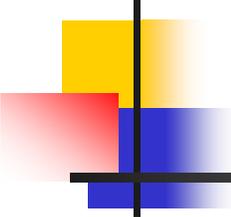


Washington Adequacy Funding Study

David T. Conley

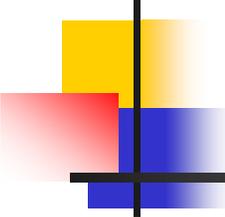
Educational Policy Improvement Center

November 19, 2007



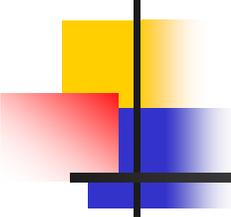
Background

- EPIC's role
 - Previous studies
 - Unique expertise
 - Policy, finance, school effectiveness
- Nature of study
 - Goal
 - More precise estimate of necessary funding
 - Possible resource for various purposes
- WEA Role
 - Sponsor
 - WEA was not party to the data or study conclusions
 - Review
 - WEA staff assisted in review of the design and findings



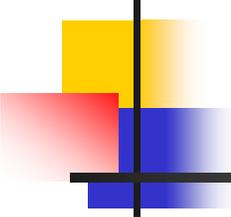
Timeline

- September 2005: Study begins
- Fall 2005: Analyze current spending to create baseline prototype schools and complete literature review
- Winter 2006: Survey of improving schools
- Spring 2006: Evidence-based methodology integrated with online professional judgment simulation and meetings



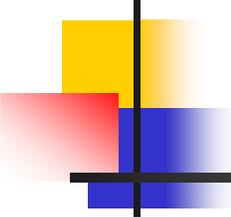
Timeline

- Summer 2006: Completion of Teacher Wage Analysis and Cost Function Adjustments
- Fall 2006: Draft report completed and reviewed
- Winter 2007: Final report completed



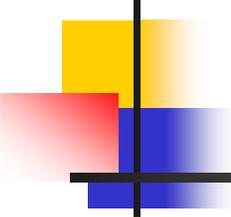
Study Methodology

- Multi-method study design:
 - Baseline Prototype Schools
 - Improving Schools Baseline Calculations
 - Evidence-based Interventions
 - Professional Judgment Reviews
 - Teacher Wage Analyses
 - Cost-Function Adjustments
- This approach helps increase precision and compensate for limitations of any one methodology



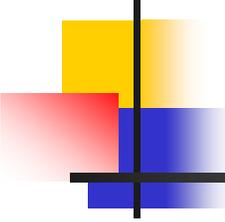
Baseline Prototype Schools

- Hypothetical ‘prototype’ schools at the elementary, middle and high school levels
- Provide a starting point for determining what is adequate
- Capture all dollars spent on operations
- Derived from official Washington data and expert estimates



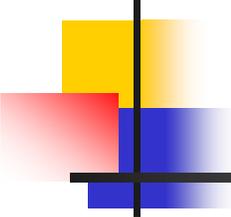
Improving Schools Adjustments

- Optimize baseline schools so they represent efficient, effective schools
- Gather information from schools that perform a high levels and show improvement in reading and math relative to their student poverty level
- Survey of principals and other school business managers
- Feedback used to refine the baseline schools
- No changes to the bottom line



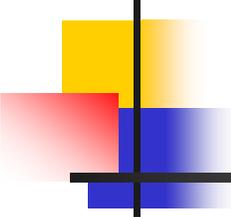
Evidence-Based Model

- Comprehensive literature review to identify educational interventions with a high probability of improving student performance
- Interventions then costed out
- Interventions then provide a starting point for the professional judgment review
- See Table 7 Handout for the components included in each intervention



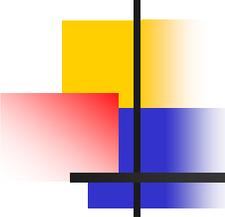
Professional Judgment Model

- Panel composed of select WA educators
- Online Simulation asks panelists to:
 - Recommend adequate compensation
 - Select among educational interventions
 - Make additional recommendations
 - Consider total costs of their changes
- Panelists met in Spokane and Renton to review results



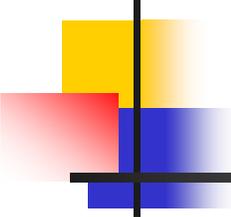
Teacher Salary Adjustments

- Comparable Wage Model compares the salaries of teachers with the salaries of individuals in comparable professions within regional labor markets
- Hedonic Wage Model compares salaries within the teaching profession to determine necessary teacher salary adjustments at the district and school level based on working conditions
- Adjustments to teachers' salaries were then made by labor market, district, and school



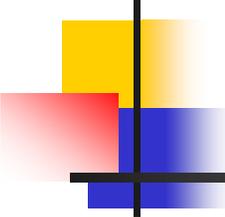
Cost-Function Adjustments

- Statistical technique to determine cost variations by examining a range of variables and then determining how costs of those variables differ across schools in the state
- Generates student poverty and school size adjustments
- Is computed after all other analytic methods have been applied



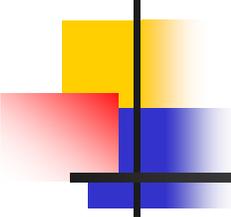
Review

- Review by five school finance experts
 - Jacob Adams
 - Richard Brandon
 - James Guthrie
 - Bob Palaich
 - Deborah Verstegen
- Not a judgmental review, but an improvement-oriented review
- Reviewer suggestions incorporated into report



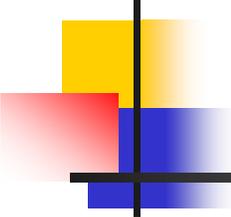
Overall Results

- Adequate 2004-05 expenditure to enable all K-12 Washington students to meet state and national standards is:
 - \$11,163,909,215 statewide
 - \$11,678 per student
- This represents an expenditure increase of:
 - \$3,454,253,320 statewide
 - \$3,613 per student
 - 45%
- See the Appendix I Handout for additional results



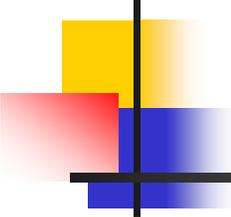
Teacher Wage Analyses Results

- The teacher wage analyses recommended an average teacher salary of \$60,043
- This includes \$5,990 in supplemental compensation and 11 professional development days
- This average is based on individual teacher salary increases targeted to schools and districts that would benefit most



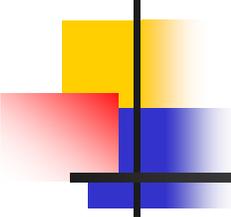
Recommended Interventions

- Panelists recommended the following interventions:
 - Additional teachers to provide full-day kindergarten to all students, reduce K-3 class size to 17 and provide career academies at the high school level
 - Additional special instruction teachers and classified staff to provide instruction for ELL, special education, and at-risk students
 - Additional professional development for principals and teachers



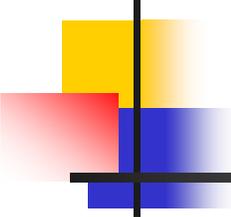
Recommended Interventions

- Additional administrators, teachers, supplies, and other expenditures to provide summer school for all students who do not meet standards
- Additional staff and expenditures to coach and mentor teachers, increase parental involvement, and improve the quality of education in core subjects
- Additional expenditure for extracurricular programs



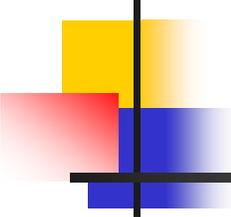
Recommended Interventions

- Additional social workers, campus security expenditure, and counselors to keep the schools safe, reduce classroom disruptions, and provide adequate behavior support and guidance for students
- Additional librarians, aides, and supplies for school libraries



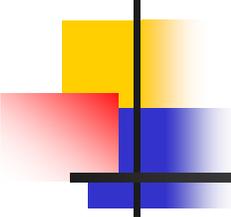
Recommended Interventions

- Additional expenditure to provide substitute teachers for teachers who are absent for professional development purposes
- Additional expenditure to purchase and maintain education technology, and additional technical staff to troubleshoot and help teachers integrate technology into instruction
- See the Table 10 Handout for additional information on the major changes to the prototype schools



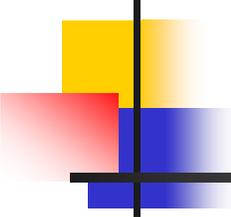
Conclusions

- Schools and districts would be free to allocate the additional expenditure to meet their particular needs as long as they achieve all state and national goals



Conclusions

- When adjusted for regional costs in 2004 dollars....
 - Washington ranked 42nd nationally in expenditure per student, directly behind Mississippi, Alabama, and Idaho
 - The study's recommended expenditure would move Washington to 7th nationally in expenditure per student, behind only Rhode Island, New York, Wyoming, Maine, New Jersey, and Vermont.
- See Table 25 for the entire state-by-state comparison



Conclusions

- For additional information, please see the Fact Sheet Handout or the Executive Summary Handout