



Keeping Education Reform on Track

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Reforms + Resources Results

Reforming America's Education System

Early
Learning

K-12

Higher
Education

Standards & Assessments

Effective Teachers & Leaders

Data Systems

Struggling Schools



Our Students Aren't Making It Through High School And College



Of 100 9th graders:



69 graduate from high school on time



35 enter a community college or university



25 return for their sophomore year



18 receive a diploma within 6 years

Source: NCHEMS/IPEDS, 2008

**Washington's
average high
school graduation
rate is the 12th
lowest in the
nation**



Our Graduation Rate is More Dismal for Students of Color

- ❑ Fewer than half of African-American boys (48%) are graduating, placing Washington's success in the bottom-third among states
- ❑ Only 40% of Native American students graduate from high school
- ❑ Only 50% of African American students graduate from high school
- ❑ Only 55% of Latino students graduate from high schools

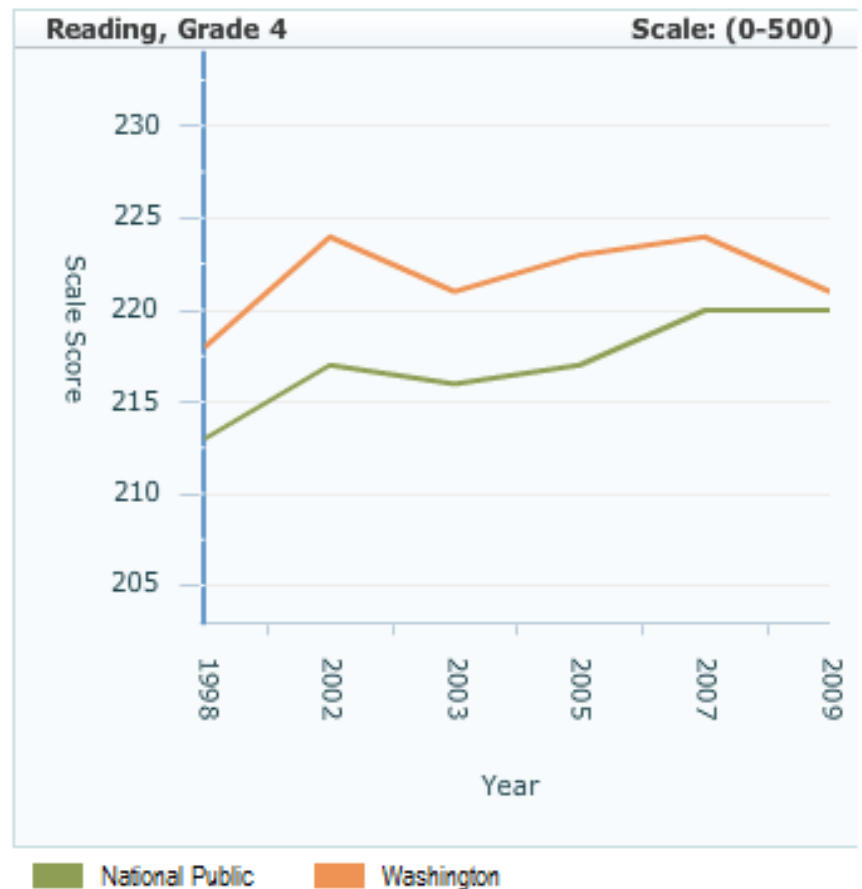


**Failing Students = Failing
Economy = Failing
Communities**



Our Achievement Gaps Are Among The Worst In The U.S.

- ❑ Overall, Washington students are above-average performers on national education assessments—but performance is *declining* and achievement gaps are *growing*, not closing.
- ❑ A new national study shows that, at current rates, it will take *105 years* to eliminate achievement gaps in 4th grade reading. Other states will close their gaps in 12 years.





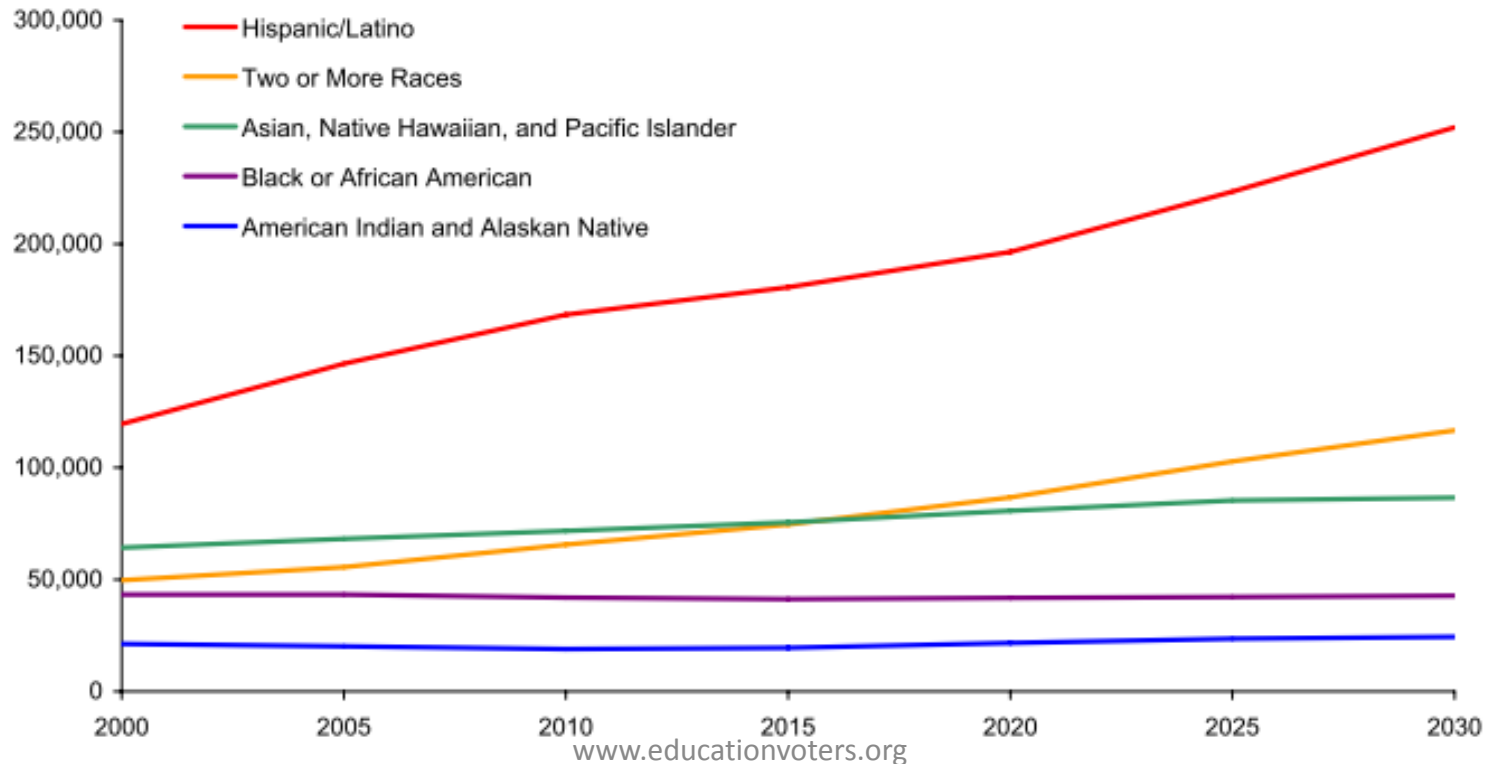
**It will take Washington
105 Years to Close the
Achievement Gap if We
Don't Change Our Approach**



Washington's Changing Demographics

- And the populations we do the most disservice to are only growing. These students used to be a small part of our school population, living in small isolated places; today, as they grow in numbers, they are the future of the state.

**Comparison of Projected Minority School-Age Children (Ages 5-17), 2000-2030
(Race Categories Exclude Persons of Hispanic/Latino Heritage)**





**Washington excels at importing
workers to do the highly-skilled,
technical jobs that drive our
economy**



Instead, We Are Importing Our Future

WA 2nd in
the Nation
for
Innovation

- Massachusetts
- Washington
- Maryland
- New Jersey
- Connecticut
- Delaware
- California
- Virginia
- Colorado
- New York
- New Hampshire
- Utah
- Minnesota
- Oregon
- Illinois
- Rhode Island
- Michigan
- Texas
- Georgia
- Arizona
- Florida
- Pennsylvania
- Vermont
- North Carolina
- Ohio
- Kansas
- Idaho
- Maine
- Wisconsin
- Nevada
- Alaska
- New Mexico
- Missouri
- Nebraska
- Indiana
- North Dakota
- Montana
- Iowa
- South Carolina
- Hawaii
- Tennessee
- Oklahoma
- Louisiana
- Kentucky
- South Dakota
- Wyoming
- Alabama
- Arkansas
- West Virginia
- Mississippi



- Rhode Island
- Vermont
- Iowa
- Massachusetts
- Nebraska
- Kansas
- West Virginia
- Minnesota
- North Dakota
- Pennsylvania
- Wisconsin
- Arizona
- New Hampshire
- Michigan
- South Dakota
- Indiana
- Delaware
- California
- Maine
- Wyoming
- Kentucky
- Virginia
- Alabama
- Missouri
- Colorado
- New York
- Ohio
- Nation
- Utah
- North Carolina
- Illinois
- Connecticut
- Florida
- Oklahoma
- Oregon
- Montana
- Maryland
- Arkansas
- Tennessee
- Mississippi
- South Carolina
- Idaho
- New Mexico
- Hawaii
- New Jersey
- Louisiana
- Texas
- Washington
- Georgia
- Nevada
- Alaska

WA 46th in
the Nation
for College-
Going



Nationally Washington is Getting Left Behind

45



Number of states that require more English classes in high school than Washington.

39



Number of states that require more social studies classes in high school than Washington.

38



Number of states that require more science classes in high school than Washington.



Finance Reform

- Walking the talk: 728, simple majority, 1098
- HB 2261/ SBH 2776
- QEC
- Lawsuit



Old Finance System

Learning Assistance

ELL

A. District Enrollment

Multiplied by

B. 3 Staff Ratios

(Certificated Instructional, Administrative & Classified staff)

Multiplied by

C. Salaries & Benefits

Plus

D. Operating Costs (NERC)

=

State General Apportionment

Busing

Special Education

Gifted



New CIS Formula and Distribution

(Olympia as example; 2010-11 enrollment assumed)

School Level Staffing Units

Staffing	Elementary (Grades K-6)	Middle (Grades 7-8)	High (Grades 9-12)
Teachers (Grades K-3)	102.17		
Teachers (Grade 4)	29.84		
Teachers (Grades 5-12)	57.76	53.89	107.02
Poverty Enhance (K-3)		Poverty Enhancements are inactive until further legislative action.	
Poverty Enhance (4)			
Poverty Enhance (5-12)			
Lab Science Enhancement	Enhancements are inactive until further legislative action.		
AP Enhancement			
IB Enhancement			
Librarian/Media Specialist	7.09	1.54	2.23
Counselor	5.27	3.31	8.16
Health and Social Services			
School Nurses	0.81	0.18	0.41
Social Workers	0.45	0.02	0.06
Psychologists	0.18	0.01	0.03
Subtotal Certificated Instructional Staff			380.43

← CIS Total is the same



Finance Tools to Understand and Use

- OSPI has crosswalk tools to compare for each district, dollars/staff driven by current formula and dollars/staff driven by new formula
- Also can compare dollars/staff driven by the enrollment of an individual school
 - And can compare then to what the district employs in that school
- Much more accountability if communities learn the tools



Advantages for Advocates

- New formula increases funding as compensation and staff mix increases in order to keep the hours of instruction from eroding
- Funding is now based on a tangible level of service, rather than intangible \$ per student. We can actually see what the state pays for.
- Easier to advocate for increased hours per week (e.g., to specifically address extra help for math) than to just advocate for more money



System Reforms

- SBE graduation requirements
- 6696/ Race to the Top Legislation: intervention authority, new teacher and principal evaluation systems, etc.
- Governance overhaul?



Some Districts Are Leading The Way – The State Should Lead, Not Follow

❑ **New Seattle Public Schools/Seattle Education Association contract**

- Hailed by National Education Association (NEA) as a national model
- Exceeds state's plan; basis for many ideas in ESN proposal
- Focuses on low-performing schools
- Initial steps on performance-based evaluation, placement and compensation

❑ **Academic Acceleration Program - Federal Way**

- Defaults all students who test proficient into college preparatory courses (AP, IB, etc.)
- Increases college access and readiness with limited additional costs
- Reallocates current resources in a district whose spending ranks 260 of 295 districts

❑ **Lincoln Center Extended School Day Model – Tacoma**

- Students attend school from 7:35-5:00 four days each week (540 additional hours of academic time each year, with summer school and two Saturdays a month adding to their academic workload.)
- Results: Lincoln Center student significantly exceed general population student's performance in grades, attendance, and % of students on track to graduate above



A Wake-Up Call for Washington

- 32nd out of 36th Race to the Top showing
- Our state education reform plan is not clear, comprehensive, or bold enough
- We resist innovation and are one of ten states that does not have a charter school law
- Other states are making tough political decisions and have a relentless drive to get better results for their students

Excellent Schools Now (ESN) Proposal

OUR VISION: Accelerate college readiness, access & completion for all young people, & especially for low-income youth & youth of color.

1

Raise expectations to college and work readiness for all and eliminate all achievement gaps

2

Enter kindergarten ready for success

3

Increase the college- and work-ready high school graduation rate

4

Increase completion of living-wage certificates, associate's degrees & bachelor's degrees for all students, & especially students of color

5

Lead the nation in P-16 math and science performance and innovation and STEM degree production

ESN's Proposal has the Bold Ideas to Transform Washington Education

1

Create an “innovation zone” for the bottom 20 percent of the state’s lowest-performing schools and schools/districts that want to opt-in

2

Give struggling students and schools the most effective teachers and principals and design new statewide systems to support, evaluate, and recognize excellent teaching and leadership

3

Close or transform lowest-performing schools and replace with new schools that accelerate college and career readiness for low-income students and students of color

4

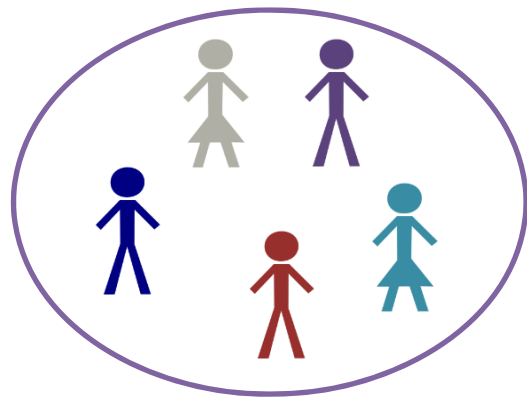
Enable better spending of current state resources, use longitudinal data to identify effective programs and practices that close achievement gaps, and fund those successful programs

5

Align systems and increase accountability for college and career readiness and postsecondary completion

ESN Focuses on What Matters Most: Excellent Teaching and Leadership

Most Important School-based Learning Factor? *An Effective Teacher*



Children of Color



**Who Get An Effective
Teacher for 4 Years in a
Row**



**Will Achieve at Level
of White Students**

ESN'S Proposal: Innovation and Acceleration

Create a statewide Innovation Zone for the state's lowest-performing schools, with additional funding and supports such as extended learning time, strategic staffing, and better use of technology.

- Help low-performing schools and districts increase salaries, improve working conditions and encourage a critical mass of exemplary educators to turn around failing schools.
- End the “dance of the lemons” by prohibiting teachers rated ineffective from teaching in low-performing schools.
- Fund up to 30% more learning time and fund and target better professional development.

The state's plan does not waive real barriers or fund initiatives for the lowest-performing students who need the most help.

The Innovation Zone will eliminate much of Washington's achievement gap.

Questions/ Comments

