

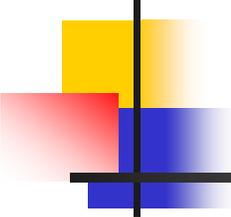
# Washington Adequacy Funding Study

---

David T. Conley

Educational Policy Improvement Center

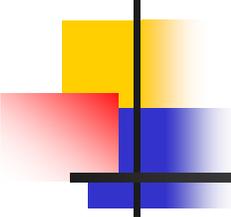
November 19, 2007



# Background

---

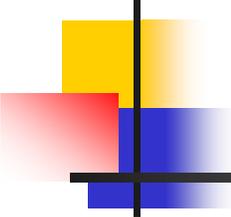
- EPIC's role
  - Previous studies
  - Unique expertise
    - Policy, finance, school effectiveness
- Nature of study
  - Goal
    - More precise estimate of necessary funding
    - Possible resource for various purposes
- WEA Role
  - Sponsor
    - WEA was not party to the data or study conclusions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



# Timeline

---

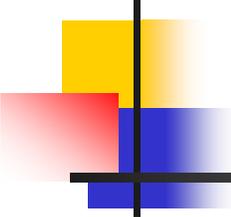
- September 2005: Study begins
- Fall 2005: Analyze current spending to create baseline prototype schools and complete literature review
- Winter 2006: Survey of improving schools
- Spring 2006: Evidence-based methodology integrated with online professional judgment simulation and meetings



# Timeline

---

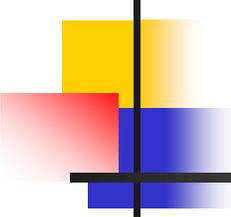
- Summer 2006: Completion of Teacher Wage Analysis and Cost Function Adjustments
- Fall 2006: Draft report completed and reviewed
- Winter 2007: Final report completed



# Study Methodology

---

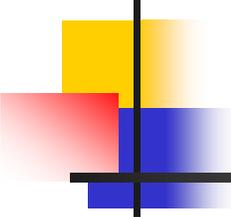
- Multi-method study design:
  - Baseline Prototype Schools
  - Improving Schools Baseline Calculations
  - Evidence-based Interventions
  - Professional Judgment Reviews
  - Teacher Wage Analyses
  - Cost-Function Adjustments
- This approach helps increase precision and compensate for limitations of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



# Baseline Prototype Schools

---

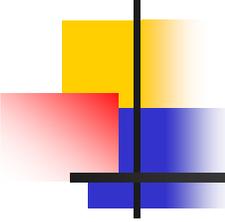
- Hypothetical 'prototype' schools at the elementary, middle and high school levels
- Provide a starting point for determining what is adequate
- Capture all dollars spent on operations
- Derived from official Washington data and expert estimates



# Improving Schools Adjustments

---

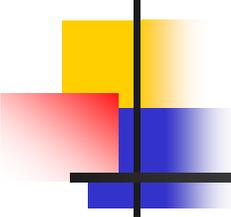
- Optimize baseline schools so they represent efficient, effective schools
- Gather information from schools that perform a high levels and show improvement in reading and math relative to their student poverty level
- Survey of principals and other school business managers
- Feedback used to refine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



# Evidence-Based Model

---

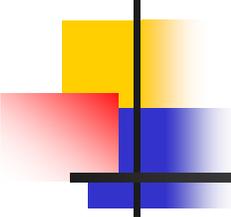
- Comprehensive literature review to identify educational interventions with a high probability of improving student performance
- Interventions then costed out
- Interventions then provide a starting point for the professional judgment review
- See Table 7 Handout for the components included in each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



# Professional Judgment Model

---

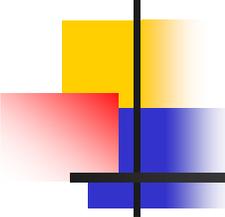
- Panel composed of select WA educators
- Online Simulation asks panelists to:
  - Recommend adequate compensation
  - Select among educational interventions
  - Make additional recommendations
  - Consider total costs of their changes
- Panelists met in Spokane and Renton to review results



# Teacher Salary Adjustments

---

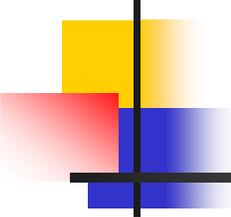
- Comparable Wage Model compares the salaries of teachers with the salaries of individuals in comparable professions within regional labor markets
- Hedonic Wage Model compares salaries within the teaching profession to determine necessary teacher salary adjustments at the district and school level based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



# Cost-Function Adjustments

---

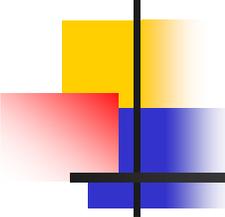
- Statistical technique to determine cost variations by examining a range of variables and then determining how costs of those variables differ across schools in the state
- Generates student poverty and school size adjustments
- Is computed after all other analytic methods have been applied



# Review

---

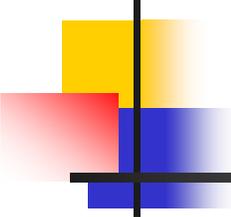
- Review by five school finance experts
  - Jacob Adams
  - Richard Brandon
  - James Guthrie
  - Bob Palaich
  - Deborah Verstegen
- Not a judgmental review, but an improvement-oriented review
- Reviewer suggestions incorporated into report



# Overall Results

---

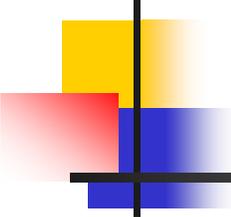
- Adequate 2004-05 expenditure to enable all K-12 Washington students to meet state and national standards is:
  - \$11,163,909,215 statewide
  - \$11,678 per student
- This represents an expenditure increase of:
  - \$3,454,253,320 statewide
  - \$3,613 per student
  - 45%
- See the Appendix I Handout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



# Teacher Wage Analyses Results

---

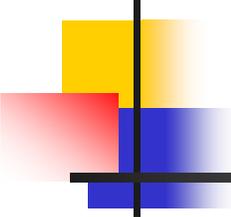
- The teacher wage analyses recommended an average teacher salary of \$60,043
- This includes \$5,990 in supplemental compensation and 11 professional development days
- This average is based on individual teacher salary increases targeted to schools and districts that would benefit most



# Recommended Interventions

---

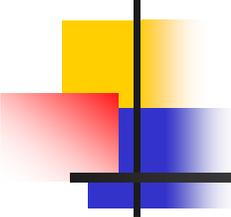
- Panelists recommended the following interventions:
  - Additional teachers to provide full-day kindergarten to all students, reduce K-3 class size to 17 and provide career academies at the high school level
  - Additional special instruction teachers and classified staff to provide instruction for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



# Recommended Interventions

---

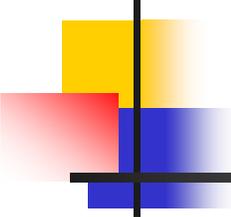
- Additional administrators, teachers, supplies, and other expenditures to provide summer school for all students who do not meet standards
- Additional staff and expenditures to coach and mentor teachers, increase parental involvement, and improve the quality of education in core subjects
- Additional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



# Recommended Interventions

---

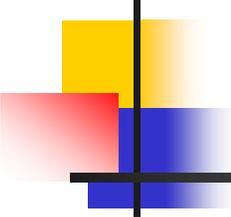
- Additional social workers, campus security expenditure, and counselors to keep the schools safe, reduce classroom disruptions, and provide adequate behavior support and guidance for students
- Additional librarians, aides, and supplies for school libraries



# Recommended Interventions

---

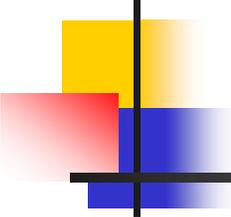
- Additional expenditure to provide substitute teachers for teachers who are absent for professional development purposes
- Additional expenditure to purchase and maintain education technology, and additional technical staff to troubleshoot and help teachers integrate technology into instruction
- See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



# Conclusions

---

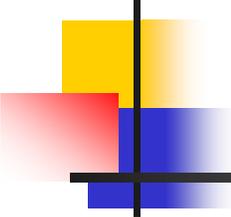
- Schools and districts would be free to allocate the additional expenditure to meet their particular needs as long as they achieve all state and national goals



# 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