

**Projections of the
“Expected Effect of the Investment”
on Student Outcomes:
The Task Force’s Draft Portfolio,
and a Zero-Based Portfolio**

**Basic Education Finance Joint Task Force
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1 of 7

Overview

Task Force Draft Portfolio

Zero-Sum Portfolio

Result

Legislative Direction to WSIPP in 5627

**1. Project How the Task Force’s Recommendations
Could Affect Student Outcomes.**

✓ *“Include a projection of the expected effect
of the investment made under the new funding
structure.”*

**2. How Would a Zero-Based & Research-Based
Option Affect Student Outcomes?**

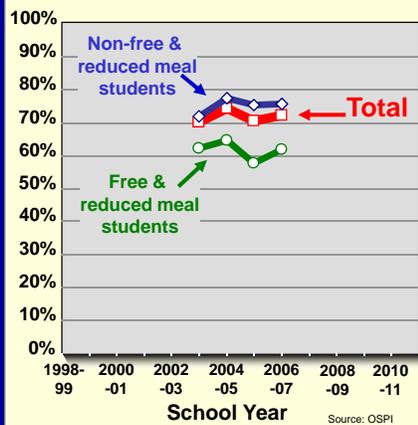
✓ *“One of the options must be a redirection and
prioritization within existing resources based
on research-proven education programs.”*

2 of 7

Goal of the Projection

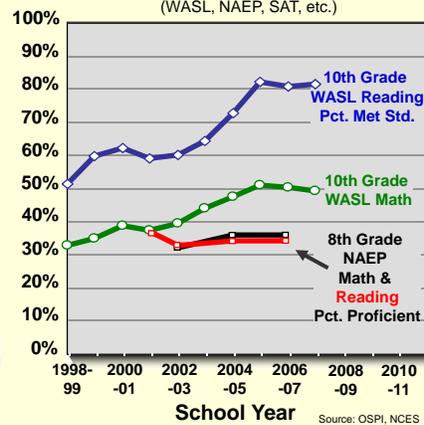
With the Task Force's recommendations, where will Washington be in the future on key student outcomes?

On-Time High School Graduation Rates



Different Test Score Outcomes

(WASL, NAEP, SAT, etc.)



3 of 7

Structure of the Projection Model

1. Education as a cumulative process

- ✓ 14 investment opportunities (pre-K, K, and grades 1 through 12) to affect long-term student outcomes.
- ✓ Investments in one year can be expected to decay over time, but investments in subsequent years may slow the decay rate.

2. Existing research used to inform the estimates

- ✓ We use the best research from around the United States to estimate the likely effect of different options on student outcomes.
- ✓ Unfortunately, many options currently have a weak research base.

3. Risk and uncertainty

- ✓ The projections reflect a range of likely long-term outcomes, not a single point.

4. Long-term effect of full implementation

- ✓ We model the expected effect 14 years after full implementation (when incoming pre-schoolers would be seniors in high school).

4 of 7

Projecting the Task Force's Portfolio: 2 Steps

1. Base Case: The Effects of Increased K–12 Spending

- ✓ We use the research literature on the effect of simply increasing per-pupil expenditures on student outcomes (test scores); we presented this to the Task Force in 2007.

These studies largely reflect the typical way expenditures are made in most state and local educational systems (e.g. a single salary allocation schedule--degrees and experience--and reduced class sizes).

- ✓ Our formal review of the literature produces this finding: Increasing expenditures in a typical system stimulates a statistically significant—but fairly small—increase in outcomes.

2. The Task Force's Draft Proposal: A Modified Base Case

- ✓ The Task Force's portfolio of resources could (or should) be expected to improve the average result of the Base Case.
- ✓ We increase Base Case effect sizes when indicated by research, based on the resource choices in the Task Force's draft proposal; e.g., class size changes in the early grades & early learning.

5 of 7

A Zero-Based, Research-Proven Portfolio

Procedure

- ✓ We used WSIPP information (previously presented to the Task Force) on research-based effect sizes.
- ✓ We used the House expenditure model to keep total state K–12 allocations constant as selected resource inputs were changed.

The Portfolio

- ✓ Pre-School for Low Income 3 and 4 Year Olds, (based on assumptions in Rep. Priest's amendment--40% percent of eligible children; \$126 million per year).
- ✓ Changes to Class Sizes in the Draft Task Force Funding Allocation Model.

K-3:	Lower by 2 students per class
4-6:	No Change
Middle School:	Raise by 5.3 students per class
High School:	Raise by 5.3 students per class

6 of 7

Projection of the Long-Term Effect*

14 Years After Full Implementation of Task Force Draft Proposal, and the Zero-Based, Research-Proven Portfolio

