

***Projecting the Effect
(on Student Outcomes)
of Task Force Recommendations***

**Basic Education Finance Joint Task Force
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Legislative Assignment

- ✓ Specific assignment to the Institute from the 2007 Legislature (SB 5627):
 - Project *“the expected effect of the investment made under the new funding structure.”*
- ✓ We are developing a model to project the Task Force’s portfolio of recommendations as they could affect student outcomes.
 - Technical detail in the Institute’s Sept. 15, 2008 report;
 - Downloadable spreadsheet to be posted on the Task Force’s and WSIPP’s websites;
 - Comments welcomed.**

K–12 Student Outcomes

How Could Task Force Recommendations Affect These Outcomes?

✓ **Standardized tests**

- **NAEP**
- **SAT**
- **WASL**

✓ **High school graduation**

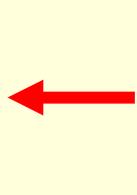
✓ **Non-tested K–12 subjects**

✓ **Higher education participation**

✓ **Labor market outcomes**

✓ **Non-cognitive skills**

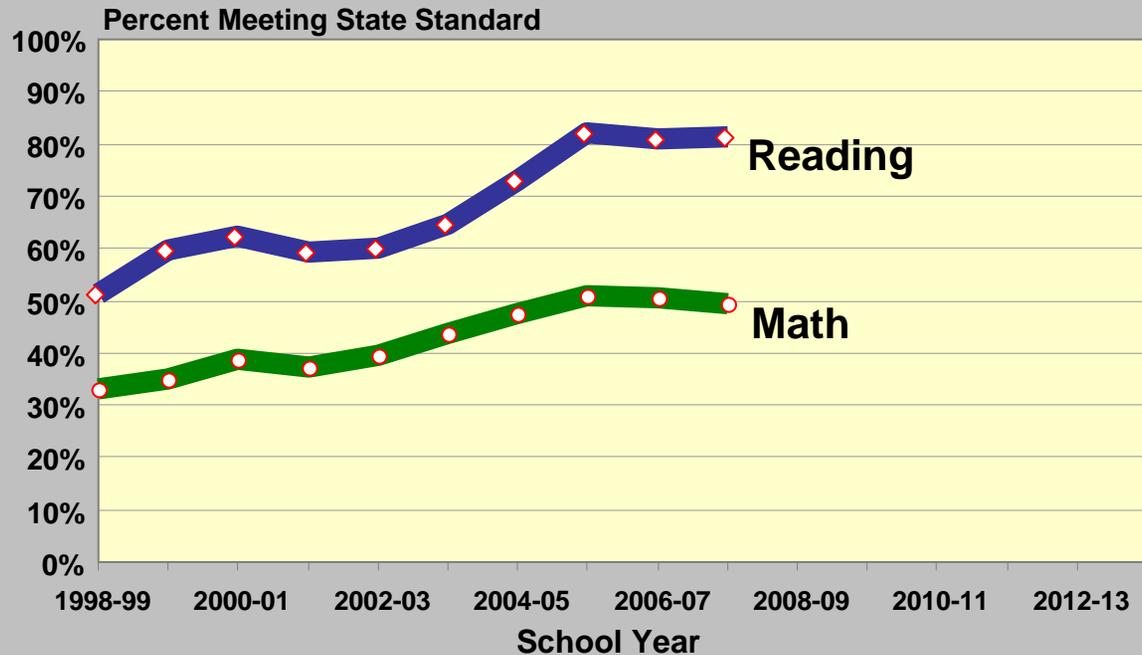
**The initial focus
of the Institute's
projection
model**



Two K-12 Student Outcomes

How Could Task Force Recommendations Affect These Outcomes?

10th Grade WASL “Met-Standard” Rates: 1998-99 to 2007-08 School Years



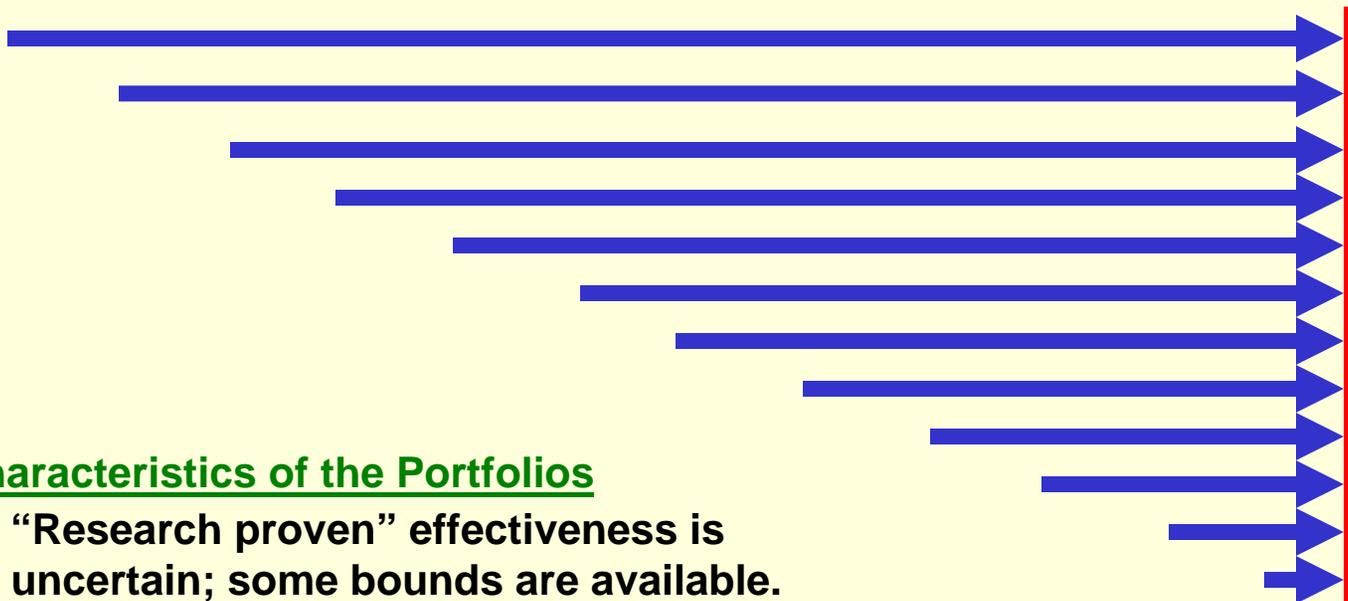
* Source: OSPI webpage. Note: The denominator for these OSPI-defined met-standard rates includes both 10th grade students who took the WASL as well as those who did not take the test because of an unexcused absence.

Investment Portfolios (14 Grade-Level Opportunities to Improve Outcomes)

Grade in Which the Task Force's Recommendations Could Change the Amount, Effectiveness, or Distribution of Resources

PreK K 1 2 3 4 5 6 7 8 9 10 11 12

\$



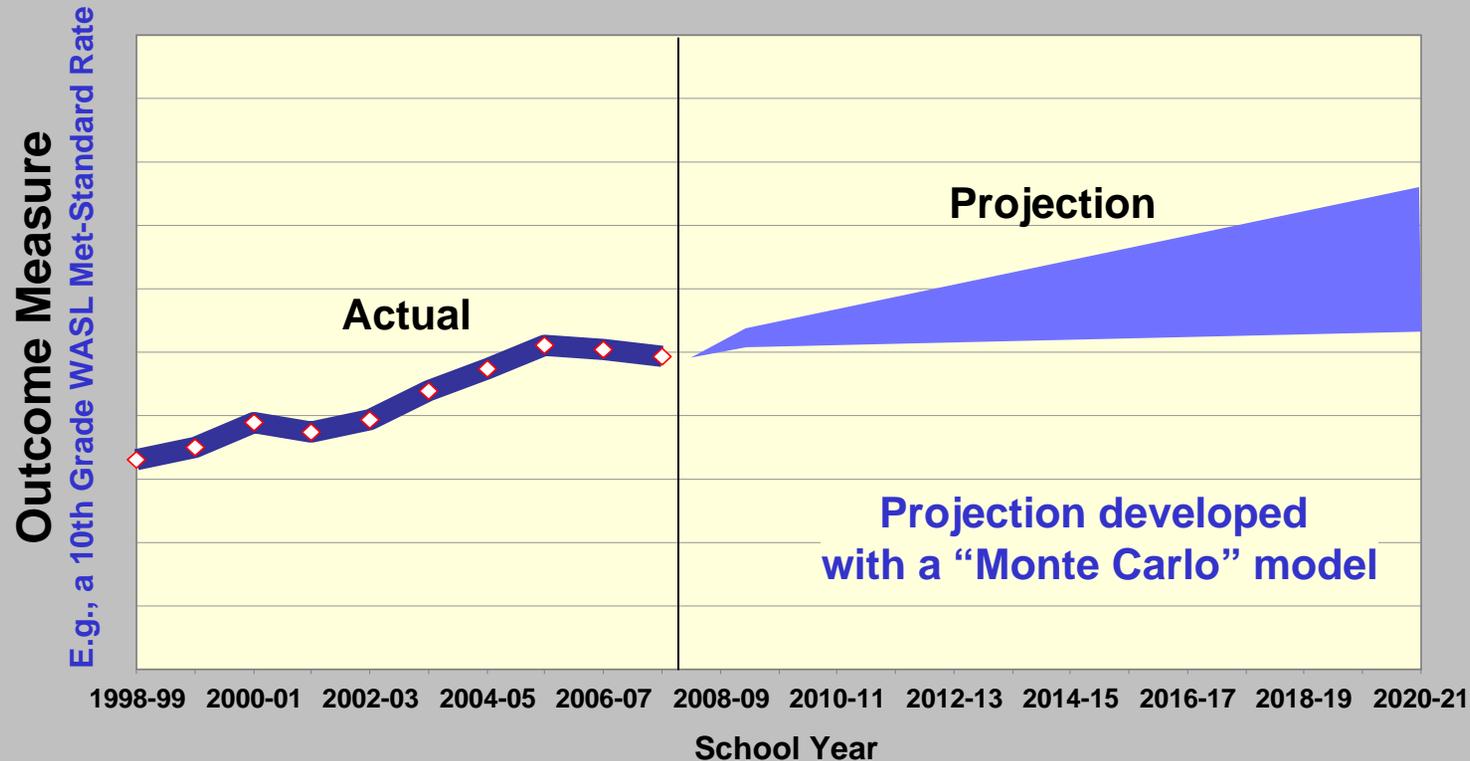
Characteristics of the Portfolios

1. "Research proven" effectiveness is uncertain; some bounds are available.
2. Near-term effectiveness probably decays over time.

A Measured Outcome:
the 10th Grade WASL

Measuring Risk and Uncertainty as Reflected with a Range Projection

An Illustrative Hypothetical Projection



Ceteris Paribus

**A Latin Phrase Meaning:
“With Other Things the Same”**

- ✓ **Many Factors Influence Educational Outcomes...**
**Parental, Family, Community, Other Factors...and
Educational System Factors.**
- ✓ **The Institute’s model attempts to isolate ONLY
those educational resources recommended by the
Task Force—we do not project the other factors.**

