

District Level Comparison Budgets 2017

Does NOT include Initiative 1351

State Summary						
School Year 2018-19						
Use Caseload Forecasted Enrollment? <input type="checkbox"/> YES <input type="checkbox"/> NO						
00000 - State Summary						
School Year 2018-19	SY 2016-17	Maintenance	Senate	House	OSPI	
Basic Education Program Total						
Apportionment (without CTE & Skills Center) ¹		\$ 7,294,785,433	\$ 9,651,795,163	\$ 8,252,820,098	\$ 9,202,854,240	
Career & Technical & Skills Center (CTE & SC)		\$ 480,411,028	\$ 701,911,504	\$ 541,898,940	\$ 699,035,294	
Bilingual (TBIP)		\$ 137,548,529	\$ 150,114,804	\$ 155,433,166	\$ 167,520,174	
Highly Capable (HiCap)		\$ 11,000,796	\$ 24,765,322	\$ 12,271,369	\$ 13,377,843	
Learning Assistance Program (LAP)		\$ 249,576,792	\$ 318,232,728	\$ 279,351,878	\$ 303,349,258	
LAP Concentration		\$ -	\$ 1,998,399	\$ -	\$ -	
Special Education		\$ 964,982,040	\$ 1,095,872,920	\$ 1,090,467,744	\$ 1,217,474,260	
Transportation ⁸		\$ 438,460,668	\$ -	\$ 511,448,983	\$ 583,842,533	
Total Apportionment		\$ 9,576,765,285	\$ 11,944,690,839	\$ 10,843,692,179	\$ 12,187,453,603	
Other Programs / Changes						
Homeless		\$ -	\$ 2,143,500	\$ -	\$ -	
Housing Allowance		\$ -	\$ 63,865,073	\$ -	\$ -	
Teacher Retention		\$ -	\$ -	\$ -	\$ -	
Professional Learning Time		\$ -	\$ -	\$ 82,768,626	\$ 130,237,670	
National Board Bonus ²		\$ -	\$ -	\$ -	\$ -	
Local Effort Assistance (LEA)		\$ 374,876,676	\$ 134,326,149	\$ 427,935,504	\$ 437,790,512	
Minimum Per Student Backfill ³		\$ -	\$ 269,953,276	\$ -	\$ -	
Net State Costs not allocated by district ⁷		\$ 321,397,039	\$ (39,314,333)	\$ 373,655,690	\$ 302,797,215	
Total Other		\$ 696,273,715	\$ 430,973,665	\$ 884,359,821	\$ 870,825,397	
Total State Funding		\$ 10,273,039,000	\$ 12,375,664,504	\$ 11,728,052,000	\$ 13,058,279,000	
Local Funding						
M&O Levy ⁴		\$ 2,269,334,198	\$ 1,165,738,190	\$ 2,446,741,624	\$ 2,453,274,711	
Total Local		\$ 2,269,334,198	\$ 1,165,738,190	\$ 2,446,741,624	\$ 2,453,274,711	
Total State And Local Funding		\$ 12,542,373,198	\$ 13,541,402,694	\$ 14,174,793,624	\$ 15,511,553,711	
New Money (variance to Maintenance)			\$ 999,029,496	\$ 1,632,420,426	\$ 2,969,180,513	
Variance compared to current school year						

Per Pupil Total State & Local Funding (does NOT include federal funds)						
Enrollment: includes Caseload Forecast (if total SY 2016-17 enroll > 100)						
	SY 2016-17	Maintenance	Senate	House	OSPI	
Per Pupil Program Enhancement:						
Career & Technical & Skills Center (CTE & SC) ⁵		\$ 260	\$ 537	\$ 288	\$ 553	
Bilingual (TBIP) ⁶		\$ 916	\$ 1,000	\$ 1,035	\$ 1,116	
Highly Capable (HiCap)		\$ 453	\$ 1,019	\$ 505	\$ 550	
Learning Assistance Program (LAP)		\$ 501	\$ 2,037	\$ 561	\$ 609	
Poverty Students Served by LAP Program:		498,200.9	157,205.0	498,200.9	498,200.9	
Special Education		\$ 6,604	\$ 7,500	\$ 7,463	\$ 8,332	
Total State & Local Funding Per Pupil		\$ 11,173	\$ 12,063	\$ 12,627	\$ 14,011	
Estimated Change in Funding Per Pupil			\$ 890	\$ 1,454	\$ 2,838	
Per Pupil estimated change current school year						

¹Total Includes Small Schools Hold Harmless for Senate Calculation & compensation increases in House & Maintenance

²National Board Bonus by district amounts are held constant and based on school year 2016-17 bonus totals; state total is included in Net State Costs line only

³Includes Federal Funds (all years) as well as local M&O dollars (for SY 2018-19 only) in calculation when determining student backfill amount

⁴Assumes max M&O Levy available in budget language for illustration purposes, Maintenance includes ESB 5023 delaying levy cliff by one year remaining at 28% for 2018 and stepping down to 24% for 2019.

⁵For Districts who have both CTE and SC students; per pupil amounts are added together

⁶Transitional Bilingual Program enrollment includes exited students

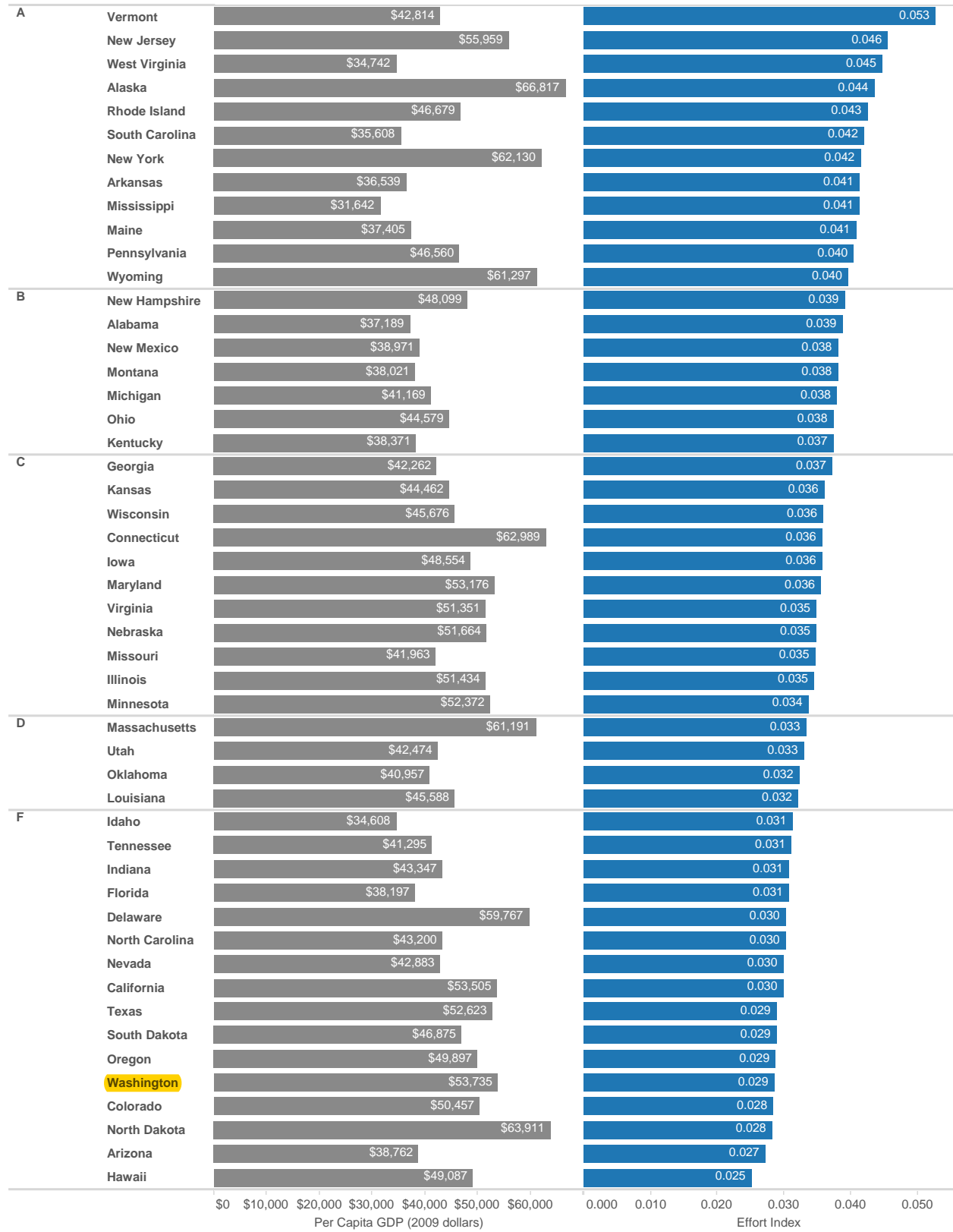
⁷Total includes items that cannot be estimated on a district by district basis, such as future changes in the number of National Board Certificated Teachers or changes in bus depreciation disbursements

⁸Includes \$23.7M in state summary, \$8.8M of which is broken out at a district level, to increase transportation funding to 95% (based on SY 2015-16 STARS implementation)

State Investment of GDP Back Into Education

National Average: 3.6%

Figure 3. Effort Index, 2013



Source: Rutgers/Education Law Center Report:
 Is School Funding Fair? A National Report Card (Jan. 2017)
www.schoolfundingfairness.org

A Better Assessment System:

Using federal mandatory testing to support student growth; not as a determination for graduation or grade promotion.

- An intent section that makes clear:
 - We must have a high school assessment (federal requirement) that prepares students for basic proficiency;
 - Our commitment to a 10th grade high school assessment that builds upon our standards and our 3rd–8th grade assessment system; and
 - Each student’s transition to career and college pathways in the 12th grade should be informed by the 10th grade assessment.

- Use 8th grade assessment to inform a High School and Beyond Plan (HSBP) for every student. If a student gets less than a 3 or 4 on the 8th grade math SBA, they **MUST** take their three high school math credits in 9th, 10th, and 11th grade sequentially (no skipping of years).

- The high school assessment will be given in the 10th grade.

- A grade of 3 or 4 is high school proficient.

- Following the 10th grade assessment, students’ HSBPs **must** be updated to reflect a graduation pathway with the necessary courses to attend military, apprenticeship, straight to work, technical college, community college, or four-year college/university. If a student failed to achieve a 3 or 4 on the 10th grade SBA, the HSBP update must reflect the courses and alternatives necessary to demonstrate high school proficiency.

- Students can choose from the following alternatives to meet the assessment requirement:
 - SAT/ACT,
 - Advanced Placement/International Baccalaureate,
 - Running Start,
 - College in the High School, or
 - Transition Courses or locally-determined rigorous courses based on the student’s HSBP and a comprehensive assessment that a student must pass at the end of their chosen course. This is all developed and administered at the local level.

- A third party review of transition and locally-determined courses following some period of implementation. Including student credit taking and performance in the 11th and 12th grades as well as post-secondary.

- Eliminate Collection of Evidence permanently.

- Eliminate Biology End of Course requirement permanently.

- Suspend all test-based graduation requirements for the classes of 2017, 2018, and 2019 (this plan would begin with this year’s freshman class of 2020, who will take a 10th grade assessment next year).

State-Local Tax Burdens per Capita & as a Percentage of Income

Fiscal Year 2012

State	Tax Burden as a Share of State Income	Rank	Total Tax Burden (per Capita)
U.S.	9.9%		\$4,420
Ala.	8.7%	39	3,067
Alaska	6.5%	50	\$3,229
Ariz.	8.8%	36	\$3,276
Ark.	10.1%	17	\$3,519
Calif.	11.0%	6	\$5,237
Colo.	8.9%	35	\$4,304
Conn.	12.6%	2	\$7,869
Del.	10.2%	16	\$4,412
Fla.	8.9%	34	\$3,738
Ga.	9.1%	32	\$3,426
Hawaii	10.2%	14	\$4,576
Idaho	9.3%	26	\$3,318
Ill.	11.0%	5	\$5,235
Ind.	9.5%	22	\$3,585
Iowa	9.2%	31	\$4,037
Kans.	9.5%	23	\$4,131
Ky.	9.5%	24	\$3,298
La.	7.6%	45	\$2,950
Maine	10.2%	13	\$3,997
Md.	10.9%	7	\$5,920
Mass.	10.3%	12	\$5,872
Mich.	9.4%	25	\$3,631
Minn.	10.8%	8	\$5,185
Miss.	8.6%	41	\$2,742
Mo.	9.3%	29	\$3,591

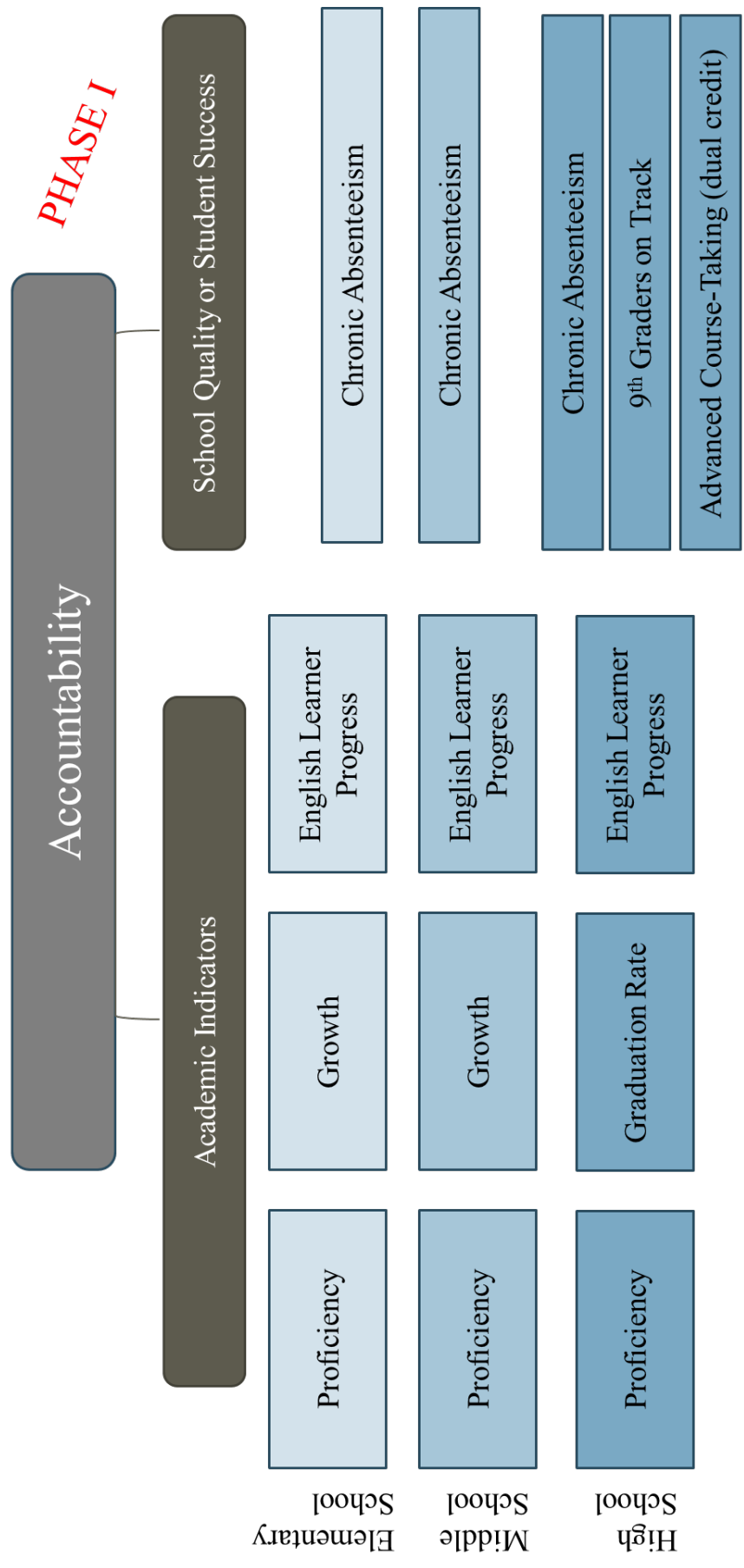
State	Tax Burden as a Share of State Income	Rank	Total Tax Burden (per Capita)
Mont.	8.7%	38	\$3,389
Nebr.	9.2%	30	\$4,197
Nev.	8.1%	43	\$3,349
N.H.	7.9%	44	\$3,961
N.J.	12.2%	3	\$6,926
N.M.	8.7%	37	\$3,141
N.Y.	12.7%	1	\$6,993
N.C.	9.8%	20	\$3,659
N.D.	9.0%	33	\$4,867
Ohio	9.8%	19	\$3,924
Okla.	8.6%	40	\$3,515
Ore.	10.3%	10	\$4,095
Pa.	10.2%	15	\$4,589
R.I.	10.8%	9	\$4,998
S.C.	8.4%	42	\$2,936
S.D.	7.1%	49	\$3,318
Tenn.	7.3%	47	\$2,805
Tex.	7.6%	46	\$3,340
Utah	9.6%	21	\$3,556
Vt.	10.3%	11	\$4,557
Va.	9.3%	27	\$4,623
Wash.	9.3%	28	\$4,541
W. Va.	9.8%	18	\$3,331
Wis.	11.0%	4	\$4,734
Wyo.	7.1%	48	\$4,407
D.C.	10.6%	10	\$7,541

Washington State Accountability System

The shift away from No Child Left Behind (NCLB) to the Every Student Succeeds Act (ESSA) offers states an opportunity to align systems to support a truly standards-based system. Washington state is uniquely positioned to support this new approach as we create our new accountability framework. OSPI is creating a system that transitions to a more robust set of measures of student learning and achievement aimed at preparing students for life after graduation. The system rests on the following pillars:

- A focus on meaningful learning for ALL students,
- Professionally skilled and committed educators, and
- Ample and appropriate resources that enable and support the first two pillars.

Washington Multiple Measures System <i>(Phase I: 2018–19)</i>		
Academic Outcomes <small>(ESSA requires these have “much greater weight” than non-academic measures)</small>	Opportunities to Learn	Engagement
Achievement on Assessment <ul style="list-style-type: none"> • Standardized test results, reported in terms of status and growth. • Progress toward English language proficiency/EL reclassification rates. 	Curriculum Access <ul style="list-style-type: none"> • Availability of and participation in rigorous courses (e.g. dual credit, college prep, Advanced Placement), programs, etc. • <i>Career pathways and certifications.</i> 	Student Participation <ul style="list-style-type: none"> • Chronic absenteeism.
Graduation/School Progress <ul style="list-style-type: none"> • 4-, 5-, 6-, and 7-year adjusted cohort graduation rates. • 9th graders on track. 		



SUPERINTENDENT REYKDAL'S K-12 EDUCATION VISION & MCCLEARY FRAMEWORK

INTRODUCTION

- The primary goal of Washington's education system is preparing every student for post-secondary aspirations, careers, and life.
- Washington state reinvests just under 3% of our Gross Domestic Product (GDP) into education, while the national average is 3.6%. That difference of 0.6% equals about **\$4 billion**.
 - Baker, Bruce, Danielle Farrie, Monete Johnson, Theresa Luhm, and David G. Sciarra. *Is School Funding Fair? A National Report Card*. Rep. no. 6. Rutgers/The Education Law Center, Jan. 2017.

PHASE III (2021-23): COMPREHENSIVE K-12 REDESIGN

- Universal early learning access for all 3- and 4-year-olds.
- Grades K-8 redesign:
 - Expand the school day by 30-60 minutes and the school year by approximately 20 days.
 - *Prisoners of Time*. Rep. Denver: Education Commission of the States, 1994.
 - Rocha, Elena. "More Than Just Moments in Time." Center for American Progress, 13 Feb. 2006.
 - Require research-based time allotments for lunch and recess breaks.
 - "The Crucial Role of Recess in School." *American Academy of Pediatrics* (2013): 183-88.
 - Begin dual language acquisition (local districts choose which language).
 - Norman, Kaytie. "When Is the Best Time for Your Child to Start Learning a Second Language?" *Brainscape*. Bold Learning Solutions, 15 Oct. 2015.
 - "The Second Most Spoken Languages Around the World." Olivet Nazarene University, 07 Apr. 2015.
 - Adopt a High School and Beyond Plan (HSBP) for all middle schoolers.
- Grades 9-12 redesign:
 - Two-thirds of all jobs require less than a baccalaureate degree, yet we have created an almost singular university-for-all path to graduation.
 - Carnevale, Anthony P., Nicole Smith, and Jeff Strohl. *Help Wanted: Projections of Jobs and Education Requirements Through 2018*. Rep. Washington, D.C.: Georgetown U Center on Education and the Workforce, 2010.
 - Reshape our academic focus so students' core proficiency phase is grades 9-10, and their pathways phase is grades 11-12.
 - Move the 11th grade high-stakes exit exam to a 10th grade basic proficiency assessment and use results to inform each student's HSBP.
 - Of the students who do not graduate high school, 63% drop out in their senior year.
 - "Dropout and Graduation Reports." Washington State Office of Superintendent of Public Instruction.

PHASE II (2019-21): RESEARCH & POLICY TRANSITION

- 20% of our students don't graduate on time, and 30% of our graduates don't attend college within their first year of graduating.
 - "OSPI Performance Indicators – Data and Analytics." Washington State Office of Superintendent of Public Instruction.
 - "High School Feedback Report." Washington State Education Research and Data Center.
- Dual credit fees paid for all students.
- 24 credit graduation requirement becomes a 12+12 system, with students taking 12 credits in the core phase and 12 in the pathways phase.
- Use 21st century tools to better engage parents and guardians.
- Implement a new, simpler salary schedule for educators that values growth and development such as advanced degrees in subject areas, the ability to speak more than one language, instructional leadership and mentorship, and National Board Certification.

PHASE I (2017-19): PERFORMANCE IMPROVEMENTS & MCCLEARY FRAMEWORK

- Focus state-funded turnaround dollars on schools with large performance gaps and multiple gaps across several student demographics.
- Provide a clear, statutory definition of basic education and basic education compensation.
 - Tie to inflation.
 - Revise salaries based on market factors every 4 years.
- Hybrid funding model:
 - Retain the prototypical school model as the foundation, and
 - Provide student-weighted, per pupil allocations for investments in low-income, bilingual, and Highly Capable programs.
- Increase beginning teacher salary to \$45,100.
- Add professional development days: 3 days phased in every year for the next 3 years.
- Provide additional supports to beginning teachers by fully funding the Beginning Educator Support Team (BEST) mentoring program.
- Establish a state-based salary enhancement fund to attract and retain high-quality educators in targeted, high-poverty communities or schools in need of turnaround.