reported 2006-07 expenditures via April Survey

- Utilities
- Insurance
- Security
- Instructional Professional Development
- Instructional Support
 - Curriculum
 - Library
 - Other
- Technology
 - Administrative
 - Technology
- Facility Maintenance/Operations/Grounds
- Central Office
 - Board, Superintendent, etc
 - Legal Services
 - Audit Services

Survey data used in three ways

- Determine percentage of total expenditures spent in each category; applied distribution to current allocation to calculate funded amounts
 - Determine weighted average spent per FTE
 - Compare to Picus/Odden and Conley recommendations

(Refer to pages 7-8 of issue paper for comparison table)

NERC Foundation Recommendations

- Allocate on per student basis of \$1,383; includes statewide technology program allocation of \$282/FTE
- Provide detail of allocation in common-sense categories via LEAP document
- Apply specific inflation measures to each component

(Refer to Page 1 of issue paper for full recommendations)

Technology access is inequitable

- Level of technology dependent largely on a district's ability to pass bonds or levies
- Funding provided to purchase equipment, does not usually include professional development on integrating technology into teaching

What is the Vision for Technology in the 21st Century?

- Leverage the reach and power of digital technology to create learning that is relevant to modern life
 - Projects that use real-world tools to solve real-world problems
 - Learning that demands scrupulous attention to standards, research and study
- Integrate a global perspective into learning
 - Connect students online to dynamic and creative learning communities that engage peers, leaders, artists, scientists and business people from around the world

Sustainability and Success Depends on Comprehensive Planning

- Presentation stations
- All students 9-12 with laptop to use throughout high school
- All students 7-8 with laptop in core subjects
- All students 4-6 with computers at 3:1 ratio
- Support resources and network infrastructure
- Support professional development to integrate
- *Refer to pages 7-8 for implementation plan*

Funding Vehicle

- Create statewide program and fund through an allocation separate from NERC
- Phase in starting with \$82/FTE increasing up to \$282/FTE in Year 7

Refer to pages 7-8 for implementation plan

How much should the state allocate for C&I Materials?

Assumptions

- Alignment with standards critical
- What districts spend is not necessarily what they should spend
- Washington should establish a policy on how often curriculum should be re-adopted/refreshed and fund that policy

How much should the state allocate for C&I Materials?

Process

- Full cost of curriculum adoption by content area, based on master price agreements and recent adoption by districts, is easily developed
- Based on students enrolled by content by grade level, model predicts the cost of adopting curriculum
- Model also predicts number of years between adoptions given various level of per student expenditures

Cost of Adoption Cycle

- Cost to adopt all new curriculum in a single year is \$727 million
- State provided \$42 per student in 2006-07 for curriculum adoption
- With current funding, districts can turn over curriculum every 18 years
- Districts spent \$92 per student in 2006-07, enough to turn over curriculum every 8 years
- A 6-year adoption cycle would cost \$126 per student per year



**TO BE
DEVELOPED**

Components of System Not Yet Developed

- Accountability system and appropriate support (SBE draft in July)
- Base teacher salary level (WSIPP conducting research; results available in fall)
- Administrator salaries (must be cohesive with teacher base salary)
- Transportation (incl. emergency fuel funding) (fall)
- Special education (2007-08 data critical but not yet available)

Components of System Not Yet Developed

- Facility maintenance staff and supplies (final proposal linked with other efforts and critical data need)
- Technology staffing (SB 5438 feasibility study in November)
- Small school factors
- Highly Capable
- Drop-out Retrieval in Community Colleges
- Education in residential facilities

A Funding System to Support Student Success



**It's our Paramount
Duty and the key to
our future**