

# EDUCATION REFORM AND IMPLICATIONS FOR SCHOOL FINANCE

Why invest in education reform, what investments have been made, and what investments are needed?

# 1992: Why Invest in Education Reform?

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***A well-educated population is the foundation of our democracy, our economy, and the “American Dream”***

- Civic imperative
- Economic imperative
- Moral imperative
- Accountability for \$7 billion annually

# The Purpose Statement of Reform: HB 1209

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- “...to provide students with the **opportunity** to become **responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives.”**

# Student Learning Goals: Provide **All** students the **opportunities** to develop the knowledge and skills to:

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1. Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness
3. Think analytically, logically, and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems
4. Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities

# Economic Imperative

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- 1990's: Decline of logging/fishing; dependence on Boeing
- Now: Global competition
  - 3 billion new, skilled people in the global workforce
  - Technology has created a “flat” world allowing global competition
  - Most family-wage jobs in Washington will require college degrees
    - ✦ By 2014, 77% of new openings paying a family-wage will require education beyond a diploma; more than half will require 4-year college degrees
  - We know high school graduates are less involved in crime, are healthier, and earn more → less of a drain, more of a contribution
    - ✦ Does the same hold true for a graduate who cannot read and write?

# Policy Commitment: “all kids can learn”

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- A move to meaningful diplomas to prepare all students to live, learn and work in the 21<sup>st</sup> century
- Student learning goals
- Academic standards
- Assessments to measure progress
- Accountability for results
- Improvements in funding



# Can All really mean All?

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“As Washingtonians, we must adopt a new attitude toward education: All children can learn.”

***December 1992, Governor’s Council on Education Reform and Funding***

- *If All doesn’t mean All, which students do not need to read and write, and understand math and science?*
- Graduate requirement not based on a single test
  - 10<sup>th</sup> Grade students have 5 opportunities to take/re-take the WASL
  - 3 alternatives to WASL plus 3 special education alternatives
- New remediation resources (PAS) to ensure each student has the opportunity
- Students do not age-out until 21
- Math/Science delayed when system was not ready to get students ready
- “All” is not a guarantee
  - Hard working students, teachers, principals
  - Commitment from state for resources

# Education Reform = High School Reform

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- 9<sup>th</sup> and 10<sup>th</sup> Grade: Students solidify skills, earning Certificate of Academic Achievement
  - ▣ Navigation 101, Explore CTE offerings
  - ▣ Begin Culminating project
  - ▣ Begin Post-secondary plan
- 11<sup>th</sup> and 12<sup>th</sup> Grade
  - ▣ Launch Post-secondary plan
    - Advanced courses
    - College preparation and Running Start
    - Career and Technical education (HS and Skills Centers)



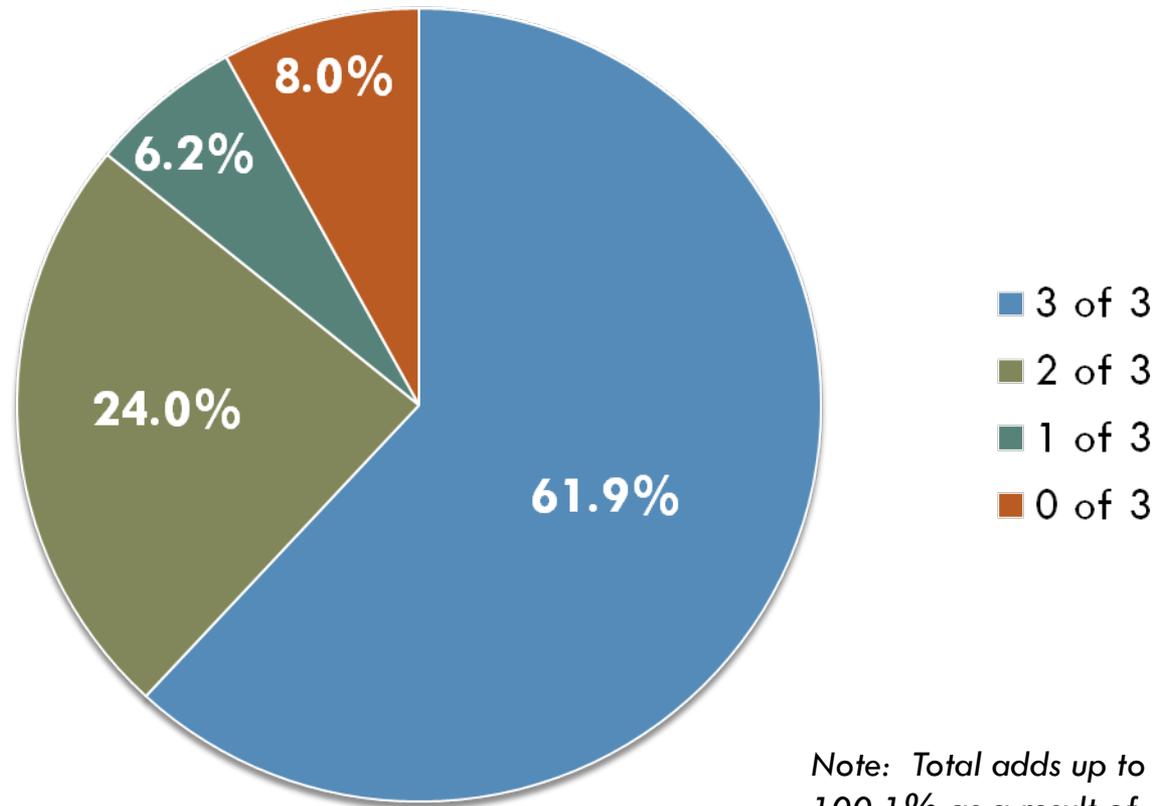
**1993 – 2007:  
REMARKABLE PROGRESS**

# Class of 2008\*: Diploma + CAA/CIA Progress Report

Percent of students meeting standard in reading, writing and mathematics

73,075 students

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*Note: Total adds up to 100.1% as a result of rounding.*

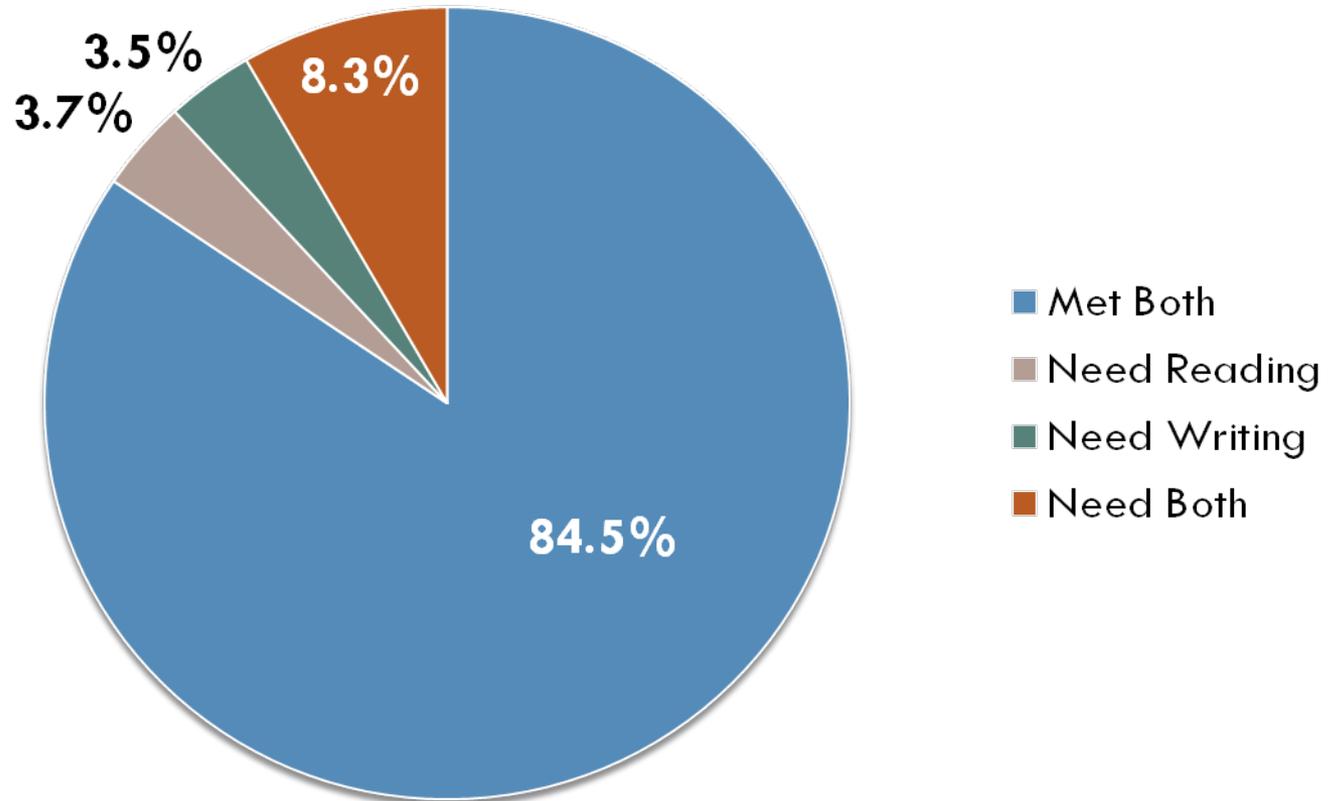
\* Class of 2008 students who were classified as 11<sup>th</sup>-graders in Spring 2007

# Class of 2008\*: Diploma Progress Report

Percent of students meeting standard in BOTH reading and writing

73,075 students

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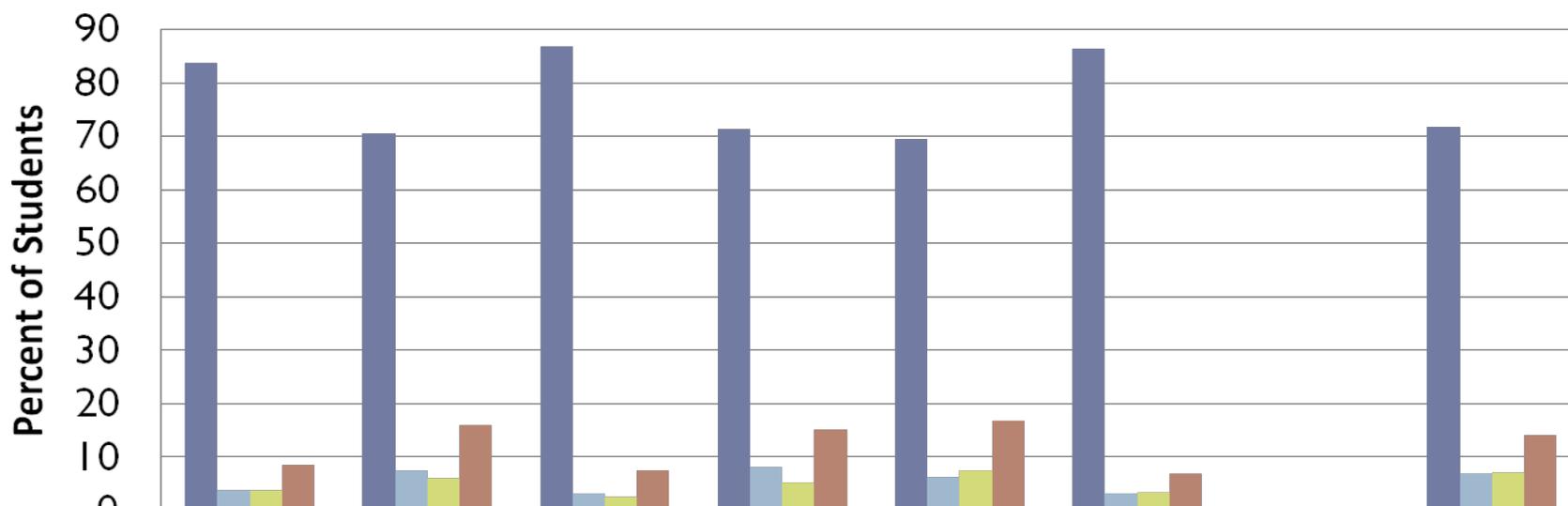


\* Class of 2008 students who were classified as 11<sup>th</sup>-graders in Spring 2007

# Progress Report: Class of 2008\*

Percent of students who have met BOTH reading and writing by race/ethnicity and low-income

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	All n=73,075	American Indian n=1,771	Asian n=5,966	Black n=3,279	Hispanic n=7,110	White n=54,182	Low Income n=18,433
<b>Met Both</b>	61,061	1,249	5,177	2,342	4,931	46,783	13,226
<b>Need Reading</b>	2,846	132	188	268	457	1,765	1,270
<b>Need Writing</b>	2,861	107	148	175	533	1,855	1,323
<b>Need Both</b>	6,311	283	453	494	1,189	3,779	2,614

\* Class of 2008 students who were classified as 11<sup>th</sup>-graders in spring 2007

# Washington students continue to shine on the national stage

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## □ **SAT (2007)**

- For the fifth consecutive year, WA has highest averages in the nation among states in which more than 50% of students tested
- 17 percent more African American students took the tests than did last year

## □ **ACT (2007)**

- Among top 3 states in nation

## □ **Advanced Placement (2007)**

- 38 rural school districts receiving federal funds to expand AP programs through teacher professional development
- More students are taking AP exams (+11.2% above 2006)

# In 1992, how did we think Education Reform would be implemented?

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- Redesign schools (use 10 Professional Development Days)
  - Collaboration
  - Focus on Struggling Students
  - New Curriculum, Instructional Strategies, Programs
- Efficiency due to one set of standards in each content area
- More focused teaching moves students to standard sooner
- Support teachers in re-tooling; mentors for new teachers
- Promised review of finance system for base \$ and teacher salaries
  - To be adopted for 1997-98 school year
- Deregulation

# What we learned in the last decade?

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- It is harder than we thought to reach all students
- Local autonomy is sometimes at cross-purposes with results for all kids
- Where we have the research, and adult agreements, we make achievement gains
- P-20 approach: early learning, colleges and universities
- Curriculum products and classroom tools matter and are expensive
- Teachers need help
  - ▣ Ample content-specific professional development
  - ▣ Support for new teachers
  - ▣ Instructional coaches

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What investments have been made  
in 16 years?

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- Efficiency due to one set of standards in each content area
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- Support teachers in re-tooling; mentors for new teachers
- Upcoming review of finance system for base \$ and teacher salaries (for adoption 97-98 SY)
- Deregulation

# GCERF: Start by Investing \$100 M/Year

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		GCERF Recommendation	1994-1995	2007-2008
1	Professional Development Days	93-94: 5 days; then 10 days annually \$54 million growing to \$108 million for 10 days	4 days	2 days
2	Readiness to Learn and Meals	\$5 million 93-94; grow to \$70 million 98-99	\$9 million	\$11 million
3	Teacher Assistance	1 Mentor for each 15 New Teachers (or \$13 million in 2008)	\$1.6 million	\$2.3 million
4	Technology System	\$10 million per year	\$2.2 million	\$1.9 million
5	Hardware/Software	\$15 million for 1993-1997	\$0	\$12.4 million (1x)
6	School Rewards	\$50 million per year	\$0	\$0
7	Assistance and "Consequences" Account	\$10 million	\$4.7 million (various grants)	\$3 million (various grants)
8	<b>Total</b>	<b>\$94 million in 93-94; \$1 billion over six years</b>	<b>\$53 million</b>	<b>\$91 million</b>

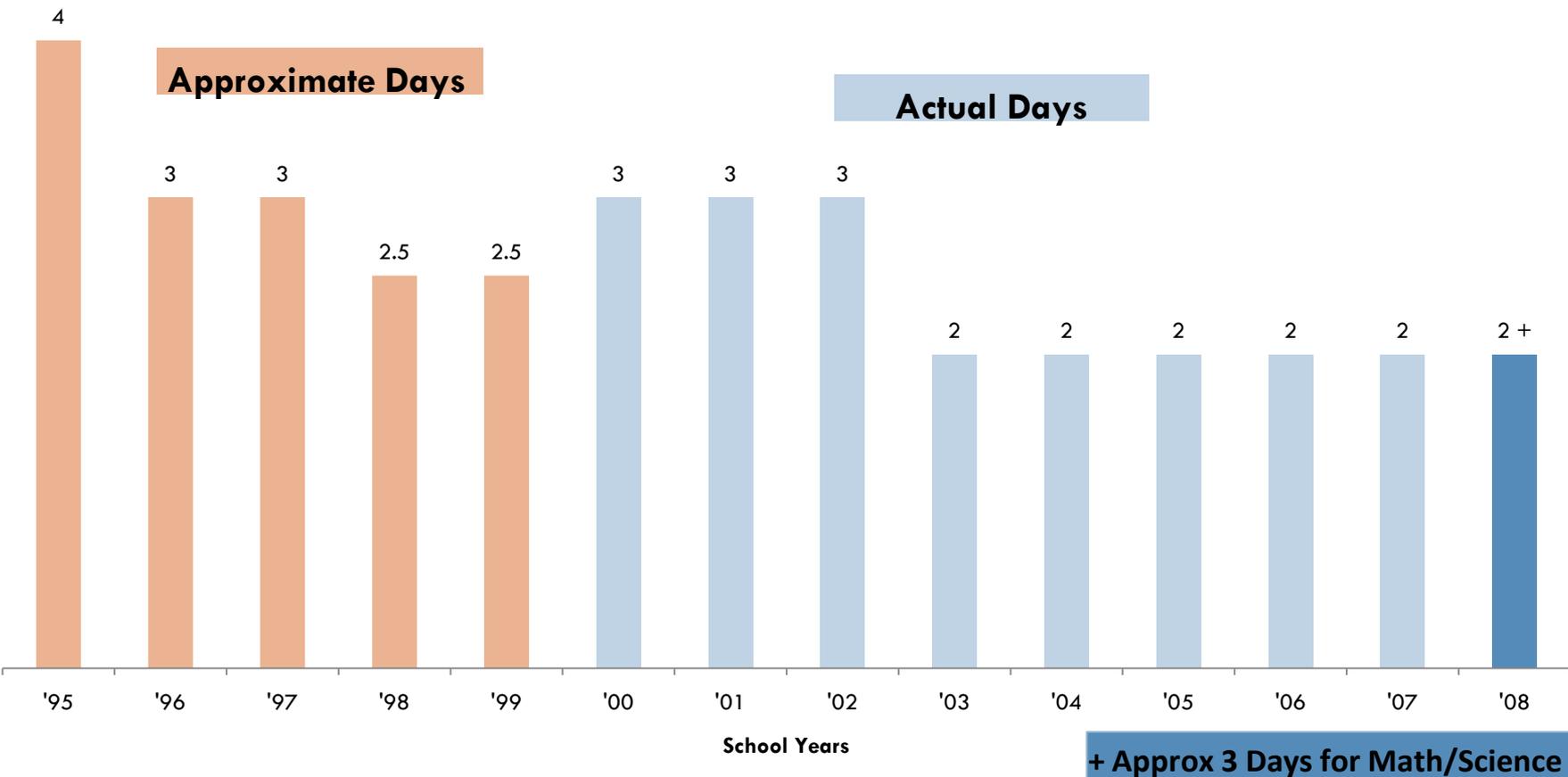
# Funding Available for Reform 1994-2007

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- Professional Development: About **\$30** per Student (\$60 for '07-09)
  - ▣ Largely teacher contract days
- Time for struggling students: About **\$30** per Student (increase) (\$60 for '07-09)
- I-728: Now \$450 per Student (About **\$101** used for Professional Development; **\$55** for Remediation)
- All Other: About **\$25** per Student (\$45 for '07-09)
  - ▣ Health and Readiness
  - ▣ Reading and Math Grants
  - ▣ School Improvement Grants
  - ▣ Mentor Teachers, Principal Assistance

# Allocations for Teacher Contract Days have not reached GCERF-Recommended 10 Days

## Funded Contract Days for State-Funded Certificated Instructional Units



# Remediation became strategy for meeting achievement goals

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- Large investments in Learning Assistance Program
  - 60% increase in funding
  - 100% poverty-based formula
- New Promoting Academic Success
  - Assessment results-based formula
  - “Near Miss” 34 hours w/ 1:13 ratio
  - “Far Miss” 94 hours w/ 1:13 ratio
  - \$ to district IF student is served
  - Summer school, double-doses of R, W, M during school day

# Funding Available for Reform

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- I-728: Now \$450 per Student (About **\$101** used for Professional Development; **\$55** for Remediation)
- All Other: About **\$25** per Student (\$45 for '07-09)
- 1994-2007 reductions to base of **\$25 to \$100** per Student
  - Net of reductions/adds to base (non-education reform); does not include salary COLA
  - Administrator salary allocation (\$40 per student)
  - Block Grant elimination (\$25 per student)
  - Staff Mix averaging (\$30 per student)
- 2008-2009, net adds to base of **\$100** and **\$125** per Student

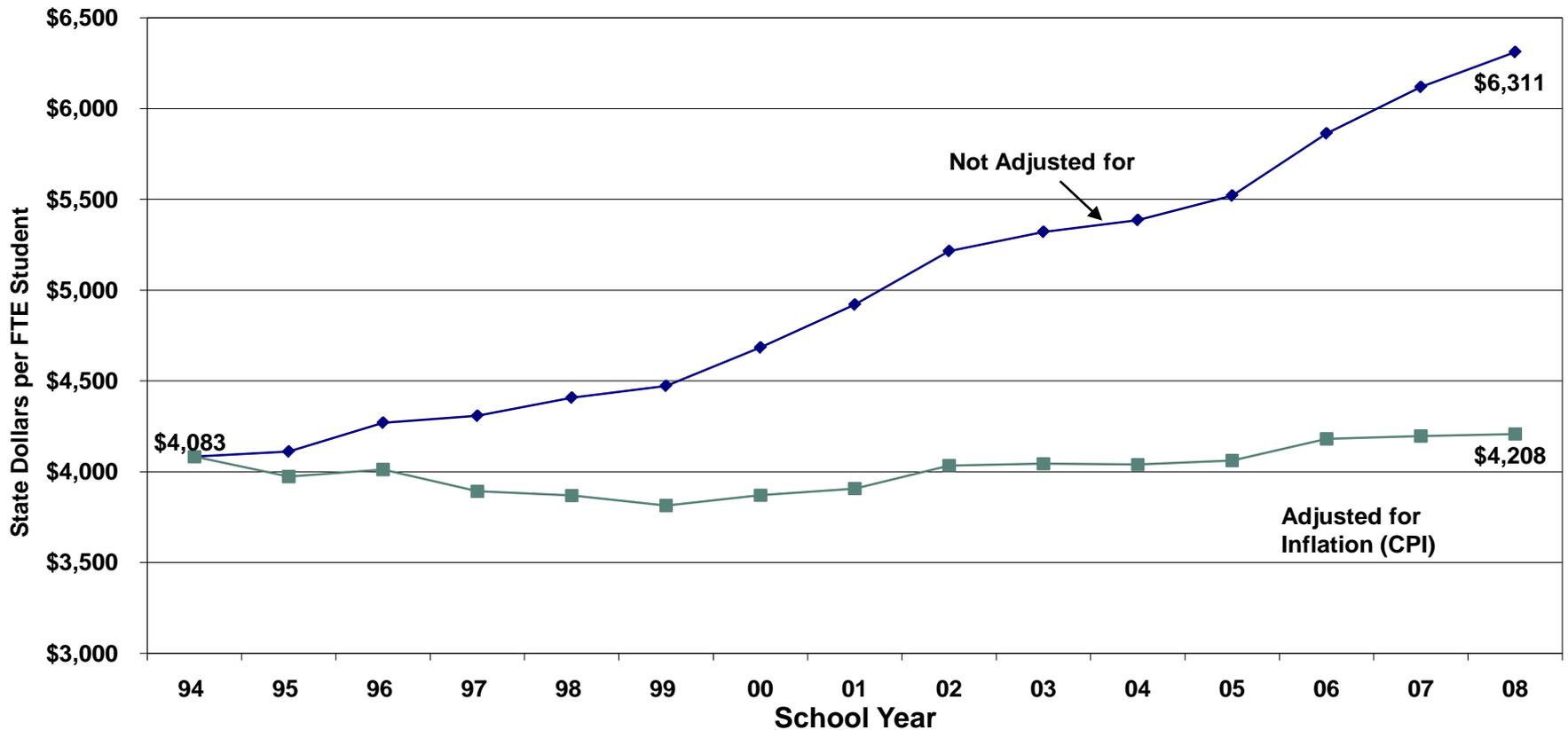
# 2007 Legislature Responded with \$177 million for 2007-09 Biennium

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- Promoting Academic Success (PAS)
- Professional Development for Math/Science Teachers (*about 1 day if applied to all staff*)
- National Board Certification, Challenging Schools
- Regional Math and Science
- Full-day Kindergarten
- Skills Center enrollment (state pays for up to 1.6 FTE per student)
- Middle School CTE (math, science, technology)

# State Funding per Pupil

All State K-12 Dollars per FTE Student Excluding State Pension Amounts  
1994-2008 Current and Constant Dollars (FY CPI 1994=100)



# Sweat Equity and Efficiency

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- “Student achievement in Washington state is very strong relative to state education spending (after controlling for student poverty, the percentage of students with special needs and cost of living). This high return on investment earns the state an A in our rating.”

U.S. Chamber of Commerce, 2007

# 16 Years in a Nutshell

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- Student achievement increased
  - ▣ Increased parity between subgroups, but not enough
  - ▣ Dramatic increase in reading and writing achievement
  - ▣ Slow increase in math and science achievement
  - ▣ Accountability should be unquestioned
- State funding is static
  - ▣ New resources targeted to education reform are off-set by cuts to the base
  - ▣ Need a new finance system
  - ▣ New teacher certification requirements are performance-based w/o compensation incentives

*→ Cannot expect teachers to go to the next level w/o more resources*

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What investments are needed?

# Funding Implications

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- State Standards and Assessment System
- Health and Readiness
  - Full-day Kindergarten
- Instruction and Content
  - Curriculum
  - Professional Development
  - Teacher Supports
- Grants to struggling schools
- Adequate Safety Net for Struggling Students
  - Must be indexed to cost of teacher time
- Secondary Reform
- Performance Incentives and Recognition
- Performance-Based Professional Certification compensation
- **Adequate Base Funding**