

Establishing a Baseline

K-12 Education

August 19, 2005

K-12 Descriptive Statistics

More than 1 million students in Washington's K-12 public schools

- ❖ 65.7% of students graduate on time
- ❖ 37% eligible for free or reduced price meals
(185% of Federal Income Poverty Guidelines to be eligible for reduced-price meals. In 2003-04 for a family of 4, that is an income of \$34,040 or less.)
- ❖ 12.8% special education students
- ❖ Ethnicity
 - 2.8% American Indian or Alaska Native
 - 5.7% Black
 - 7.8% Asian or Pacific Islander
 - 12.3% Hispanic
 - 71.4% White

Migrant and Bilingual Students

- ❖ 4.2% migrant students
- ❖ 7.0% of students are in transitional bilingual programs
 - Bilingual students speak over **160 different languages**; Spanish is the most common (66% of ELL students)
 - Transitional bilingual instruction programs in 24 districts serve students in 20 or more languages
 - Kent School District serves the greatest number of languages at 89

Private and Home School Students

❖ Private school enrollment: 76,432

❖ Home school students: 19,337

100,000 Full-Time Equivalent Public School Staff

- ❖ 52,892 teachers
- ❖ 6,747 educational staff associates
(Examples include: Counselors, Occupational Therapists, Speech Language Pathologists, Nurses, Psychologists, & Physical Therapists)
- ❖ 36,042 classified staff
(Examples include: Classroom Aides, Food Service Workers, Bus Drivers, Office/Clerical Support, and Maintenance Staff)
- ❖ 3,898 administrators
(Examples include: Superintendents and Principals)

Staffing Characteristics

❖ Teachers

- Average years of experience: 13.6
- 60.1% have attained a Masters Degree or higher

❖ Ethnicity (all staff)

- 1.0% American Indian or Alaska Native
- 2.1% Black
- 2.9% Asian or Pacific Islander
- 3.2% Hispanic
- 90.9% White

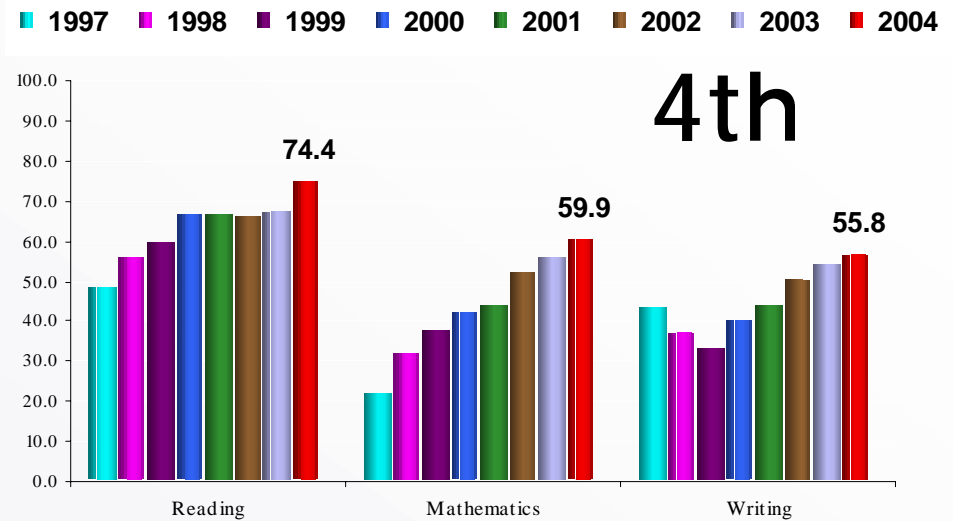
296 School Districts in Washington with more than 2,000 Schools

- ❖ Largest school district: Seattle with more than 46,000 students
- ❖ Smallest school district: Star School District (Franklin County) with 8 students
- ❖ More than half of all public school students in Washington are enrolled in four Puget Sound metropolitan counties (King, Kitsap, Pierce, and Snohomish)
- ❖ More than 75% of students are enrolled in western Washington districts, while 45% of the school districts are in eastern Washington

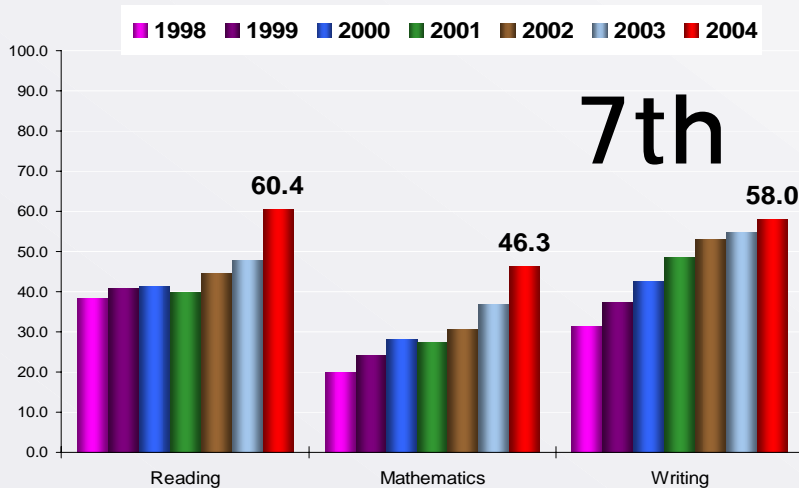
Student Achievement

Student Achievement is Increasing at All Levels

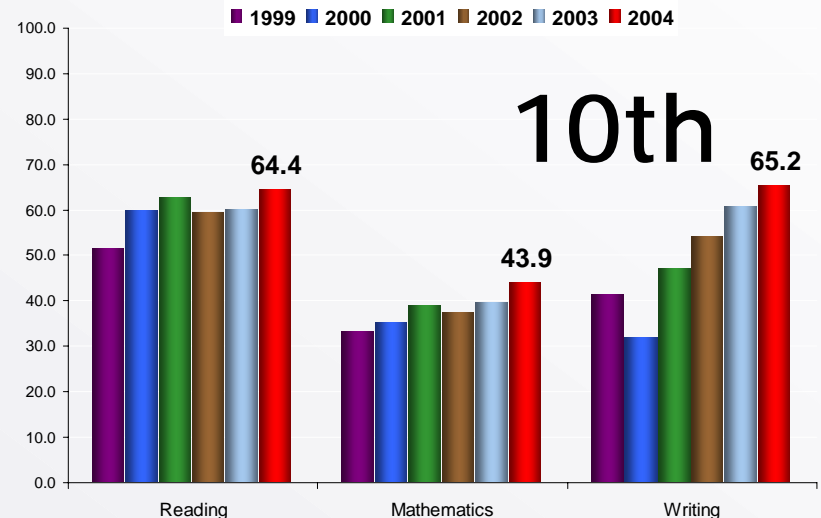
Percent of Grade 4 Students Meeting Standards



Percent of Grade 7 Students Meeting Standards

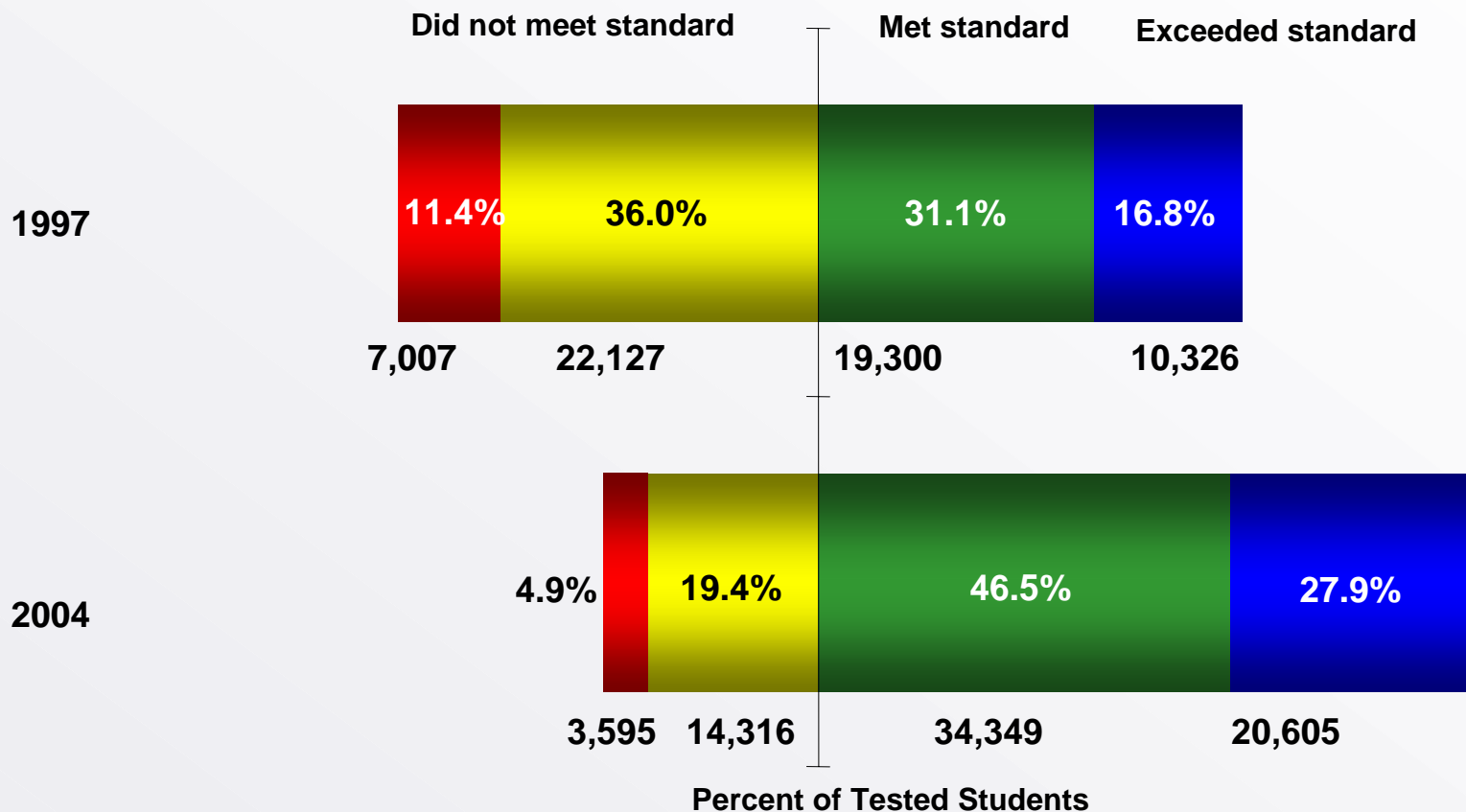


Percent of Grade 10 Students Meeting Standards



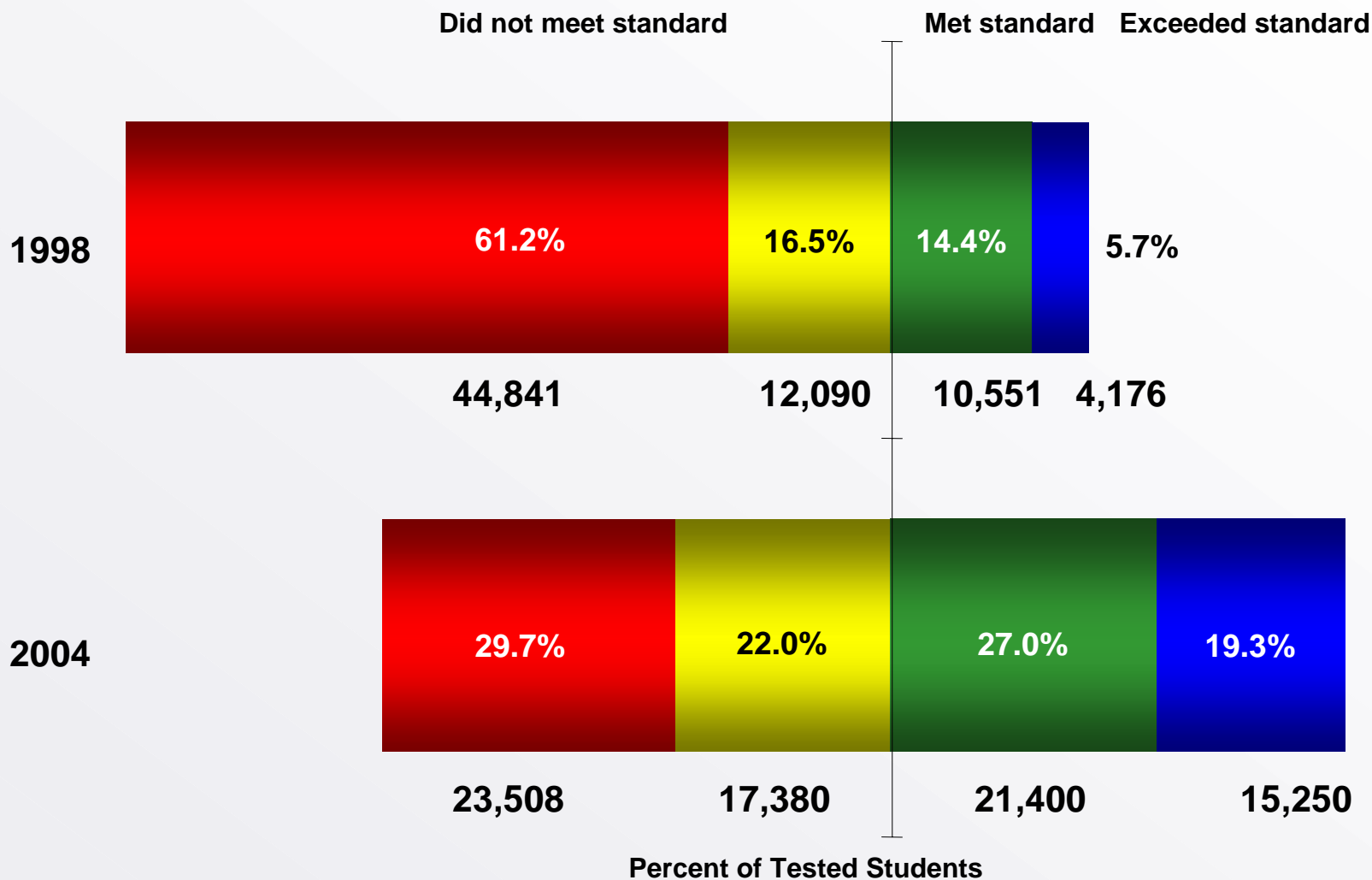
Movement Across Achievement Levels

Grade 4 Reading



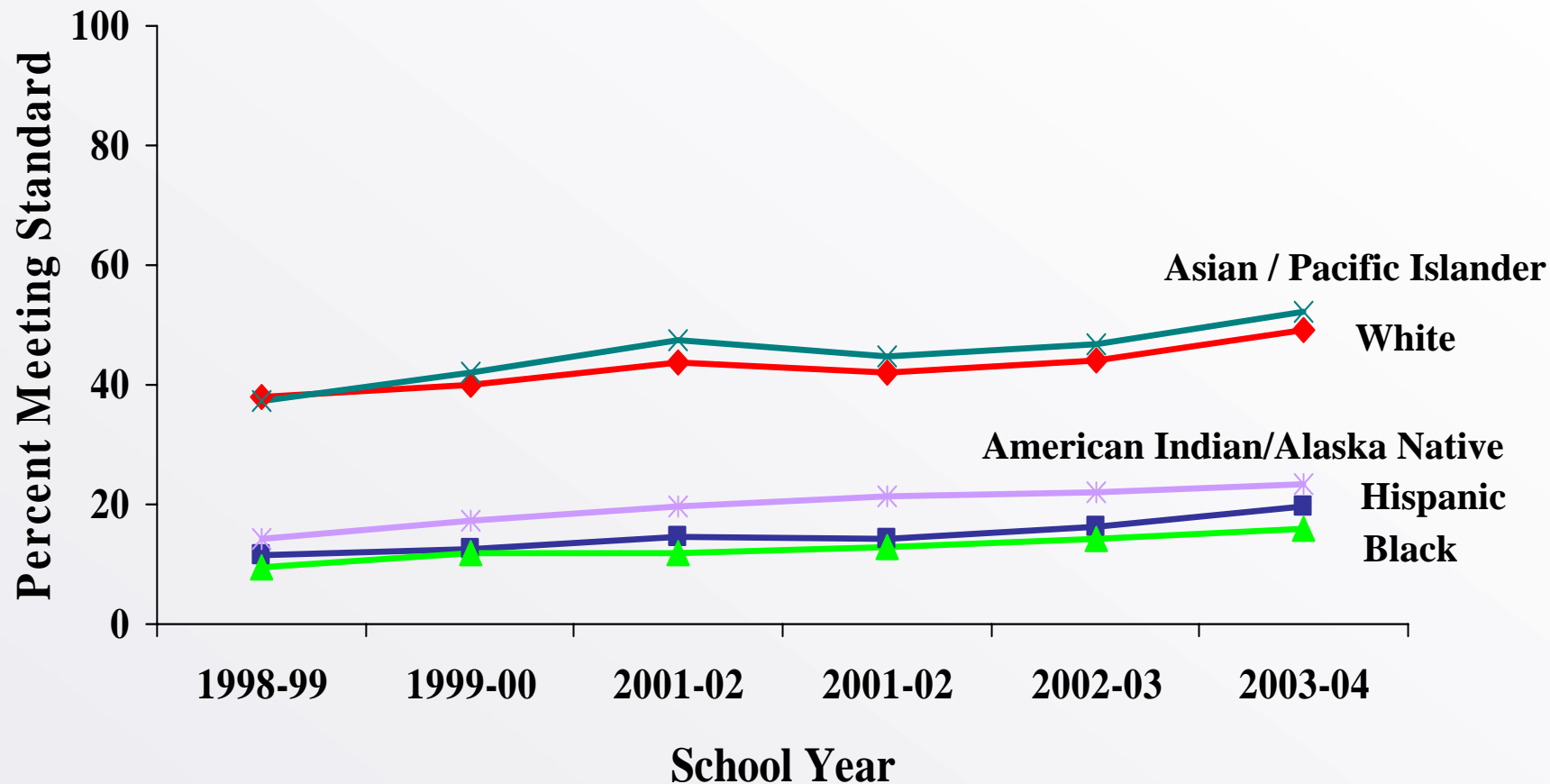
Movement Across Achievement Levels

Grade 7 Math

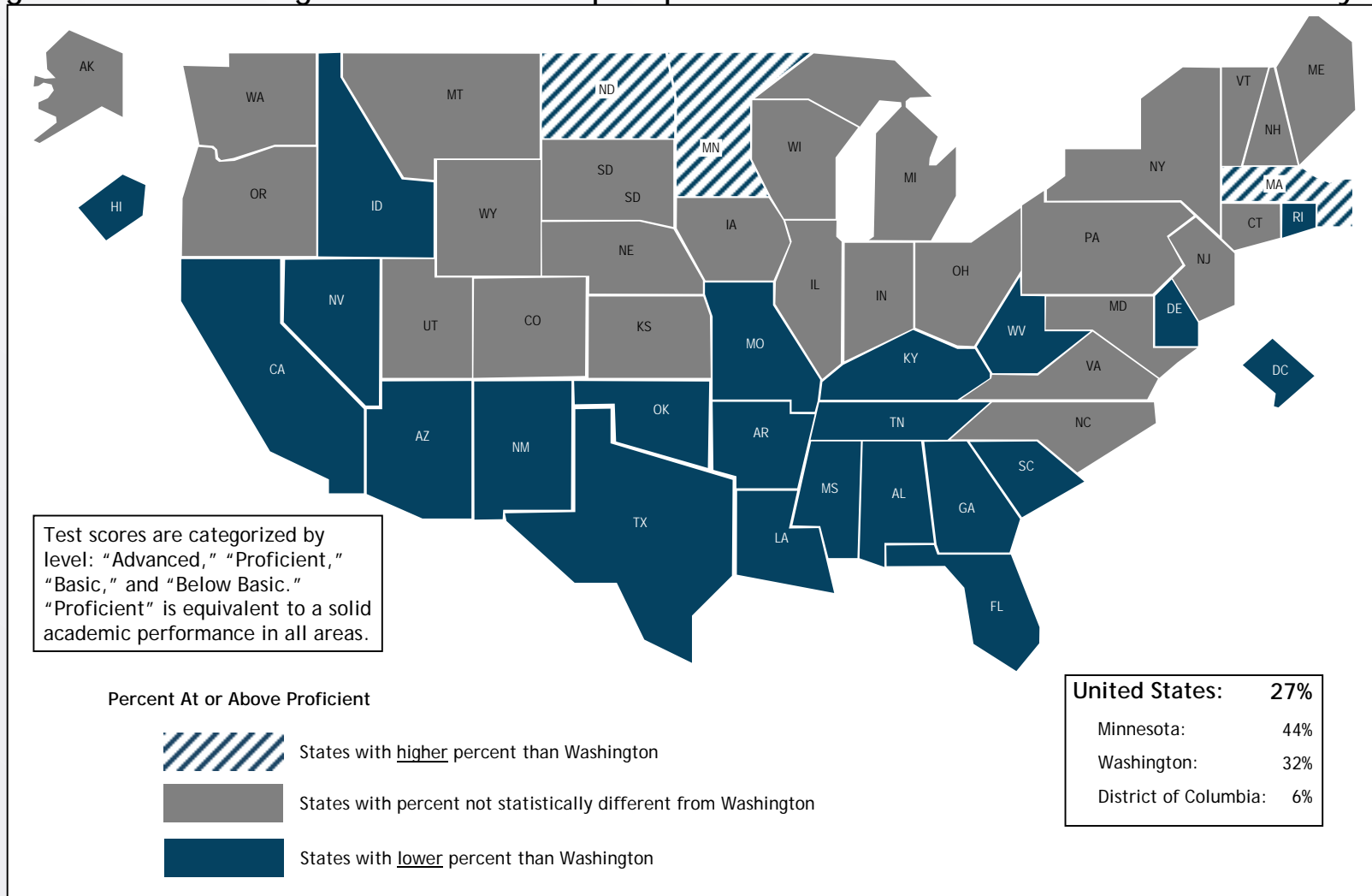


While More Students are Meeting Standard, Achievement Gap Remains

Grade 10 Math

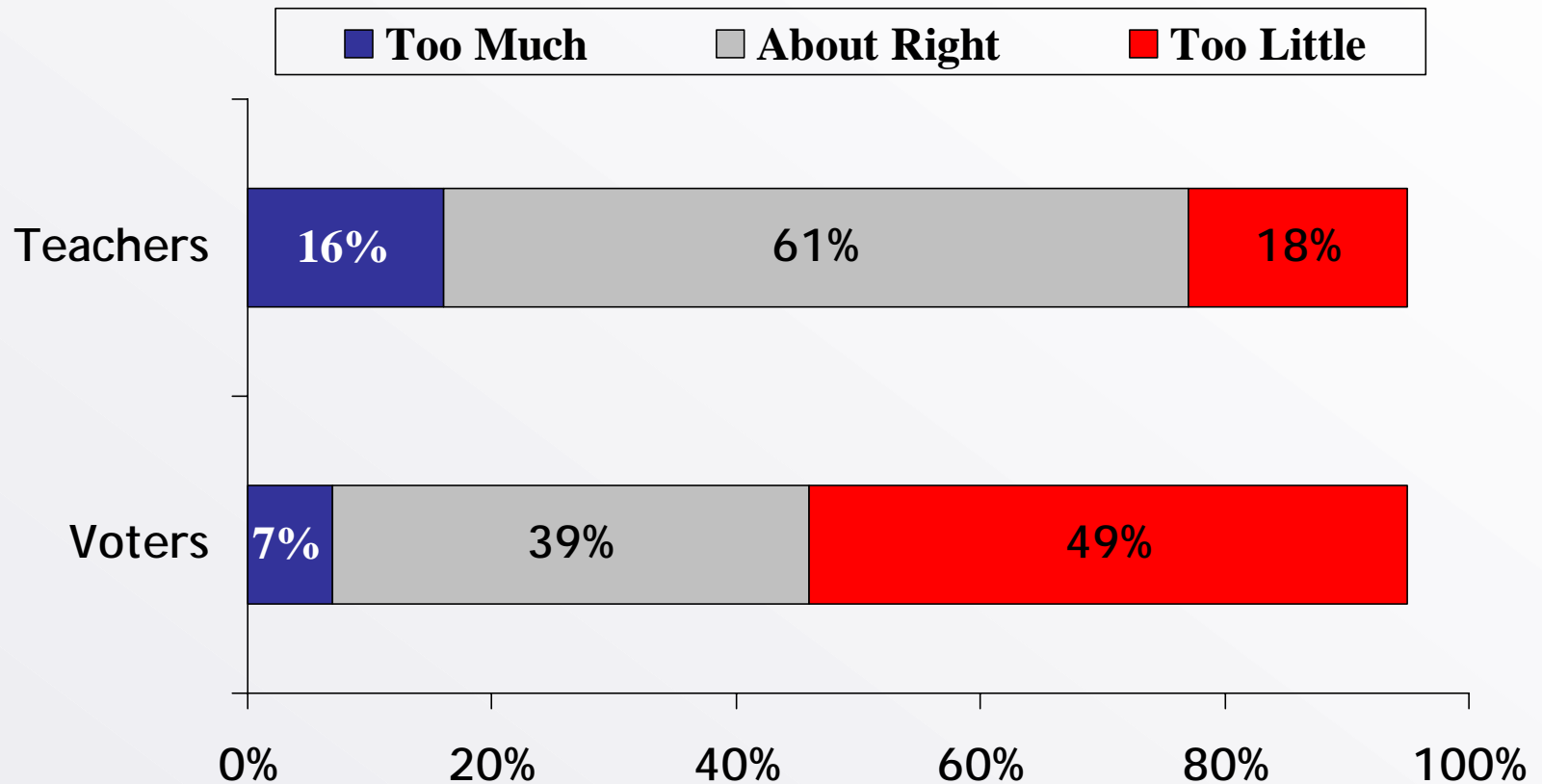


Washington consistently ranks above the national average on the National Assessment of Educational Progress (NAEP). This map compares the percentage of students scoring at or above proficient on the 2003 8th grade math NAEP assessment. African-American 8th graders in Washington have been top improvers in the nation in math over last 8 years.



Source: National Center for Education Statistics

Survey: Are Public Schools Expecting Students to Learn Too Much, Too Little, or About Right?



Partnership for Learning (Davis, Hibbits & Midghall, Inc.) - 2004 Surveys of Teachers and Voters

Survey: More challenging graduation standards and need for post-secondary education

- ❖ 74% of parents agree that students need to meet challenging graduation standards more than ever before because of changes in the workplace and in higher education
- ❖ 68% of voters agree that students need to complete some kind of post secondary education after high school

Legal Foundation

Washington State Constitution

- ❖ Article IX, Section 1: “It is the paramount duty of the state to make ample provision for the education of all students...”
- ❖ Article IX, Section 2: “The Legislature shall provide for a general and uniform system of schools...”

Legal Principles Concerning K-12 Financing

Washington's current finance system is a legislative response to two court decisions in interpreting the "paramount duty" clause of the state constitution.

The court decisions, in 1977 and 1983, described the state's duty under Article IX, sections 1 and 2 of the Washington State Constitution. These cases established the following principles of school funding:

- ❖ Education is the "paramount duty" of the state and takes precedence over all other state financial obligations
- ❖ The Legislature must define basic education and provide adequate funding for those programs
- ❖ Programs considered basic education are:

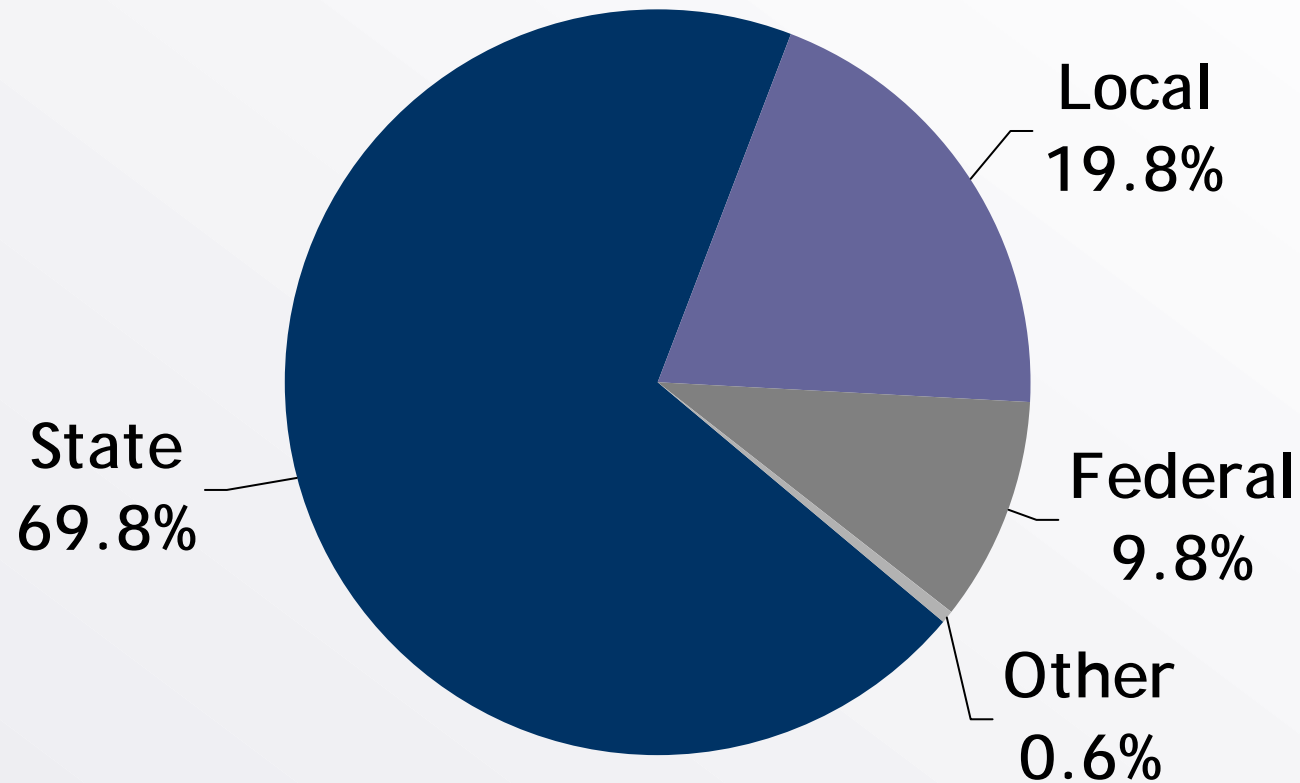
Regular Apportionment	Special Education
Transitional Bilingual Education	Vocational Education
Learning Assistance	Most of Pupil Transportation

Legal Principles *Continued*

- ❖ The most important factors in determining adequate funding are **staff compensation** and **student/staff ratios**
- ❖ It is the Legislature's obligation to establish a **sufficient salary** to attract and retain competent teachers
- ❖ Once the Legislature has established what is considered to be 100% funding of basic education needs, it **cannot reduce that funding level due to state revenue problems**
- ❖ The funding formula is **not "cast in concrete;"** it is the continuing obligation of the Legislature to review the formula as the education system evolves and changes
- ❖ Local school operations **levies may be allowed** as long as they enrich programs outside of the legislative definition of basic education and are **not used to reduce the state's obligation** to fund basic education

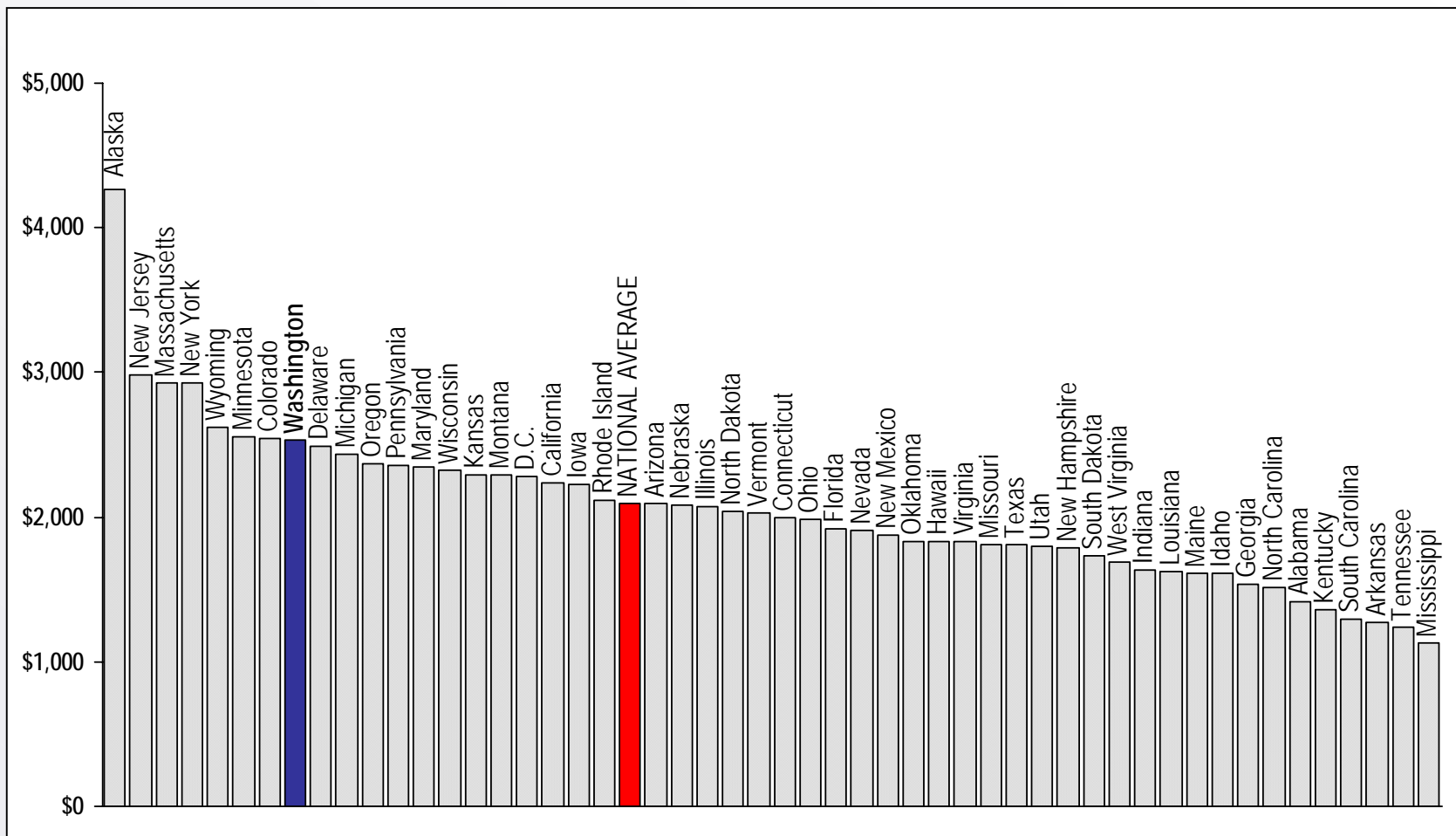
State and Local Funding

School District Revenue Sources



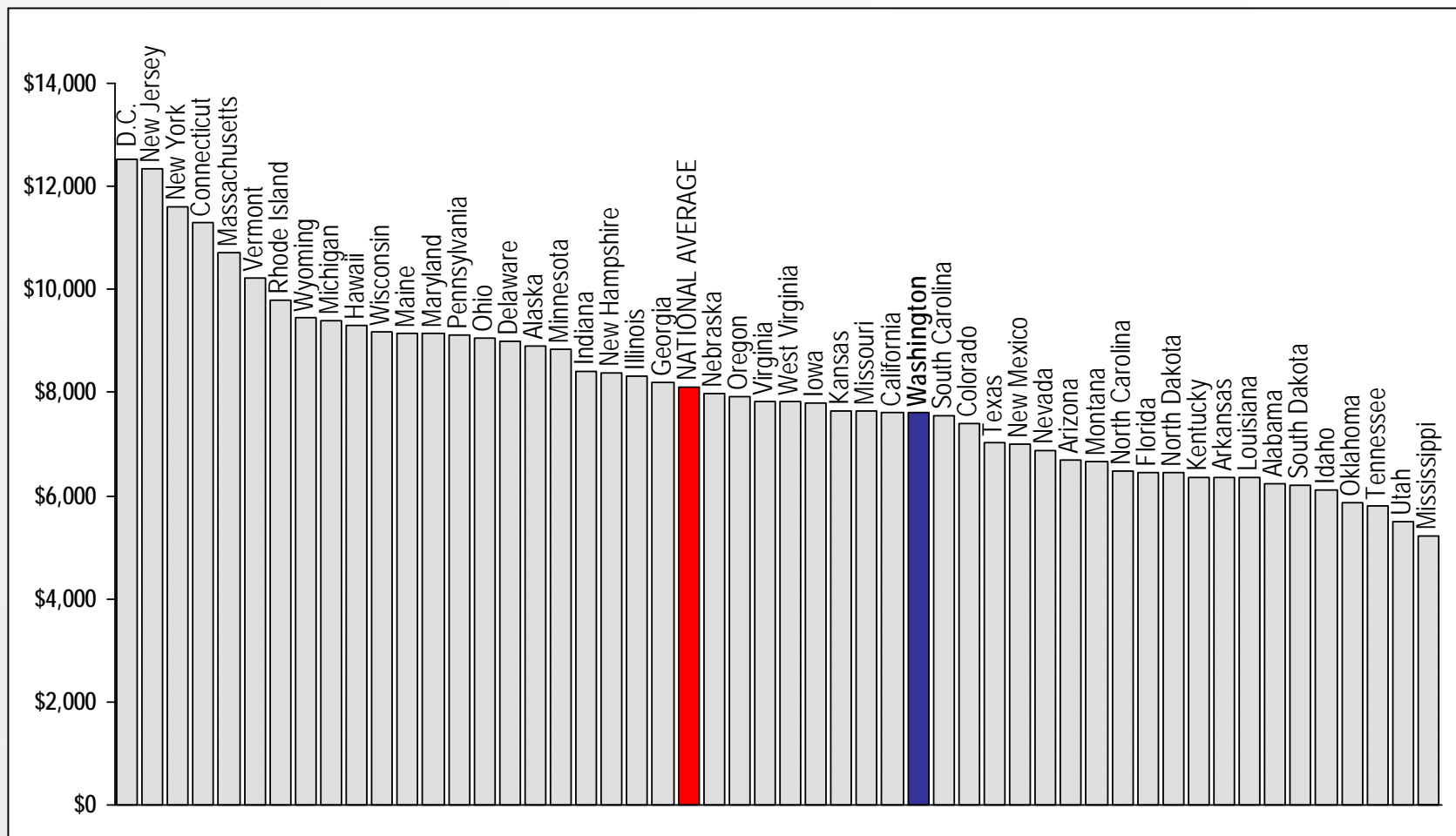
2003-04 School District General Fund Revenues: Total \$7.5 billion

In 1979-80, Washington ranked 8th in the nation for state and local revenues per student. Washington revenues were \$439 above the national average of \$2,098.



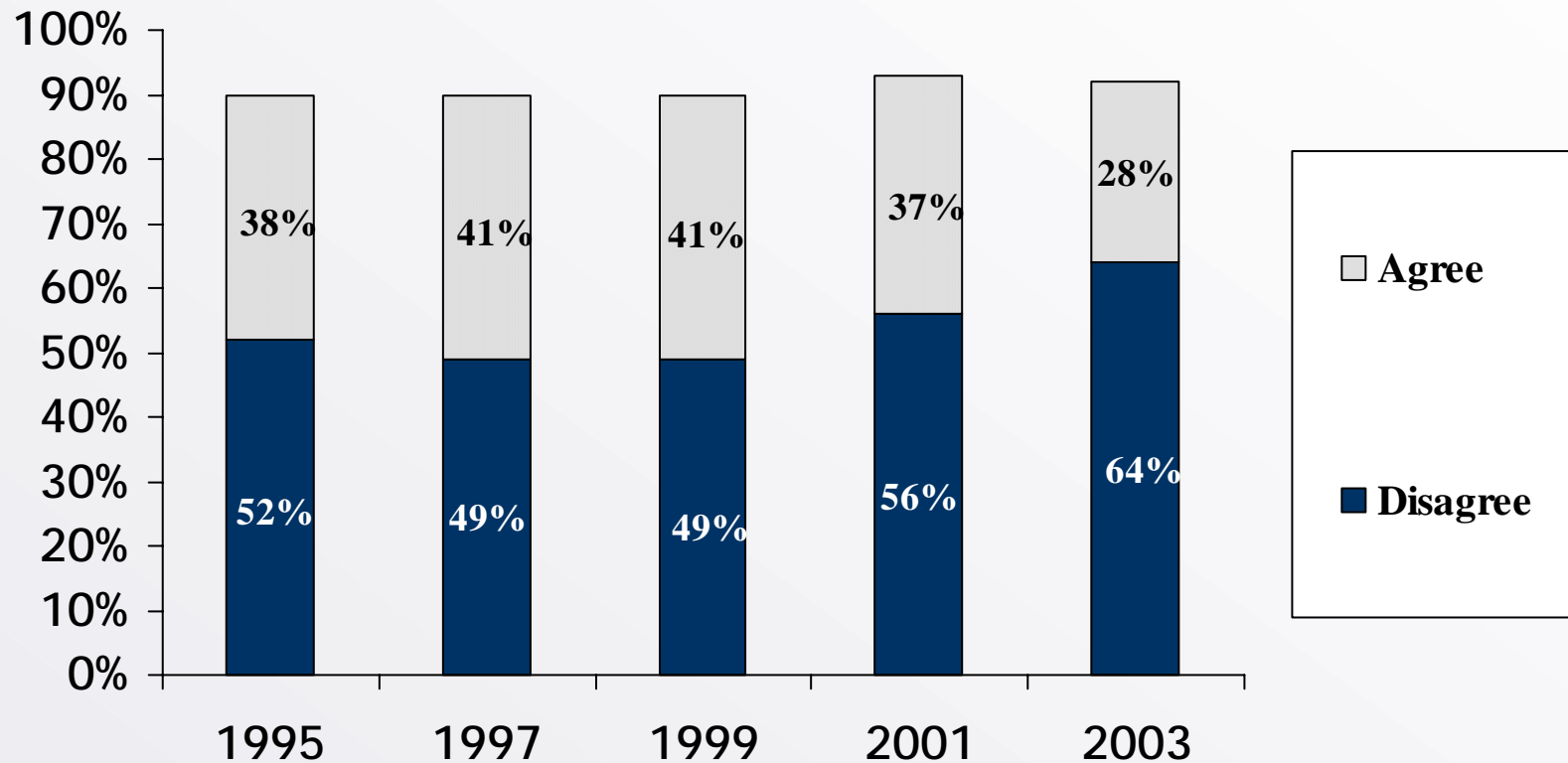
Source: National Center for Education Statistics.

By the 2001-02 school year, Washington ranked 31st nationally for total state and local revenues per student. Washington was \$511 below the national average of \$8,113.



Source: National Center for Education Statistics.

Voter Survey: Do You Agree or Disagree that School Funding in Washington is Adequate?



WSSDA (CFM Research) - 2003 School Elections Conference

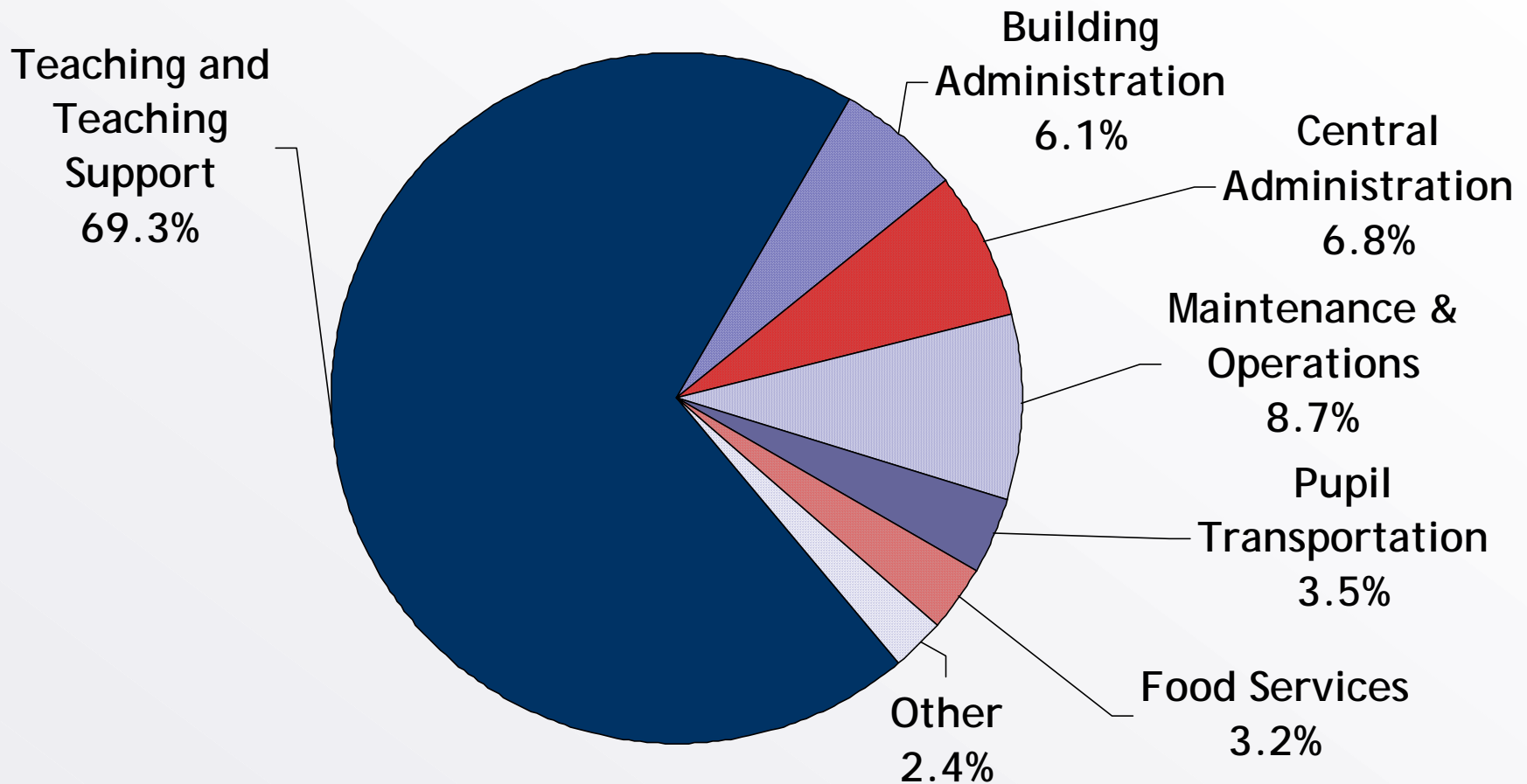
\$11.6 billion State Funds for K-12 in 2005-07 Biennial Budget

Major State Funding Programs:

Basic Ed

- General Apportionment (\$8.4 billion)
- Special Education (\$932 million)
- Pupil Transportation (\$491 million)
- Learning Assistance Program (\$155 million)
- Transitional Bilingual Education (\$123 million)
- Student Achievement Fund (\$629 million)
- Levy Equalization (\$357 million)
- *Salary and Health Benefit Increases (\$261 million)*

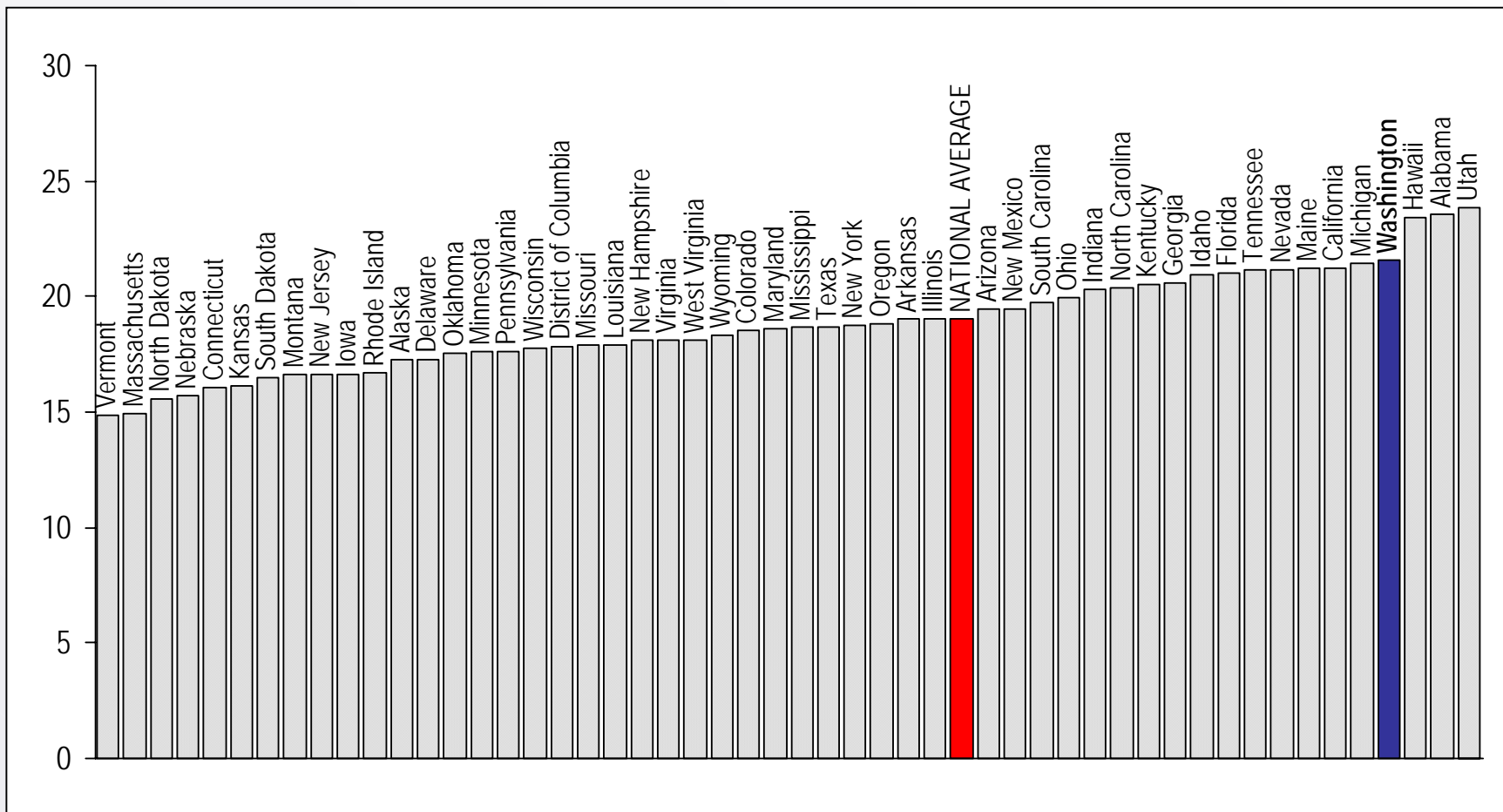
School District Expenditures by Activity



2003-04 School District General Fund Expenditures: Total \$7.4 billion

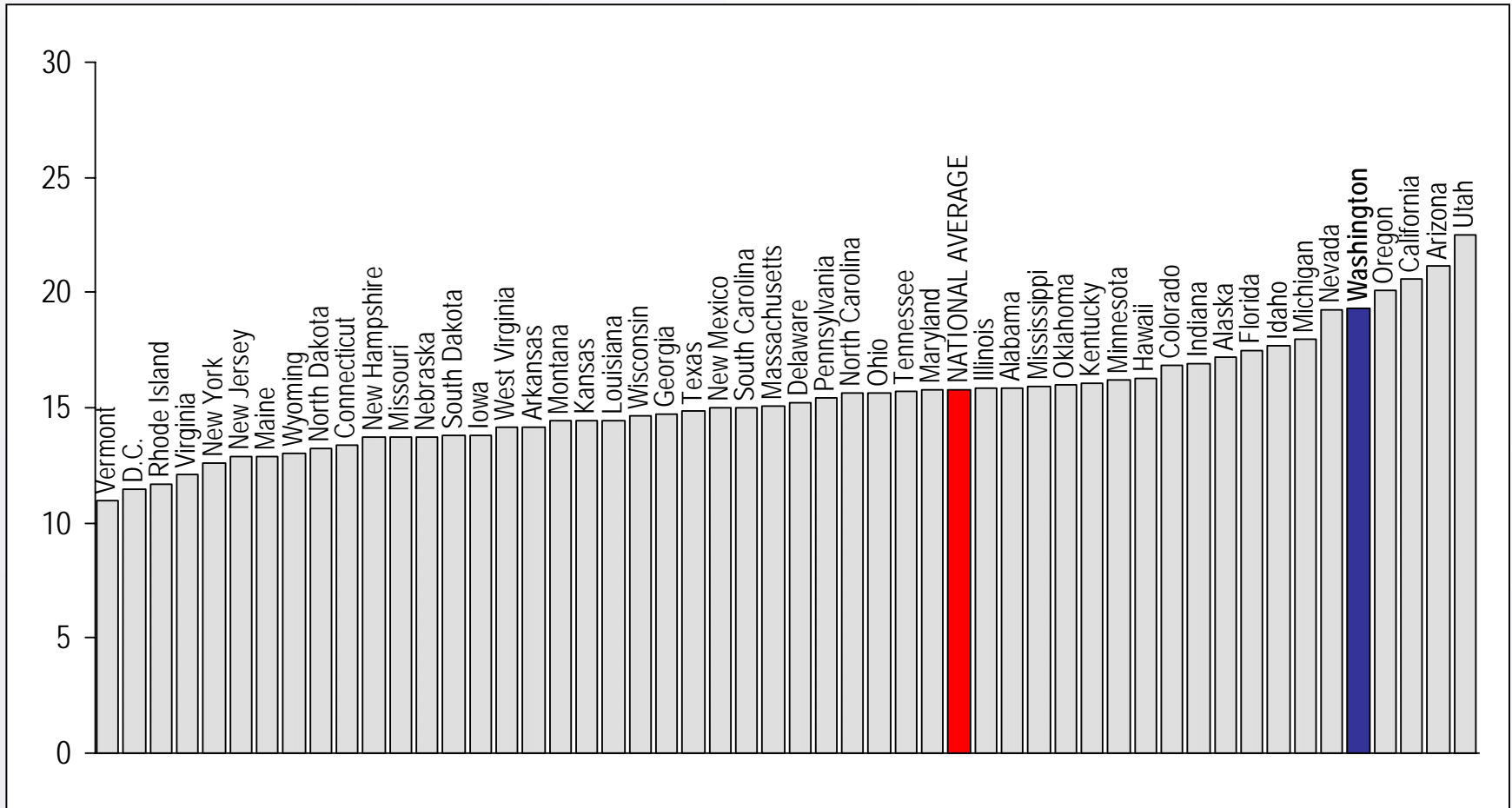
Instructional Staff: Class Sizes and Salaries

In 1979-80, Washington ranked 48th among states and the District of Columbia in class size ratio. The national average was 19.06 pupils per teacher, with Washington's ratio at 21.55 students per teacher.



Source: National Education Association.

By the 2003-04 school year, Washington had decreased class size ratios to 19.31 students per teacher. However, Washington was still ranked near the bottom (47th). Other states had made similar investments over time, bringing the national average to 15.81 students per teacher.



Source: National Education Association.

State Funding to School Districts for Teacher Salaries is Based on the State Salary Allocation Schedule

K-12 Salary Allocation Schedule For Certificated Instructional Staff 2005-06 School Year

Years of Service	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	MA+90 or PHD
0	30,383	31,204	32,054	32,906	35,640	37,401	36,426	39,161	40,924
1	30,792	31,624	32,485	33,375	36,137	37,889	36,831	39,594	41,345
2	31,181	32,022	32,892	33,850	36,605	38,375	37,239	39,994	41,764
3	31,583	32,431	33,311	34,299	37,049	38,861	37,626	40,373	42,187
4	31,977	32,862	33,747	34,770	37,536	39,361	38,031	40,796	42,623
5	32,384	33,273	34,167	35,247	38,002	39,864	38,442	41,199	43,061
6	32,802	33,672	34,596	35,729	38,472	40,344	38,864	41,607	43,478
7	33,536	34,420	35,356	36,551	39,334	41,258	39,655	42,437	44,362
8	34,612	35,543	36,502	37,796	40,616	42,611	40,899	43,720	45,714
9		36,707	37,713	39,054	41,940	44,002	42,156	45,044	47,106
10			38,938	40,376	43,301	45,432	43,479	46,405	48,535
11				41,737	44,726	46,900	44,840	47,830	50,003
12				43,055	46,189	48,428	46,255	49,292	51,532
13					47,688	49,993	47,720	50,791	53,096
14					49,194	51,618	49,227	52,396	54,721
15					50,474	52,961	50,507	53,758	56,144
16 or more					51,483	54,019	51,517	54,833	57,266

Salaries for Teachers are Negotiated Locally within Specified Limits

Authority and flexibility provided to districts:

- Each school board is empowered to set salaries for all employees in conformance with RCW 28A.400.200
- The salary allocation schedules in the budget are for allocation purposes only, except for RCW 28A.400.200(2) and requirements regarding the use of Learning Improvement (professional development) days

Minimum salaries & salary limits in RCW 28A.400.200 (2):

- Actual minimum salaries paid cannot be less than the minimum for BA+0 experience or MA+0 experience on the salary allocation schedule
- A district's actual average salary cannot exceed the average salary used for the state basic education salary allocation (salary allocation model)

Supplemental Salaries

- ❖ In addition to the base salary provided according to locally negotiated salary schedules, school districts can provide additional pay for the following purposes:
 - Additional Time
 - Additional Responsibility
 - Incentive

- ❖ These are known as TRI contracts or supplemental contracts and are subject to local collective bargaining

- ❖ Examples include:
 - Additional professional development days
 - Coaching contracts
 - Additional pay for mentor teachers
 - Incentives for achieving certification from the National Board for Professional Teaching Standards

Average Washington Teacher Salaries: Full-Time Teachers 2003-04 School Year

'SUPPLEMENTAL CONTRACTS'

Average for All FTE Teachers: **\$6,358**

- ❖ Average for First Year Teachers: \$4,672
- ❖ Average for Teachers with 1-6 Years of Experience: \$5,304
- ❖ Average for Teachers with 10-16 Years of Experience: \$6,288
- ❖ Average for Teachers with 16+ Years of Experience: \$7,320

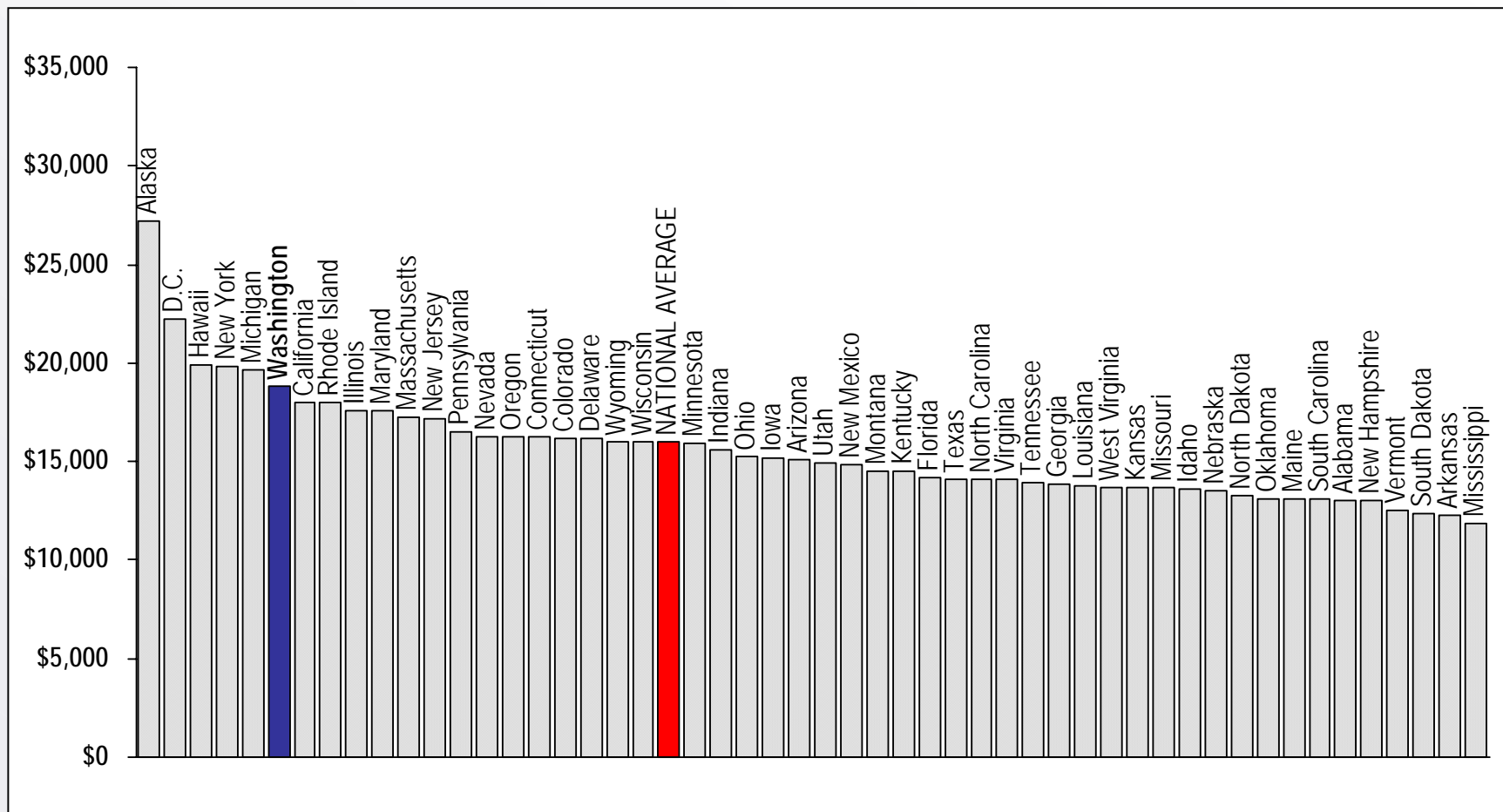
NOTE: 'Supplemental Contracts' are the calculated difference between total final salary and base salary reported to OSPI. This difference is primarily supplemental contracts, but can also include sick leave buyouts, changes to the base pay during the school year, and other adjustments.

TOTAL SALARY (Base + Supplemental):

Average All FTE Teachers: **\$ 52,057**

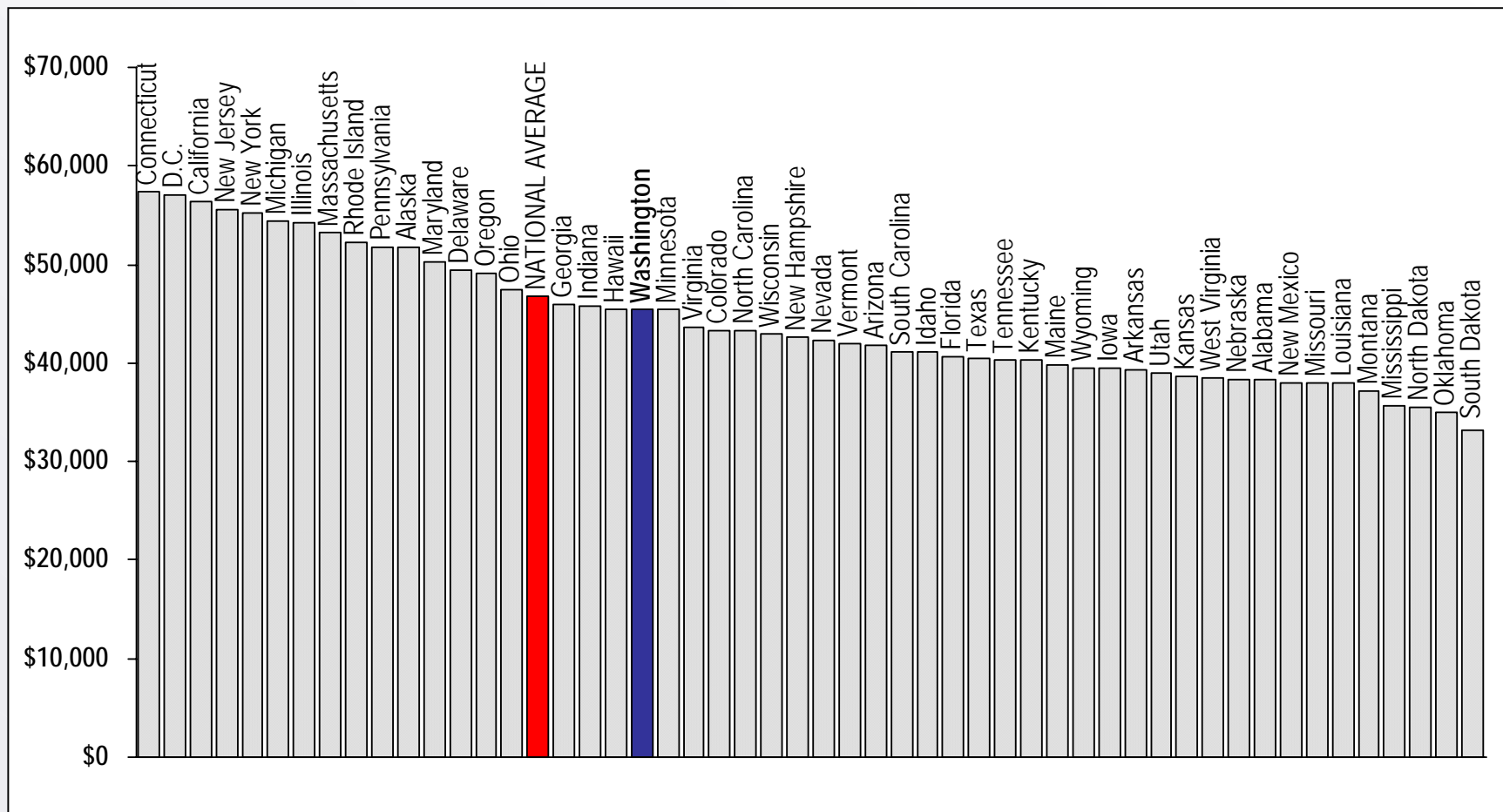
- ❖ Average for First Year Teachers: \$37,120
- ❖ Average for Teachers with 1-6 Years of Experience: \$40,425 (24% of all Teachers)
- ❖ Average for Teachers with 10-16 Years of Experience: \$54,900
- ❖ Average for Teachers with 16+ Years of Experience: \$61,085 (39% of all Teachers)

In 1979-80, Washington ranked 6th for average teacher salary. Washington, with an average teacher salary of \$18,820, was \$2,850 above the national average of \$15,970.



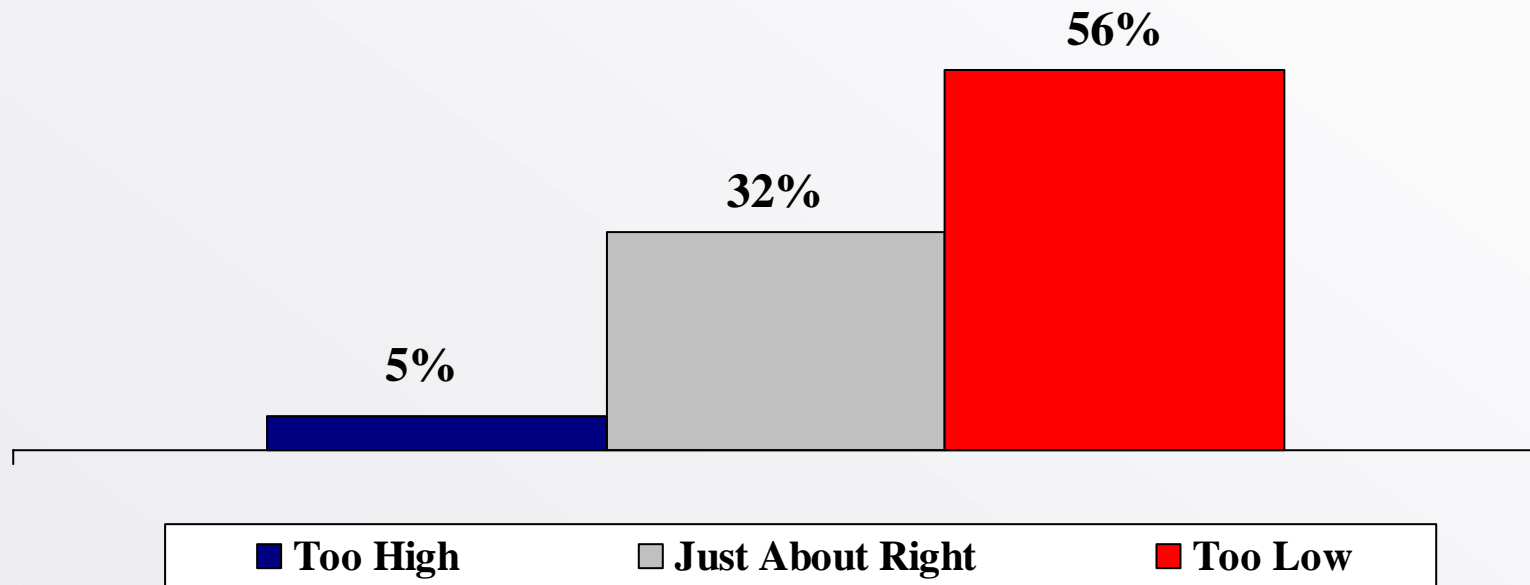
Source: National Education Association.

In 2003-04, Washington ranked 19th for average teacher salary. Washington was \$1,318 below the national average of \$46,752.



Source: National Education Association.

Voter Survey: Do You Think Salaries for Teachers in Your Community Are Too High, Too Low, or Just About Right?



WSSDA (CFM Research) – 2003 School Elections Conference

Classified Staff

State Funding for Classified Staff

- In the 2003-04 School Year, the funding formulas in the state budget allocated funding for 22,760 classified staff at an average salary of \$27,851.
- This average salary assumption varies by district based on historical salary information that has been inflated over time for cost of living adjustments.
- In the 2003-04 School Year, the lowest average classified salary assumption was \$21,266 for Damman School District; the highest was \$32,173 for Seattle School District.

Classified Staff in School Districts

Classified Staff by Assignment	Individuals	FTE Staff	Total Annual Salary per FTE
Aides	22,727	11,982.27	27,705
Crafts/Trades	1,635	1,551.63	40,806
Laborers	184	158.92	34,719
Office/Clerical	9,700	7,423.72	33,260
Operators	6,084	3,192.78	35,718
Professional	15,255	1,135.56	46,280
Service Workers	11,383	8,056.00	30,484
Technical	1,657	1,300.99	43,160
Director/Supervisor	1,488	1,234.29	63,067
Classified on Leave	445	5.53	42,046
All Classified Staff	70,558	36,041.69	33,131

Administrative Staff

State Funding for Administrative Staff

- In the 2003-04 School Year, the funding formulas in the state budget allocated funding for 4,412 administrative staff at an average salary of \$52,367.
- This average salary assumption varies by district based on historical salary information that has been inflated over time for cost of living adjustments.
- In the 2003-04 School Year, the lowest average administrative salary assumption was \$30,583 for Evaline School District; the highest was \$74,541 for four school districts: St. John, Columbia, Harrington, and Skykomish.

Administrative Staff in School Districts

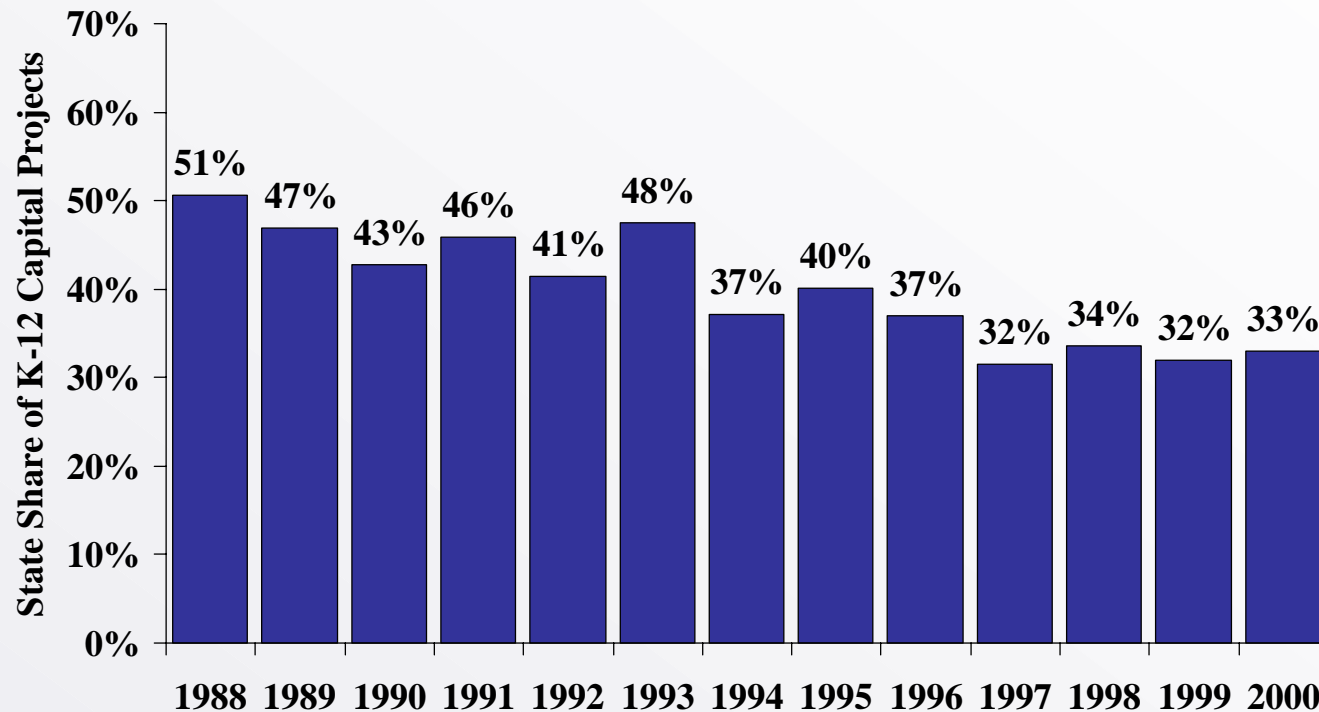
Administrative Staff by Assignment	Individuals	FTE Staff	Total Annual Salary per FTE
Superintendents	280	247.07	109,342
Deputy and Assistant Superintendents	158	139.17	109,244
Other District Administrators	1,088	760.32	87,617
Elementary Principals	1,182	1,096.68	86,372
Elementary Vice Principals	175	138.24	75,748
Secondary Principals	656	584.59	89,990
Secondary Vice Principals	799	743.24	83,331
Other School Administrators	427	188.29	73,592
All Administrative Staff	4,765	3,897.60	87,856

School Construction / Capital Budgets

\$620 million State Funds for K-12 Construction in 2005-07 Capital Budget

- ❖ State assistance program matches local funding for eligible projects
- ❖ Eligibility is based on the state definitions of need for additional space or renovations
- ❖ State assumes cost factors per square foot and space allocations per student and only matches to those standards
- ❖ State equalizes taxpayer burden by increasing match in property poor districts

State share of K-12 Capital Projects has declined over time. Investments in 2005-07 Biennium will reverse this trend.



In 2005-07 Biennium, state funding for the K-12 construction matching program is increased by 50%. Enhancements are made to the major formula factors which results in a return to average support levels seen in the late 1980's.

Input from the June 2005 Education Summit

Strengths and Weaknesses of Washington's K-12 Education System

Strengths

- State standards
- Strong state constitution; broad definition of basic education
- Shining Stars Around Washington (improving student achievement)
- Quality staff
- Resources are equitable
- Flexibility to meet local needs

Weaknesses

- Don't have a 21st century definition of public education
- Funding does not get to classrooms as well as it should; System is not student focused enough
- Too many demands on teachers
- Dropout rate is too high
- Public not aware of funding needs; existing legislative formulas do not address newer economic needs

Examples of Efficient and Effective Programs and Structures

- Math Helping Corps and LASER science programs
- Regional educational service districts and their co-ops
- I-Grant system
- Train-the-trainer and facilitator models
- Dual-credit programs
- All Day-Kindergarten

More Information from the June 2005 Educational Summit

[http://www.governor.wa.gov/
washingtonlearns/default.htm](http://www.governor.wa.gov/washingtonlearns/default.htm)

Thank You to Those Who Provided Data Sources

- ❖ Office of the Superintendent of Public Instruction
- ❖ Washington State School Directors Association
- ❖ Partnership for Learning
- ❖ House Office of Program Research
- ❖ Senate Committee Services
- ❖ National Education Association
- ❖ National Center for Education Statistics

Appendix

General Apportionment

(\$8.4 billion in 2005-07 Biennium)

- Basic Funding Per Pupil
- Allocation of funds is based primarily on staff to student ratios for three categories of staff:
 - Certificated Instructional Staff (teachers and educational staff associates)
 - Certificated Administrative Staff
 - Classified Staff
- Staffing assumptions include salary, fringe benefit, and pensions

General Apportionment

Continued

- Minimum staffing floors are assumed for small school districts
- Formula also includes a “Non-Employee Related Cost” or NERC component for non-staffing related costs of operating schools (i.e., heating and supplies)
- Vocational education funding is included in general apportionment

Special Education

(\$932 million in 2005-07 Biennium)

- Funding for special education students in addition to general apportionment dollars
- Dollar per special education student for students ages 3 - 21 is allocated for up to 12.7% of the district's enrollment (*amount is calculated based on 0.9309 times the statutory basic education allocation*)

Special Education

Continued

- Districts that offer programs for special education students ages 0 - 2 receive an additional dollar per student allocation for these students *(amount is calculated based on 1.15 times the statutory basic education allocation)*
- A Special Education Safety Net grant program is available to districts. Eligibility is based on demonstrated financial need and individual high cost students (based on the students' individual education plans or IEPs)

Pupil Transportation

(\$491 million in 2005-07 Biennium)

- Funding allocated to school districts for transportation of students to and from school
- Rate per weighted mile is allocated to school districts based on eligible ridership. Students within 1 radius mile are not included in the formula
- Additional funding is provided for K-5 students living within 1 mile, which can be used for transporting those students or for safety improvements on their walking routes
- School bus depreciation payments are provided to replace buses purchased by districts or those used by their contractors

Learning Assistance Program

(\$155 million in 2005-07 Biennium)

- Additional funding to school districts for remediation programs for struggling students.
- Beginning in 2005-06 school year, district allocations will be based on the percentage of students eligible for free or reduced price lunch (poverty), with additional funding provided to districts with greater than 40% of students eligible for FRPL.
- Districts determine students to be served. Eligible students are those who are below standard in reading, writing or math.

Transitional Bilingual Education

(\$123 million in 2005-07 Biennium)

- Additional funding to districts for services to students who are English Language Learners (ELLs). Student have a primary language other than English and score below a threshold on an English proficiency test.
- Rate per student is provided per eligible student served in transitional bilingual programs.

Levy Equalization

(\$357 million in 2005-07 Biennium)

- State match for local maintenance and operations levies (M & O levies) raised by districts with above average property tax rates.
- In the 2005-07 biennium, the funding is prorated to provide 95.63% of the formula amount.

Student Achievement Fund

(\$629 million in 2005-07 Biennium)

Originally created in Initiative 728, the Student Achievement Fund provides a per student allocation that can be used for:

- Smaller class sizes
- Extended learning opportunities
- Professional development
- Early learning opportunities (pre-K)
- Related building improvements