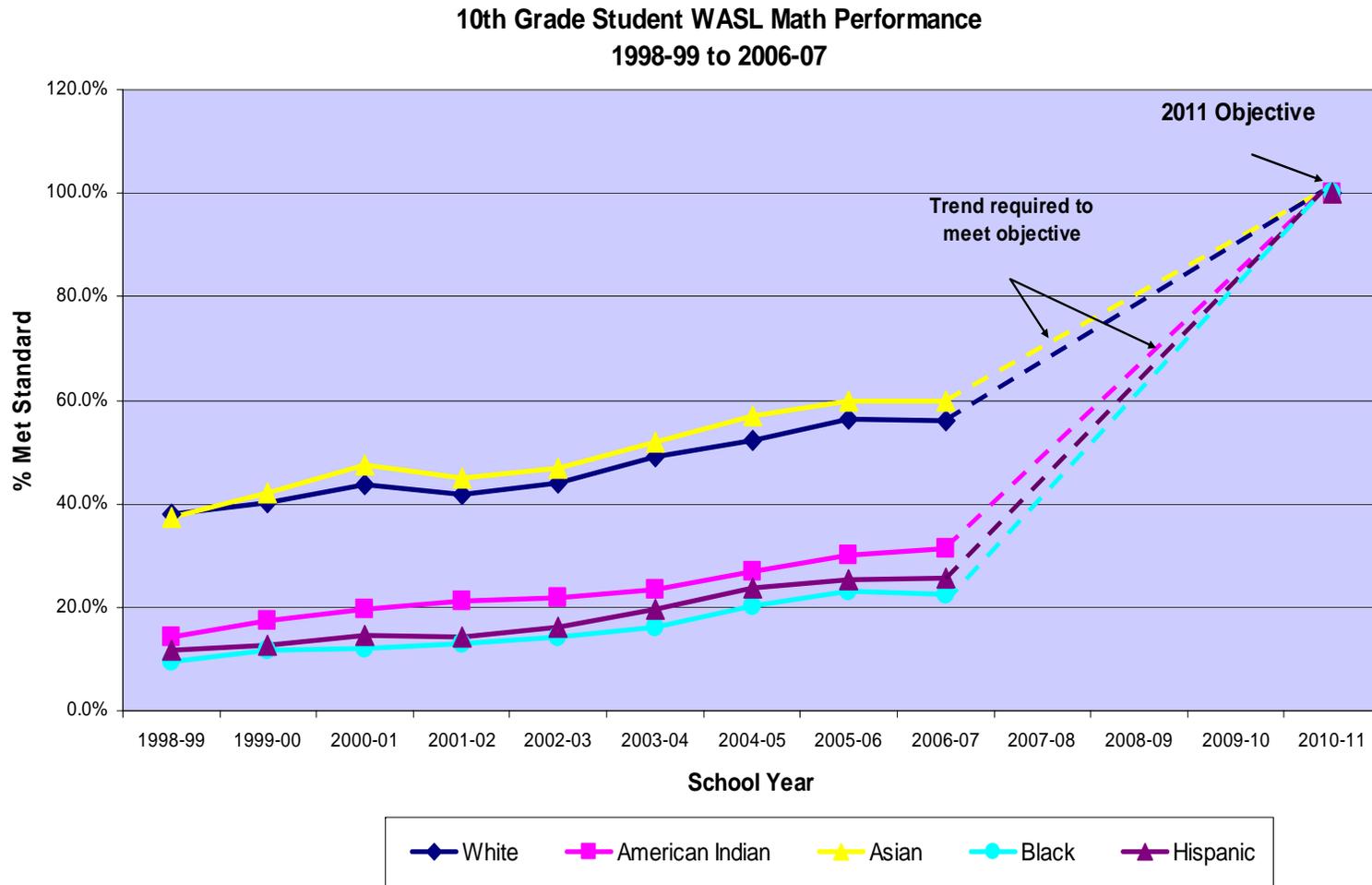


Washington Learns

Findings and recommendations of study consultants, Picus and Associates, and the K-12 Advisory Committee

Purpose of Finance Study: Double student Performance Again



Components of Picus/Odden Study

Successful School District Study	Teacher Compensation	Evidence-based Study
Estimate an adequate level of funding per student based on spending by districts identified as successful	Teacher compensation w/ Regional Adjustment Method	Research on successful education interventions drive recommendations for programmatic elements of finance

prototype



Adequacy prototype to build an elementary, middle and high school: All programmatic, student support, and operations elements except food services and transportation

K-12 Advisory Committee recommendations on a more transparent finance structure and funding improvements



Evidence-based Study

- ▶ Research findings drive the adequacy prototype to the extent available
 - ▶ Review of research on what strategies/investments improve student achievement
 - ▶ Professional judgment panels commented on the prototype
- ▶ Not all recommendations can be based on outcomes research → industry standards, common sense
- ▶ Prototype resources are assumed to replace all current state and local resources, integrating federal as possible

Evidence-based Study

- ▶ All resources are assumed to be used to re-engineer schools around:
 - ▶ Commitment to high standards
 - ▶ First focus on core classes
 - ▶ New curriculum and focused teacher development to align instruction
 - ▶ Resources to identify and help struggling students with extra learning time
- ▶ Study Outcome: the cost of implementing the prototype in each school, adjusted for special populations and size
- ▶ Tables 1 and 2 under Evidence-Based tab

Questions Picus & Odden
answered to recommend a
comprehensive finance system

Questions

1. **What are the goals of our education system and how should basic education be defined?**
2. How many hours and days of instruction are necessary for students to meet goals?
3. What student/staff ratios provide reasonable assurance that most students have the opportunity to learn content and standards?
 - ▶ Teachers (class size)?
 - ▶ Certificated staff to support student learning: health, advising, social supports, education experts?
 - ▶ Classified and administrative staff?

Questions

4. What supports or extra educational resources should be provided where students are not meeting standards?
5. What funding should be provided to keep schools heated, insured, operational and provide students with textbooks, libraries, and technology?
6. What salaries should be paid to certificated instructional, classified, and administrative staff?
 - a) What portion should be paid by the state? by districts?
 - b) How should salaries be differentiated for regional costs, experience, education, skills, and knowledge to operationalize the state's interest in attracting and retaining "quality" teachers? What investments in professional development are necessary?

Questions

Questions Not Addressed by Picus/Odden

7. What management systems and tools must be provided to districts?
8. What might need to change about system governance?
9. What levy authority should be permitted? What are intended uses of levy funding? How should property poor districts be defined and assisted?
10. What food services and transportation system should be supported?

2. How many hours and days of instruction are required for students to meet their goals?

Instructional Basics

Picus/Odden Prototype

- ▶ Prototype assumes 180 student school days;
190 teacher work days
- ▶ Full-day Kindergarten
- ▶ No specific assumption regarding hours of instruction, continue current practice
- ▶ Continue student-count and student-choice practices
- ▶ Fund enrollment on greater of current year
OR 3-year rolling average

Advisory Committee Recommendations

- ▶ Add 2 days of teacher development per year until the state pays for 10 days (content, instruction, and cultural competence)
- ▶ Phase in Full-day Kindergarten

3. What student/staff ratios provide reasonable assurance students have the opportunity to learn and achieve standards?

Current Funding for Student/Staff Ratios

Current State Funding

		Staff per 1,000 Students	Students per Staff
Certificated Instructional Staff	K-3	53.2	18.8
	Grade 4	53.2	18.8
	Grades 5-12	46.0	21.7
<hr/>			
Classified Staff		16.9	59.0
<hr/>			
Administrators		4.0	250.0

Picus/Odden Adequacy Prototype: Ratio Recommendations for each of 14 Categories

Current Funding

Certificated Instructional Staff

Classified Staff

Administrators

School-based Model
(14 total)

Core Teachers

Specialist Teachers

Instructional Coaches and Mentors

Librarians

Counselors

World Languages, the Arts, Health/Fitness, CTE

Pupil Support (Social Workers/Nurses)

Secretaries

Library Media Specialists

Support Aides

Maintenance Workers

Grounds

Keepers

Math, Science, Language Arts, Social Studies

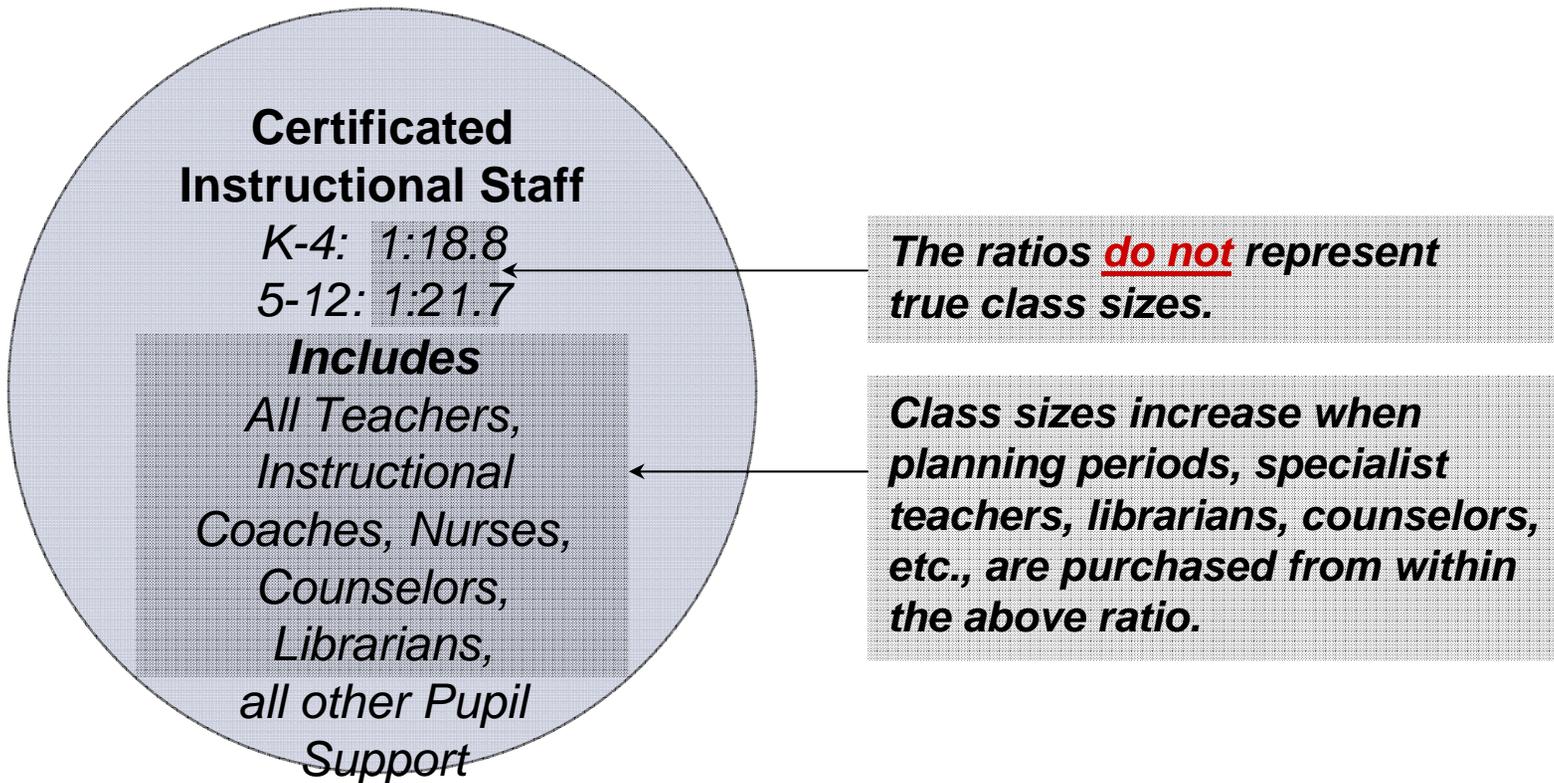
Principals (and Assistant Principals)

Superintendents

Central Office Administration

Instructional Aides and Other Support

Certificated Instructional Staff Ratios do not represent Class Size

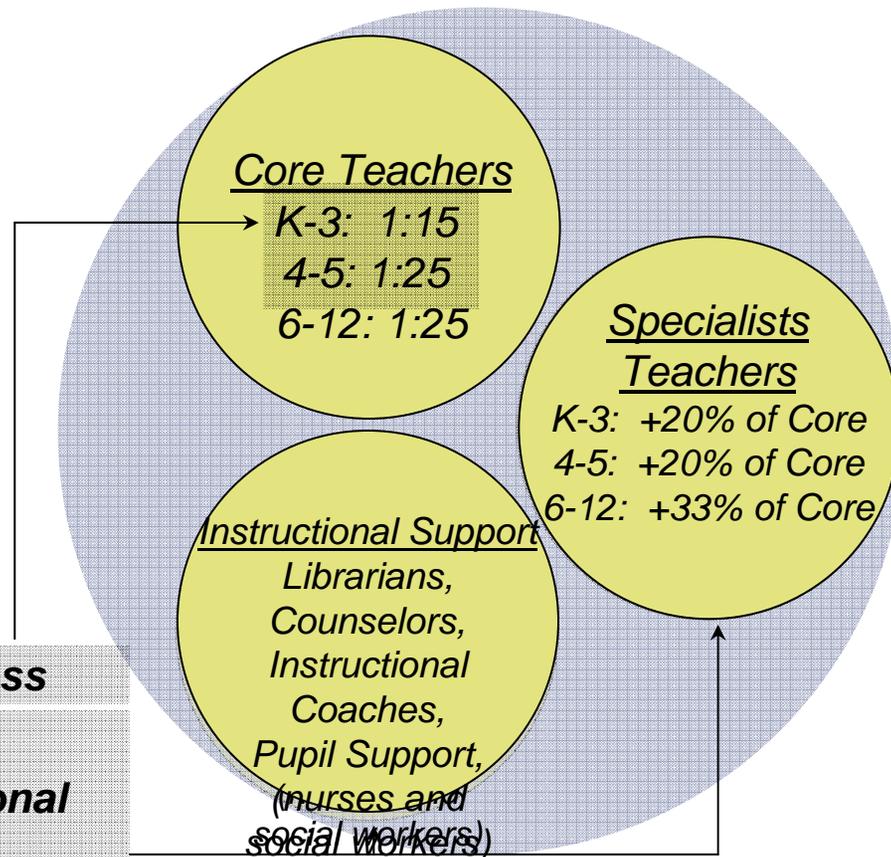


Adequacy Prototype Class Size

Current Funding



School-based Model



These ratios do represent true class sizes. Class sizes stay consistent when Specialist Teachers and Instructional Support are funded separately.

Convert Current Funding for Instructional Staff into Common Sense Categories

Current funding expressed as a block



=

Students per Certificated Instructional Staff

Example, only core teachers

Example, all categories

Core Teachers	Grades K-4	1:18.8	1:23
	Grades 5-8	1:21.7	1:31
	Grades 9-12	1:21.7	1:43
Specialist Teachers	Grades K-4		1:157
	Grades 5-8		1:109
	Grades 9-12		1:54
Instructional Coaches			1:1,818
Librarians			1:762
Counselors			1:540
Pupil Support (Social Workers/Nurses)			1:2,035

Decreasing one allocation requires increasing another to stay cost neutral.

Current Funding Level Converted to Common Sense Ratios vs. Picus/Odden Adequacy Prototype

Students per Certificated Instructional Staff

		Current Funding Level			P/O Adequacy Prototype
Core Teachers	Grades K-4	1:23	Core Teachers	Grades K-5	1:18
	Grades 5-8	1:31		Grades 6-8	1:25
	Grades 9-12	1:43		Grades 9-12	1:25
Specialist Teachers	Grades K-4	1:157	Specialist Teachers	Grades K-5	1:90
	Grades 5-8	1:109		Grades 6-8	1:125
	Grades 9-12	1:54		Grades 9-12	1:75
Instructional Coaches		1:1,818	Instructional Coaches		1:200
Librarians		1:762	Librarians		1:380
Counselors		1:540	Counselors (6-12 only)		1:250
Pupil Support (Social Workers/Nurses)		1:2,035	Pupil Support (Social Workers/Nurses)		1:267

Current Funding Level Converted to Common Sense Ratios vs. Picus/Odden Adequacy Prototype

Students per Classified Staff

	Current Funding Level		P/O Adequacy Prototype	
<div style="border: 1px solid black; border-radius: 50%; width: 150px; height: 150px; display: flex; align-items: center; justify-content: center; background-color: #d8bfd8;"> <div style="text-align: center;"> <p>16.94</p> <p>Classified staff per 1,000 students</p> </div> <div style="margin: 0 20px;">=</div> </div>	Secretaries	1:257	Secretaries	1:213
	Aides <i>(Instructional & Non-instructional)</i>	1:257	Aides <i>(Instructional & Non-instructional)</i>	1:213
	Custodians	1:232	Custodians	1:192
	Maintenance Workers	1:708	Maintenance Workers	1:567
	Grounds Workers	1:766	Grounds Workers	1:634
	Central Office Administrative	1:469	Central Office Administrative	1:387
		16.94	59.00	
			Staff per 1,000 Students	20.40
			Students per Staff	48.90

Advisory Committee Staffing Findings and Recommendations

- ▶ District-level allocations; not school-level
- ▶ Unblock staffing allocations into 14 common sense categories (funding would remain an allocation, not a dictate)
- ▶ Improve staffing allocations over time
- ▶ First biennium priority:
 - ▶ Phase-in targeted class size reduction, beginning with earlier grades
 - ▶ Phase-in mentors and instructional facilitators in poorest schools first and for mathematics, gradually increase for secondary reading and science and expand to all schools who need assistance over 10 years

4. What extra-educational resources should be provided for students not meeting standards?

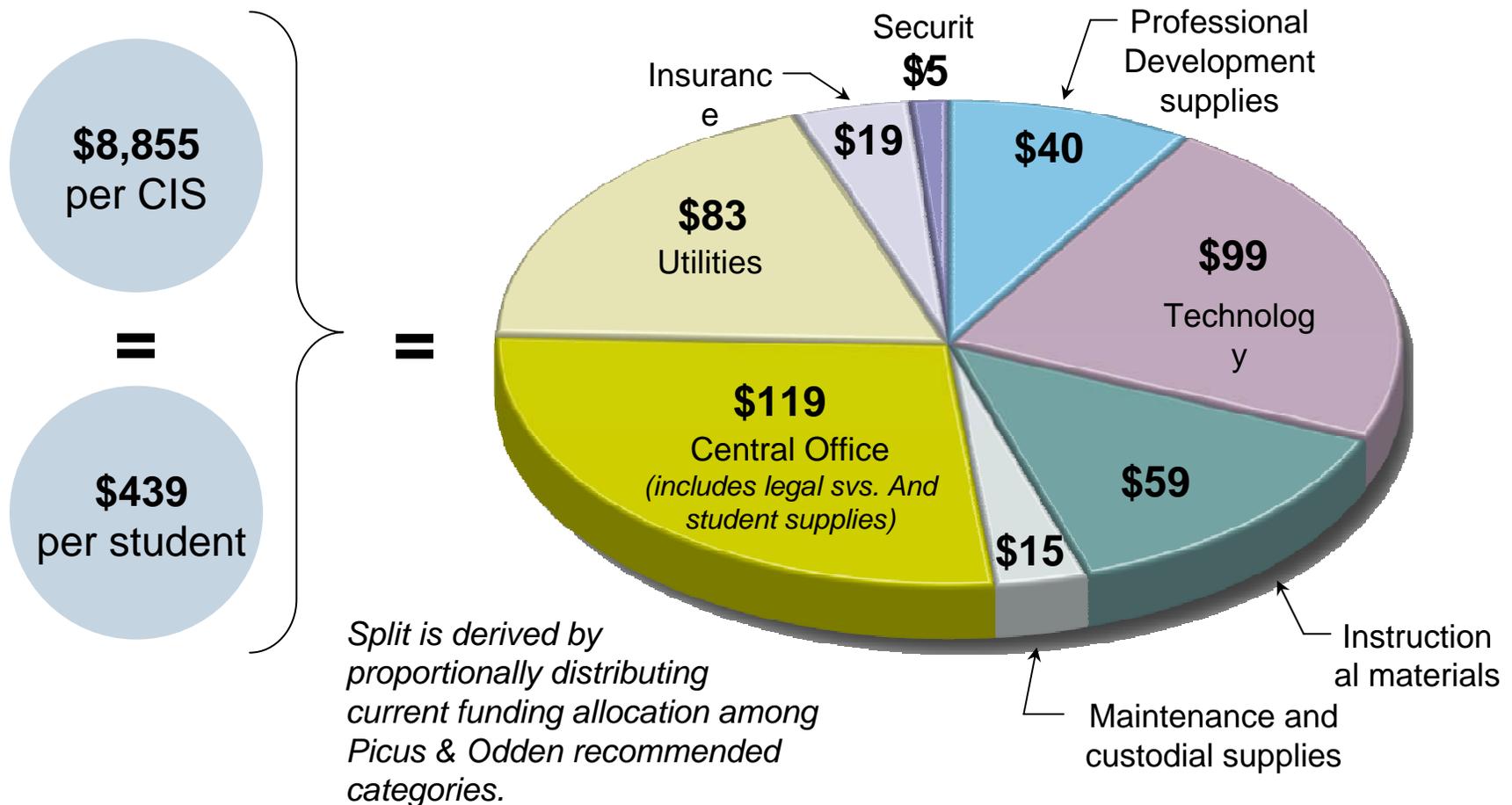
Adequacy Prototype Resources for Struggling Students

- a. 1 Tutor (certificated) per 100 FRPL students; minimum of 1 per school
 - b. Extended day: 15 hours per week for 50% of FRPL students
 - c. Summer School: 8 weeks for 50% of FRPL students
 - d. English Language Learners: 1 teacher per 100 ELL students
- P/O recommendations would purchase 10,766 teachers in 2004-05.
- Title I, Title III, LAP, Bilingual education, PAS, and I-728* total \$428 million in 2007-08.
- Current funding would purchase 6,321 teachers in 2007-08.

5. What funding should be provided to keep schools heated, insured, operational and provide students with textbooks, libraries, and technology?

Current Non-employee Related Costs (NERC) Funding

Example of how the 2004-05 could be unblocked:



NERC: Current Funding Level Converted to Common Sense Allocations vs. P/O Adequacy Prototype

Category	2004-05 Unblocked Allocation	2004-05 Unblocked w/out Tech.	Picus / Odden Prototype(3)
Utilities (1)	\$83	\$107	\$209
Insurance	19	25	47
Professional Development (registration, presenters, travel)	40	52	100
Instructional Materials (textbooks, Maintenance /Custodial Supplies	59	76	150
Central Office (includes legal services, student supplies)	15	19	39
Technology (student and district)	119	154	300
Subtotal	\$434	\$433	\$1,095
Security (2)	5	6	13
Total	\$439	\$439	\$1,108

(1)Picus/Odden recommend funding based on actual cost of utilities.

(2)Picus/Odden recommendation includes a staffing component within this dollar amount.

(3)Some recommendations vary by grade level; average is displayed.

Advisory Committee NERC Findings and Recommendations

- ▶ **Make current non-employee funding understandable by breaking the current block allocation into common sense categories**
 - ▶ Categories were not specified; display was for discussion only
 - ▶ Funding was to remain an allocation, not an expectation
- ▶ **NERC should be update for actual experience in WA**
- ▶ **First biennium priority:**
 - ▶ Provide resources to districts to move toward a statewide curriculum menu beginning with mathematics, science, secondary reading and English Language Development programs

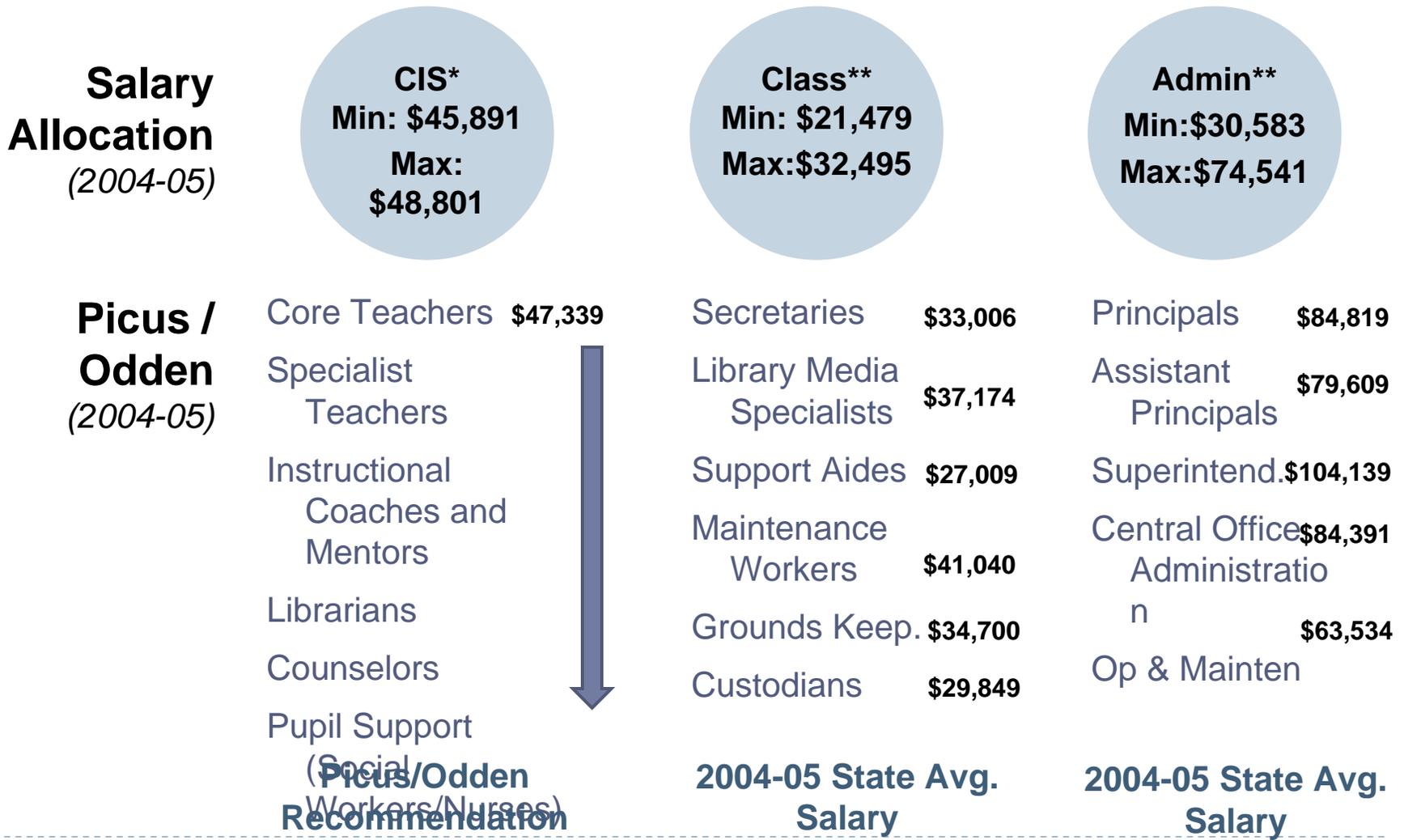
6a. What salaries should be paid to staff members? Who should pay for their salaries?

Adequacy Prototype Recommendations for Teacher Salaries

Teacher Base Salary

- Set salaries based on overall labor market and the 12-15 regions within Washington
- Compare to jobs with similar knowledge, skills, and activities
- 5 categories of jobs similar to teaching have an average salary of \$46,800 (2004-05) (Actual Wa avg. was \$45,437--AFT)
- Jobs similar to those of math, science, and technology teachers should be used for this group of teachers
 - \$73,098 is salary of Washington Math/Science occupations

Picus/Odden Adequacy Prototype: Salaries and Salary Allocations



* Reflects 04-05 avg staff mix calculated from beginning salary on the Salary Allocation Model

**Reflects min. and max. state allocation to districts for salaries

6b. How should salaries differ for regional costs, experience, education, skills and knowledge?

Adequacy Prototype Recommendations for Regional, and Knowledge/Skills Adjustments, and Professional Development

Regional Cost Adjustment (Comparable Wage Index)	Knowledge and Skills Adjustment	Professional Development
<ul style="list-style-type: none"> • Provides equal capacity to attract and retain: salaries must allow teachers (other staff) to buy a similar standard of living statewide • Where wages for all employees are 10% greater than a neighboring region, teachers should be paid 10% greater also • Hold employee education, experience, and mix of jobs constant 	<ul style="list-style-type: none"> • Do not link pay progression to student performance • Do add a progression element based on student learning gains • Do differentiate for National Board Certification and incorporate other licensure requirements (Professional Certification) 	<ul style="list-style-type: none"> • 10 days for PD • \$100 per student for trainer costs • Time during summer for intensive institutes • On-site coaching • Restructured day for collaborative planning

Advisory Committee Compensation Findings and Recommendations

- ▶ Eliminate salary grandfathering (w/in 6 years)
- ▶ Restructure TRI reporting for transparency
- ▶ First biennium priority:
 - ▶ Design and build a Washington Educator Academy
 - ▶ Develop and pilot new teacher compensation systems that rewards knowledge and skills, differentiated instruction, and cultural competency
 - ▶ Increase base teacher salaries
 - ▶ Update salary allocations for classified staff and administrators

Miscellaneous Adequacy Prototype

- ▶ Student activities: \$200/student
- ▶ Gifted funding: \$25/student (current ~\$8/student)
- ▶ Substitute teachers: 10 days for each teacher on average; \$110 per day (current, about 3 days per teacher)
- ▶ Selected holes:
 - ▶ ADA/Section 504
 - ▶ Assessment allocation
 - ▶ Technology workers
 - ▶ Administration levels
 - ▶ Career and Technical Education

Remaining Advisory Committee Recommendations

- ▶ New funding should be phased-in over 10 years, with first emphasis on struggling students
- ▶ Given that a phase-in is necessary, levy equalization for property poor districts should continue; property rich districts should be given levy flexibility until phase-in is complete; ultimately eliminate levy grandfathering
- ▶ Transition I-728 to basic education funding
- ▶ Enact Simple Majority for levies
- ▶ Improve district expenditure reporting
- ▶ Address Special Education immediately

Appendix A: Successful School District Study

Successful Schools Method

- ▶ Estimate an adequate level of spending per student based on spending by districts identified as successful
- ▶ Identified districts that meet agreed criteria of success
 - ▶ Performance and non-performance outcome criteria
 - ▶ Analyze districts by given specific challenges (poverty, urban/rural)
 - ▶ Must be successful over time; outliers are excluded
- ▶ Applies weighted-averages of expenditures in the successful schools to estimate the costs of ensuring adequacy across all school districts
 - ▶ Excludes ELL, special education, transportation, food service
- ▶ Typically a conservative estimate

Application of Method in Washington

- No expenditure data by school, must apply method to district
- Success measured by 2004-05 performance against:
 - 2004-05 and 2007-08 NCLB goals for percent meeting proficiency at 4, 7, 10, Reading and Math (Table 1, pg 5 of SSD study)
 - NCLB graduation goals
 - Learning improvement index and
 - Index for closing achievement gap
 - Time frame: 3 years of success
 - Analyze by categories of urban/rural, size, poverty concentration, ethnic minorities, and ELL
- 36 criteria, 233 districts included in study
- Interviews at 31 schools: Are there identifiable patterns of expenditure to predict high achievement?

Washington districts are not well positioned to meet higher performance standards on the horizon

▶ **2004-05 Performance Benchmarks**

- ▶ Only 5 districts met all 36 criteria
- ▶ No urban districts, or high poverty districts met all 36 criteria
- ▶ Only a quarter met more than 30 out of 36 criteria
- ▶ 140 districts met 24 or more criteria, including 6 high poverty districts

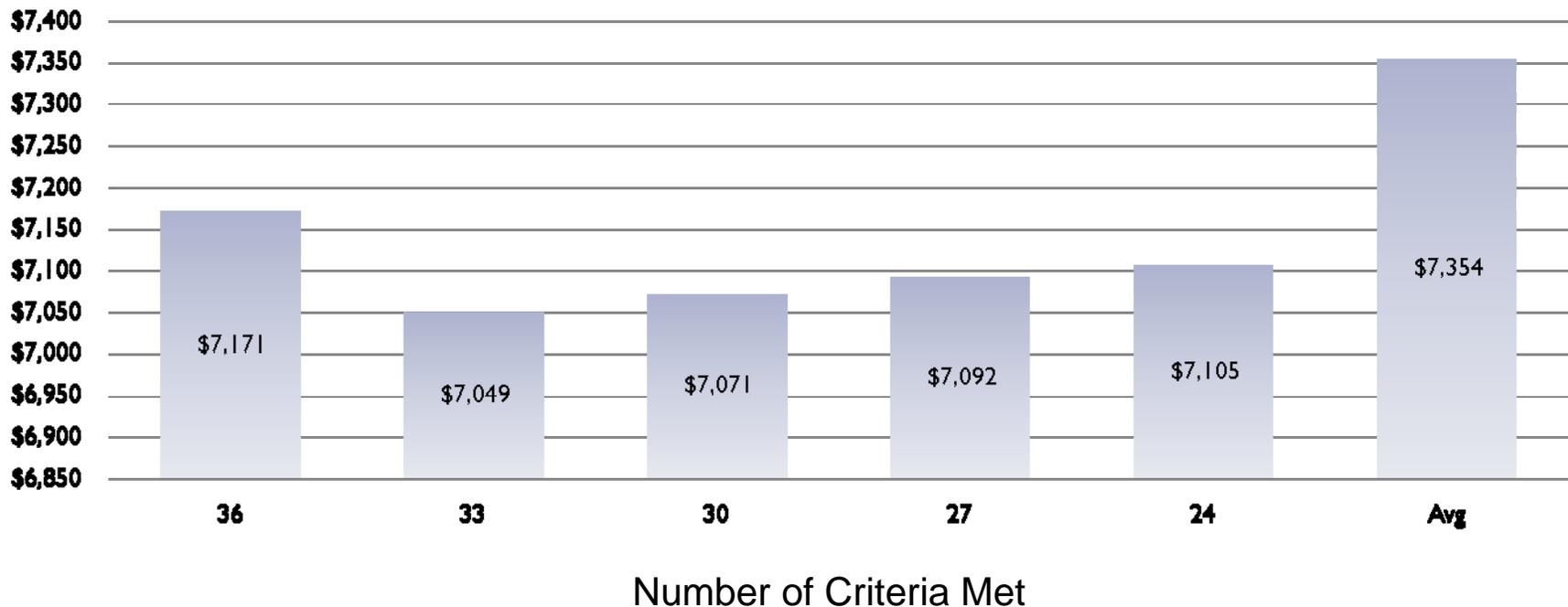
▶ **2007-08 Performance Benchmarks**

- ▶ Only 1 district met all 36 criteria
- ▶ Fewer than 10% of districts met 25 or more of the criteria

Little Differentiation in per Pupil Spending among Districts

- ▶ Districts with larger levies are off-set by districts with larger categorical and poverty-based programs

Avg District per Pupil Spending by Performance on 2004-05 Benchmarks



Key Findings of 31 Successful School Interviews

1. Focus on educating all students to standards
2. Use data to drive decisions
3. Adopt a rigorous curriculum aligned to state standards (\$)
4. Support instructional improvement with effective professional development and coaching (\$)
5. Restructure the school day or year for collaboration (\$)
6. Identify and provide struggling students with additional assistance (\$)

- § Non-basic education, grant funding often impetus for change
- ▶ Private grants
 - ▶ Federal competitive grants
 - ▶ I-728 and Learning Improvement Days
 - ▶ Fee-for-service summer school and full-day K

Appendix B: Advisory Committee
Special Education
Recommendations

Recommended Changes to Special Education Funding and Accounting

2007 Legislative Action:

- ✓ Adjusted the calculation of the 12.7% index and improved the safety net
- ✓ Updated funding for special education-eligible preschool students
- ✓ Reduced integration of federal funding
- ✓ Revised accounting practices

Remaining:

- ▶ Refine base on which the derivative for special education funding is calculated

Refine the Base on which Special Education Funding is Calculated

