

Funding that puts students first

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Joint Basic Education Finance Task Force

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The beginning of education reform in Washington state...

“The Council believes that existing school formulas should be both amply funded (as mandated in our state constitution) and distributed more efficiently...

The council believes the state needs a funding system oriented toward student achievement rather than inputs, a system that is **ample, flexible, equitable, straightforward and accountable**”

From “Putting Children First”
Governor’s Council on Education Reform and Funding, December 1992

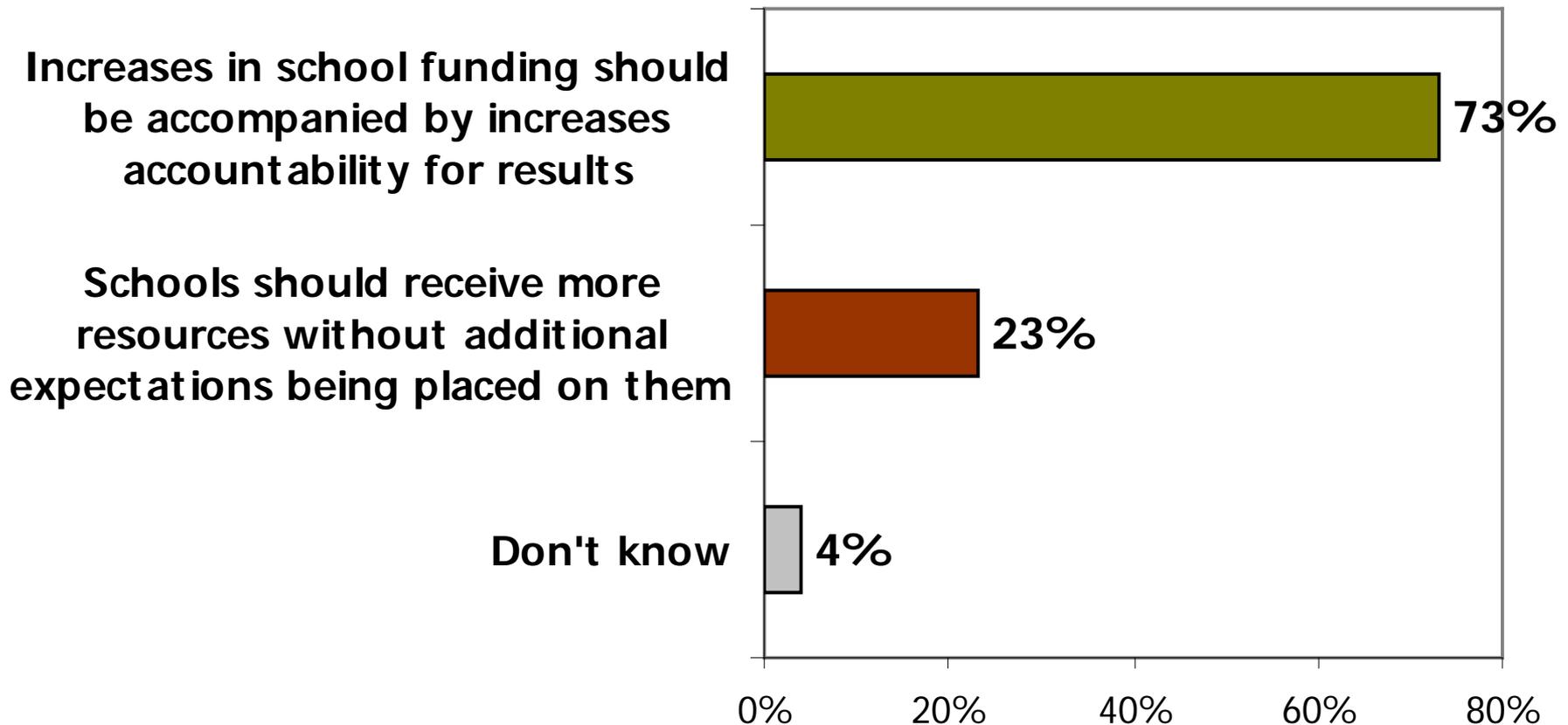
G CERF recognized “Paramount Duty”

- “Ample” requires prioritization and political will
- The state has not prioritized K-12 funding

Washington State Expenditures (Dollars in Millions) and Cumulative Percent Change

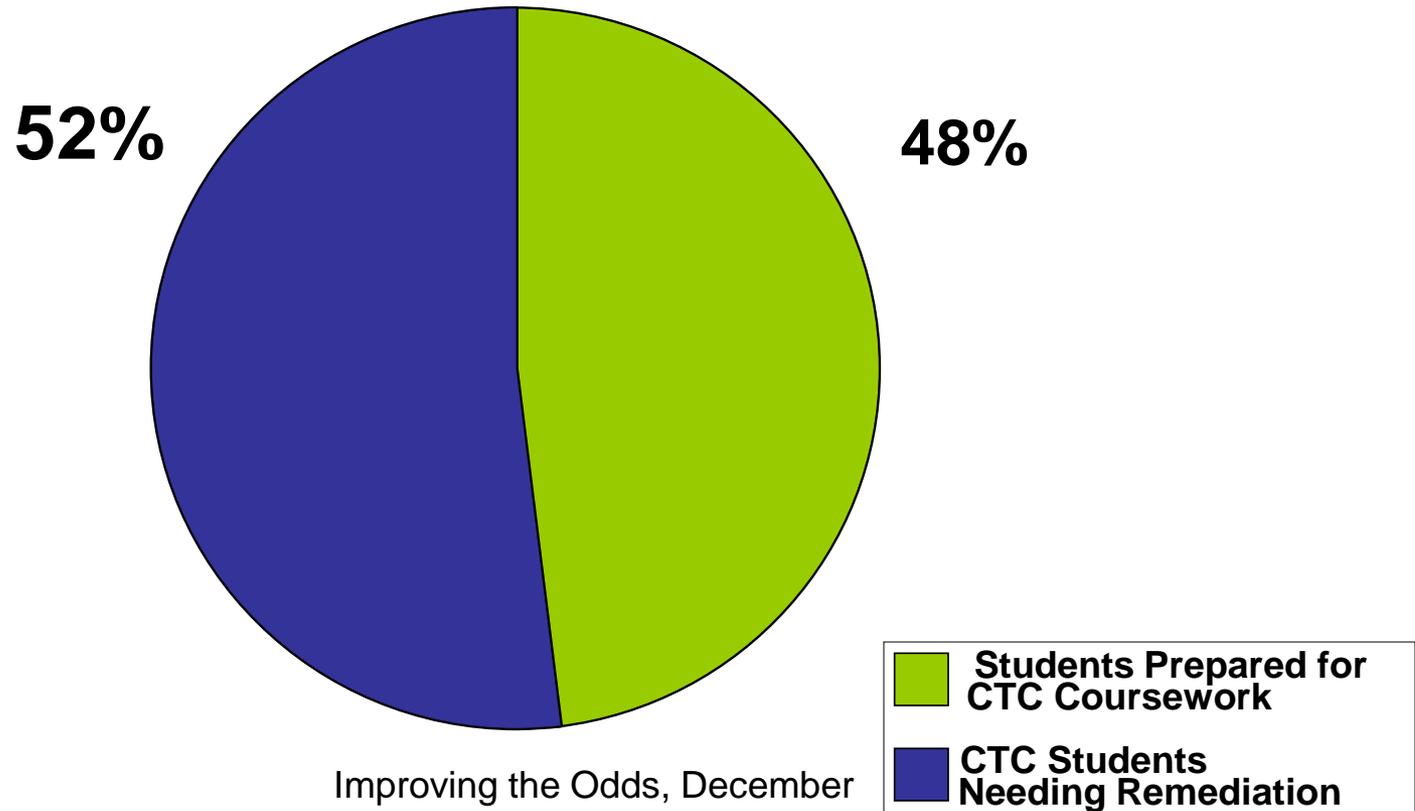
Expenditures	‘97-‘99	‘99-‘01	‘01-‘03	‘03-‘05	‘05-‘07
Total Health-Related	\$5,148.0	\$6,101.8 (18.5%)	\$6,859.4 (33.2%)	\$8,113.3 (57.6%)	\$9,599.5 (86.5%)
Total Public Schools	\$7,934.4	\$8,397.1 (5.8%)	\$9,043.9 (14.0%)	\$9,220.4 (16.2%)	\$10,022.0 (26.3%)
Difference in Growth	N/A	12.7%	19.2%	41.4%	60.2%

Voters want performance and accountability with funding increases



Remedial courses = Performance gap

Remediation Rates for 2005 Graduates Who Went Directly to a Two-Year Community or Technical College After High School

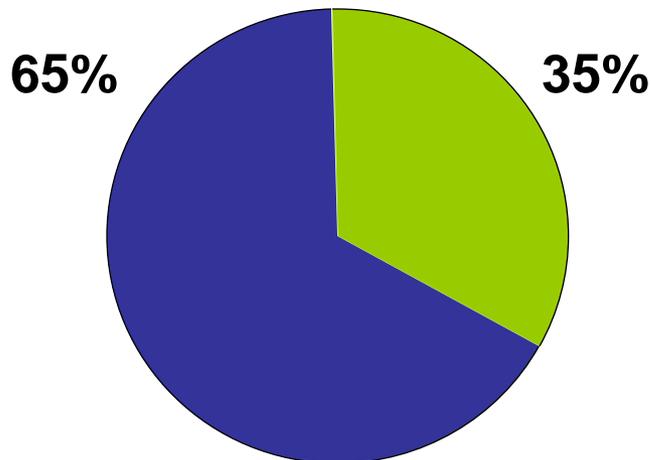


Improving the Odds, December 2007, Partnership for Learning

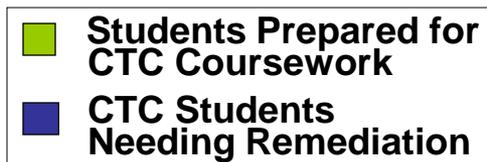
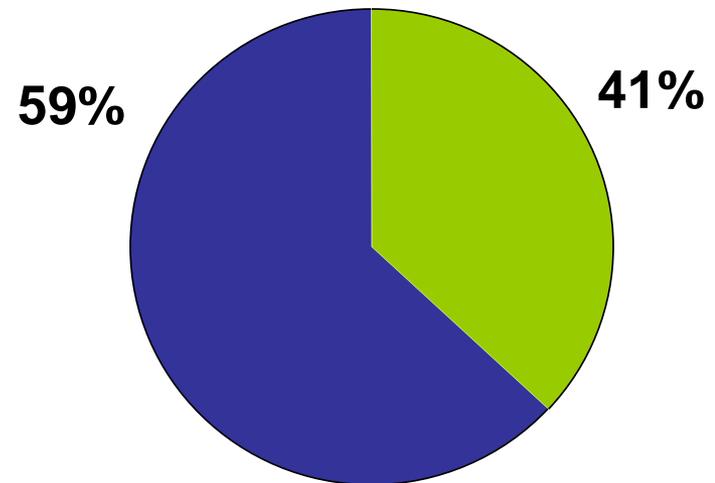
Remediation rates even higher for students of color

Remediation Rates for 2005 Graduates Who Went Directly to a Two-Year Community or Technical College After High School

Latino Students



African American Students



GCERF recognized the need for good data

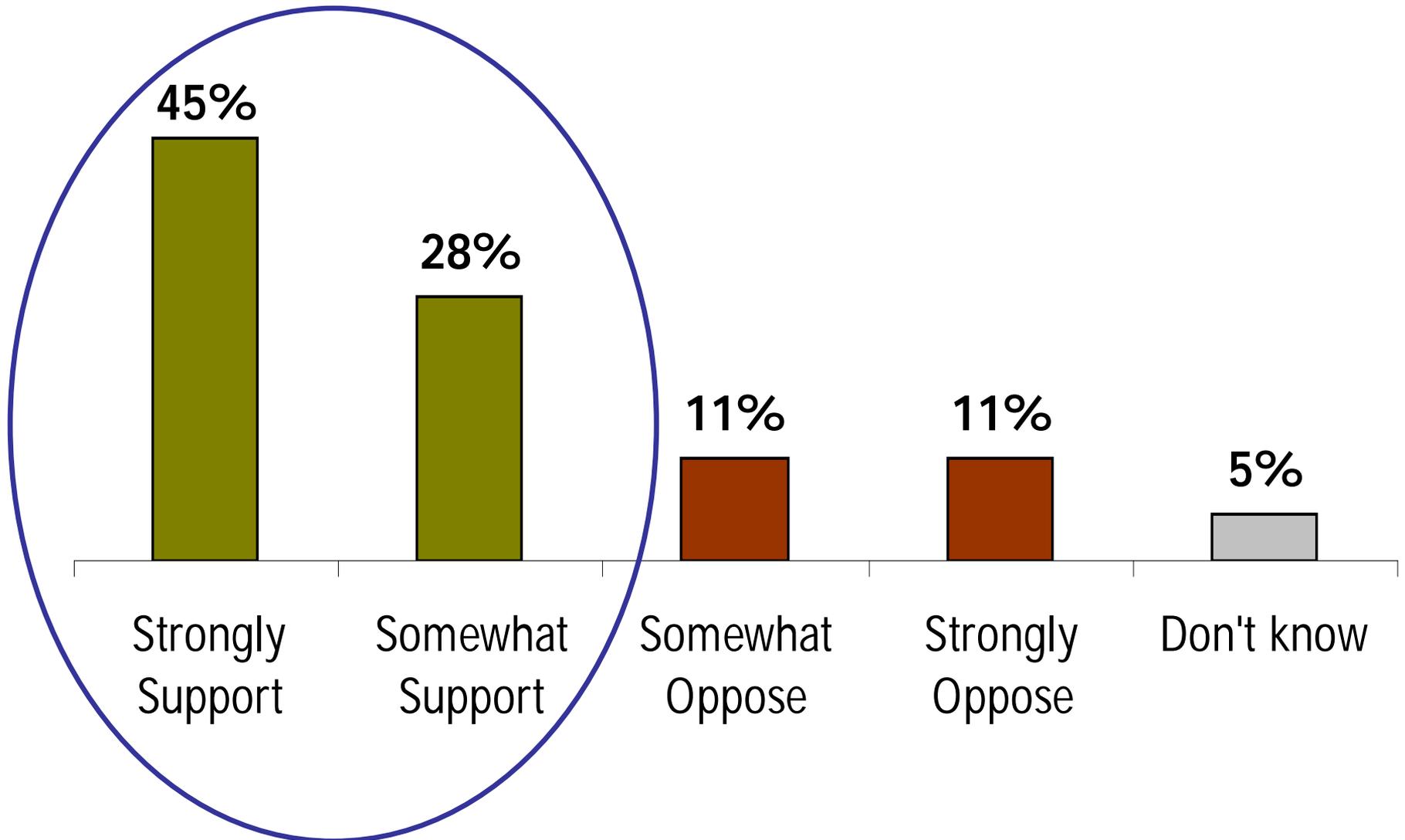
- Staff salaries & benefits: more than 80% of K-12 operating expenditures but little is known about the state's teaching corps
- Tough to manage without information
- Other states have done it – we're behind and making decisions in a vacuum

Creating a Comprehensive Teacher Data System

Center for Strengthening the Teaching Profession

www.cstp-wa.org

Public believes highly-qualified math & science teachers should be compensated at higher levels



Public wants teachers who are effective & experts in their subject matter

Voters were asked which is the most and second most important factor on which to base teacher pay:

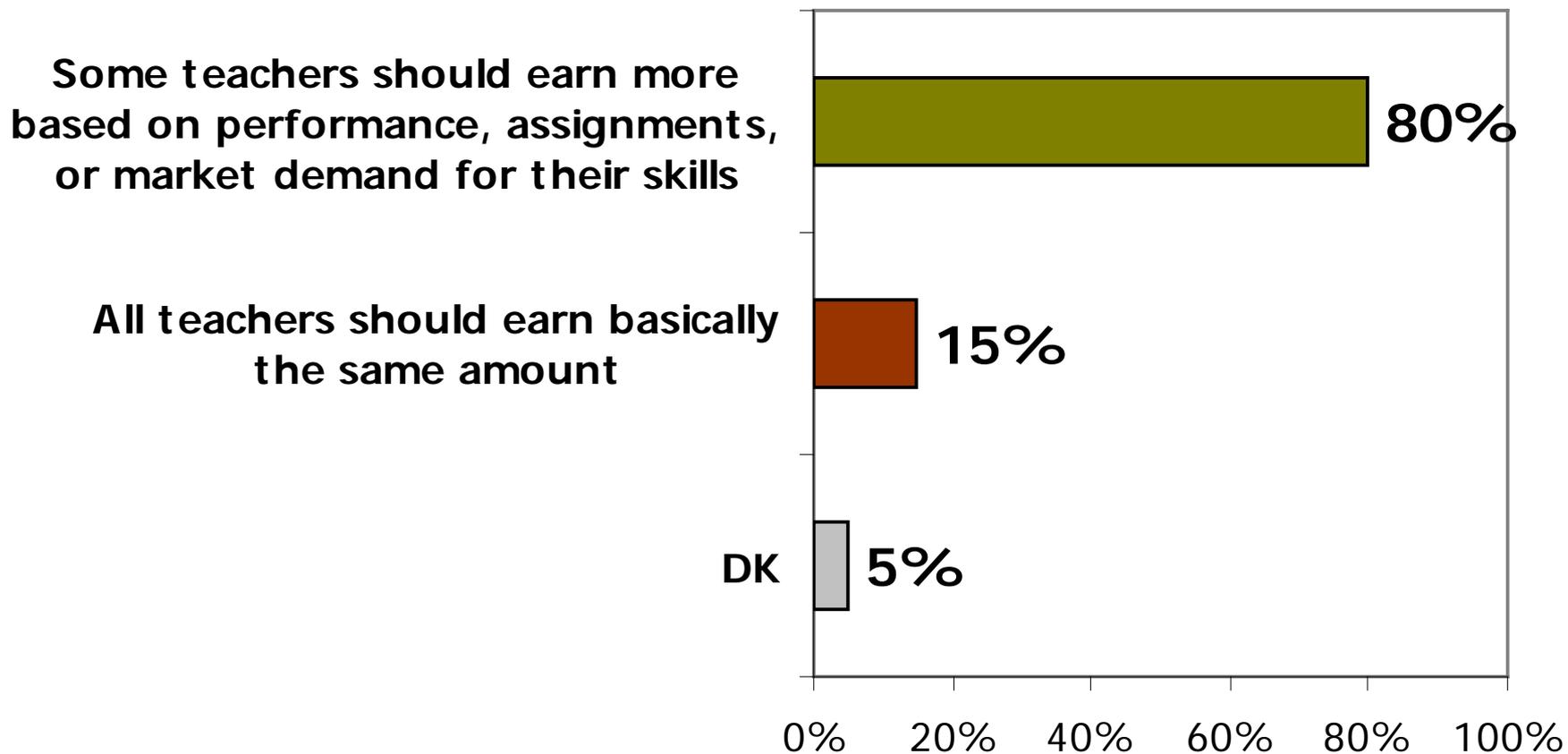
Factor	Most Important	2nd most Important	Combined
Their students' learning	46%	22%	34%
Subject matter expertise	21%	37%	29%
Principal's evaluation of their work	18%	20%	19%
Years of teaching	10%	14%	12%
Don't know	5%	8%	6%

Voters believe teachers should be paid more, but not uniformly

Statements about Teacher Compensation in Washington
(1=Disagree Strongly to 5=Agree Strongly)

Statement	Agree	Disagree	Mean
All teachers should be paid more.	66%	26%	3.8
Teachers who teach in schools with more challenging student populations should be paid more than other teachers.	56%	32%	3.3
Teacher pay should be uniform regardless of the subject taught.	31%	62%	2.5
Teachers are adequately compensated for their work.	28%	59%	2.4

Voters want funding decisions that support performance



Public opinion aligns with GCERF principles

- Public believes funding should be:
 - Ample (teachers paid more)
 - Flexible (based on student & market needs)
 - Accountable (connected to outcomes)

Bottom line

- K-12 funding must be aligned to support achievement
- HB 1209 was 15 years ago
- Expectations higher today due to the global economy



Improving the Odds

Preparing Washington Students for Family
Wage Jobs

www.collegeworkready.org