

Basic Education Definition and Funding Formulas—Working Paper

Representative Skip Priest

Key Assumptions:

1. **Aspects of the definition of “Basic Education” need adjustment.** In general, the Basic Education Goals are relatively sound. In question are the programs and policies designed to meet them. In particular, sophisticated new research on brain development tells us the importance of early learning, well before children are in the public school system. We cannot succeed in providing equitable opportunities for all students to develop the essential knowledge and skills outlined in the Basic Education Goals without taking steps to even the playing field before they arrive at school.
2. **The funding system isn’t broken, but it needs a major overhaul.** There’s nothing inherently wrong with allocating core funding largely on the basis of staffing ratios and student enrollment. This method has certain advantages in terms of clarity and simplicity, as well as cost control for the state. But change is needed. Assumptions need to be revisited and updated. Policies that were never fully implemented must be fixed. A clear example is eliminating grandfathering from previous funding formulas. In addition, there is a question whether the state’s current funding of five periods is sufficient or whether we must fund a minimum of a six period day, or whether there should be explicit funding for vital support such as librarians and counselors.
3. **Research on student outcomes will sometimes be informative, but won’t provide answers to many resource questions.** Policymakers are going to have to make reasoned judgments using the best information available. Fortunately, market information is available about costs, supply, and demand. This will help form a rational basis for assumptions about teacher and staff salaries, non-employee related costs, and other topics.
4. **Teacher quality is the single most important school-related factor in student achievement, but it’s not entirely clear how to define, create, or measure it.** One thing we do know is that the current method of compensating teachers is out of sync with the labor market for teachers in multiple ways. Some of the evidence for this lies in the amount of TRI money districts are paying. The statewide salary schedule as it is currently constructed is not serving as a tool for recruiting, retaining, and rewarding teacher quality. A fundamental issue is how to determine an objective standard for establishing a market value for the high quality teachers we are seeking.
5. **The world has changed since 1977.** The knowledge and skills children need to be successful have never been higher. Education reform means that schools are expected to try to help all students meet or exceed an established standard, not simply to “learn as much as they can in 12 years.” At the same time, student and family characteristics are much different today in many communities. Technology is a new instructional cost not specifically addressed in the current funding assumptions. Career and technical education is no longer shop class, but rigorous preparation in both technical and academic skills based on industry standards.
6. **Solutions must be both simple and equitable.** Too often policymakers fall victim to overthinking. Local school districts are full of competent, capable people who can figure out the details and need the flexibility to do so. At the same time, the realities of financing and providing services in Nooksack Valley, Wapato, Federal Way, and Seattle are all very different, but must all be addressed.

What Needs to Happen.

1. Fix the Fundamentals. There is ample, objective evidence that certain specific aspects of the current funding formulas do not work.

- ⇒ *Transportation.* We must allocate enough money for districts to transport students to and from school using a formula that makes sense.
- ⇒ *Salary Allocations.* We must eliminate “grandfathering” in salary allocations for administrative and classified staff, as well as instructional staff, and provide funding on a rational and equitable basis. For administrators and classified staff, there is enough comparable labor market information, in combination with data on districts’ current compensation practices, to construct a reasonable allocation level using a limited number of general job categories.
- ⇒ *Non-Employee Related Costs.* NERC funding must more accurately reflect the market basket of goods that schools typically purchase, based on a limited number of categories that can be separately adjusted as needed. Educational technology should be a separate factor in the formula.
- ⇒ *Special Education.* Despite the recent court decision, questions still remain about the state’s approach to funding special education. In addition, there are also major questions to be resolved about how to attract more teachers to this difficult to recruit area.

Questions to be Answered to Move Forward

- Should this Task Force rely on the recommendations forthcoming from the transportation funding consultant and workgroup already developing a new formula?
- What is a logical, sequential plan for eliminating grandfathering in salary allocations?
- What are logical sets of job categories for administrators and classified staff; what are districts’ current compensation practices; and what is comparable labor market information? Based on this analysis, what are options for an allocation system?
- What is a logical set of cost categories for NERC, and what do districts spend on these categories now? What are other possible sources of objective comparison? Based on this analysis, what are options for a NERC allocation?
- Can anything be learned from the research on funding of special education or from the experiences of other states? Given the history of litigation over special education funding, is additional in-depth study necessary, and if so, what are the specific objectives and lines of inquiry for such study?

2. Improve Teacher/Principal Quality. Notwithstanding the challenges of defining and measuring quality, all possible policy levers must be used to get, keep, and reward the very best teachers and principals. The statewide salary allocation schedule must be adjusted so that it serves its intended purposes. Except for unusual extra assignments, TRI should be eliminated. More attention should be paid to development of principal leaders.

- ⇒ *Higher expectations=higher prestige=higher pay.* Other school systems in the world recognize that teaching is a challenging career choice requiring extensive education and skill and worthy of our best and brightest individuals. We have failed to communicate this to teachers, partly due to the overall level of pay.

- ⇒ *Can't ignore the market.* The standard salary schedule does not accommodate the fact that individuals with degrees in mathematics and science are in demand in the labor market. In some communities there is greater competition for individuals with high levels of education and skill (like teachers) or higher costs of living than in others. Incentives could encourage individuals to choose relatively more difficult assignments, such as special education or service in challenging schools.
- ⇒ *Higher pay=greater accountability.* Standards for entry into the teaching profession need to be increased to ensure higher quality. At the same time, rules and procedures need to permit districts to remove ineffective teachers in a timely fashion.

Questions to be Answered to Move Forward

- What do previous analyses on comparable wages for teachers tell us about the current base salaries for teachers in our state? What are other possible sources of objective comparison? How does the analysis change when TRI is factored in? How does the analysis change for individuals with degrees in demand in the labor market?
- What does the research and experience of other school systems in the country tell us about the amounts, efficacy, and other issues related to salary incentives for teachers?
- What are options (and costs) for a salary allocation schedule that reflects this knowledge about comparable wages, the labor market, and incentives?
- What does the research say about the cost-benefit of increasing standards for entry into teaching? What are possible effects on supply and demand? What does the research say about how to prepare high quality teachers and how to measure their skills?
- What does the research say about essential qualities of an effective principal? If there are gaps in current principal preparation and training based on this research, how can they be addressed?
- What are the current laws, rules, and processes that provide accountability for teacher performance? What are options for a more effective quality assurance system? What are the tradeoffs?

3. Provide Earlier Intervention. The courts have already said that remedial and bilingual assistance are necessary for certain students to access the regular basic education program, and the Legislature provides supplemental funding through LAP and the Transitional Bilingual Program for this purpose. However, an increased proportion of students in our schools are low income (highly associated with need for remedial assistance) and/or English Language Learners. For many students, the achievement gap exists by the time they enter kindergarten. One area where research is clear is in the need for and the power of early intervention.

- ⇒ *Connect early learning to school.* We must provide more effective early learning opportunities through outreach and education for parents and providers; setting expectations for the knowledge and skills that children need to succeed in school; and enhancing the quality of early learning programs for low income children.
- ⇒ *Enhance primary education.* Communities across the state are already having success with combining quality early learning, full-day kindergarten, smaller class sizes in K-4, and closer attention to early progress in fundamental reading and mathematics skills. These areas should take priority system-wide.

⇒ *Reexamine funding assumptions.* The formula assumptions behind the LAP and Transitional Bilingual Program are outdated and should be re-examined. For example, the original formulas may have assumed a tutoring model where students are pulled out of class. In many schools, remediation and assistance are provided seamlessly in the regular classroom, using a combination of separate “pots” of categorical funding.

Questions to be Answered to Move Forward

- Should the state’s goal for early learning be to provide equitable opportunities to learn for disadvantaged children, or are there aspects of early learning that should be available to all children?
- What are the core components of both programming and funding for early learning that would constitute a Basic Education for students?
- What are options for enhancing kindergarten and K-4 class size to levels supported by research?
- What are options for reducing the number and nature of categorical funding programs and incorporating those funding streams into a more seamless allocation formula? What are the tradeoffs compared to the current funding approach?

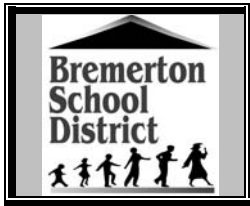
4. Improve Professional Development. Other than “lanes” in the salary schedule for additional course credits or clock hours, professional development is not directly part of the current funding structure. But both district actions (requesting waivers from 180-day school year and district-funded extra days) and legislative actions (supplemental funding for LID days and mentor and coach initiatives) indicate its importance. Education reform has made teaching a collegial activity rather than one carried out by a single individual behind closed doors. Current funding assumptions do not reflect this shift. If teacher quality is the number one school variable in student achievement, then ongoing, quality professional development must be a systematic part of the state’s funding formulas.

Questions to be Answered to Move Forward

- What does the research indicate are the characteristics of professional development that has a positive impact on student achievement? For example, what are the topics and the forms of effective professional development?
- What type and what level of professional development should be included in state funding assumptions?
- What are options for how to provide financial support for professional development and what are strengths/limitations of each?
- To what extent and in what ways could the state exercise quality assurance for core professional development?

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Additional Questions Recommended by Representative Skip Priest

- 1. Should the Task Force make recommendations about library and information technology infrastructure?**
- 2. Should the state fund library and information technology programs?**
- 3. Should the Basic Education Act be amended to expand the definition to include information and technology literacy?**



E-MAIL

Office of the Superintendent, Bremerton School District

To: Dan Grimm, Chair, Basic Education Finance Joint Task Force

From: Bette Hyde, Superintendent, Bremerton School District

Date: March 10, 2008

Subj: **Some "Drafty" Ideas**

Attached is a draft of at least some of my thoughts to date based on the input our Task Force has received. I have shared this information with Skip Priest, since he and I had discussed some of these items earlier. Consequently, I wanted you to be sure to in the loop as our Committee Chair.

See you later this month.

EH:tw

Encl

Basic Education Finance Joint Task Force

Basic Education Definition and Specifics (Draft)

Preface:

The following is a hybrid proposal that draws upon input from many individuals and groups. Relevant references have been cited throughout this draft. Information contained herein was gathered through written and verbal input to the Basic Education Finance Joint Task Force.

Why Now?/The Urgency:

1. “Paramount duty” is part of the Constitution of the State of Washington. No other state constitution is stronger.
2. There have been over 103 studies and task forces on this issue over a generation.
3. The state of compliance in the 1978 Court decision urged urgency over a generation ago. Additional court decisions since have confirmed the same set of criteria and principles (e.g., School Funding II and III; Tunskill, Magallan, Brown, Special Education Suit) (NEWS, November 29, 2007).
4. A recent issue of Education Week “Quality Counts” (January 10, 2008) reveals that Washington State gets a “C” ranking compared to all states in the union, but a “D+” in terms of our finance structure. In this recent analysis by Education Week, Washington State ranks sixth from the bottom of all states in terms of finance structure for K-12 education.
5. The charge of the two-year Washington Learns effort for a revised funding system for education has now been assumed as the assignment of the Basic Education Joint Task Force.

Basic Education Definition:

Basic Education is already defined. The State program of Basic Education is defined in State law through the Basic Education Act and the Four State Goals (A. Jones, January 6, 2008).

1. This definition is expanded as per the work of Washington Learns. The work of Washington Learns is intentionally incorporated in the current charge given to the Basic Education Finance Joint Task Force. (See Appendix A.)
2. The Basic Education definition is further defined in terms of the Four State Goals, Essential Academic Learning Requirements (EALRs), Grade Level Equivalencies (GLEs), and graduation requirements.

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3. Legal proceedings over the past 30 years have helped identify components required in the Basic Education definition.
 - a. Both Assistant Attorney Generals (October 22, 2007), as well as attorneys for the Network For The Education Of Washington Schools (NEWS) (November 29, 2007) extract several descriptors required in the definition. These include:
 - Paramount – *superior, dominant, more important than all others*
 - Ample – *fully sufficient, more than enough*
 - All – *each and every one*
 - General and Uniform
 - Dependable and Regular
 - More than reading, writing, and math
4. The 1978 Court decision requires that the State must do two things: (1) further define the substantive content of Basic Education, and (2) develop a program for the delivery of this Basic Education (NEWS, November 19, 2007).
 - a. “Basic Education” is defined as providing all students access/opportunities to meet all State goals as defined in statute. These goals extend far beyond reading, writing, and math.
 - b. A program for the delivery of Basic Education is defined as the funding and services that a reasonable person would conclude increase the possibility of all students being able to meet these goals.

Operationalization of this Definition:

1. Criteria needed to operationalize this definition include the following:
 - The focus must be on student achievement results –results/outcomes, not fiscal inputs (Bergeson, January 11, 2008; Jones, January 6, 2008). Since the definition of Basic Education is that all students reach established state goals, student achievement results are, therefore, the final measure of whether the finance system is working.
 - Future funding formulas must have a rational basis in fact (Porter, December 13, 2007; Jones, January 6, 2008). The Federal Way Fair School Funding Lawsuit findings to date clearly specify the need for a rational basis for funding levels.
 - Provision of funds for basic education by the State should result in an allocation model based on students’ needs. The allocation model of these funds is not synonymous with the spending model used by individual school districts, because of the importance of local control (Madson, December 13, 2007; A Way Forward Draft, January 2008).
 - The funding formula to support Basic Education should be accountable, research-based, and transparent (Washington Learns Final Report, November 2006).

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2. Since the system, as per legal findings, must be “rational,” and as per Washington Learns, it must be research-based and accountable, a “reasonable person” could support any of the following options in isolation or in concert:
 - a. Evidenced-based practices advocated by Odden and Picus (2006) or by Connolly (2007). This operationalization has the advantage of being based on specific services found to be effective on a nationwide scale.
 - b. Funding structures and expenditure formats found among the globally competitive states. This operationalization has the advantage of using the metric advanced by Washington Learns. In the most recent edition of Education Week “Quality Counts” (January 10, 2008), Massachusetts scores highest of all 50 states and was one of the globally competitive states referenced by Washington Learns.
 - c. Per student underfunding advanced by various Washington State lawsuits. This metric has the advantage of being exclusive to our own State. The Fair School Funding Lawsuit maintains that for equalization alone, the needed expenditure is \$375 million per year.
3. Since the State Legislature has not revised the K-12 funding system in over 30 years, it is safe to assume that the anticipated needed additional revenue will be large. Consequently, a reasonable person would understand the need to “phase in” the implementation of these changes. It is suggested that this be done by one-third each biennium over the next six years.
4. A reasonable person would also argue that one should begin with those additions funded that are most impactful to student achievement. When looking at Picus’ or Connolly’s work, the lists of most impactful interventions are quite similar. These include:
 - Tutoring for struggling students.
 - TOSA’s/coaches to improve instructional practices.
 - All-day kindergarten.
 - Focused professional development.

The State has already begun to implement some of these on a modest scale.

5. Transparency can be achieved by simplifying the current funding system. Two ways to implement transparency are:
 - a. A per student expenditure as advocated by Odden and Picus (2006). A reasonable person understands that the funding follows student need and that struggling students require more funds in order to succeed. For example, Jones (January 6, 2008), has taken the Picus work and translated it into staffing ratios, a small school factor, and enhanced staffing ratio to account for student needs. This is so simple, it can be outlined on one page (see Appendix B).

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b. Alternatively, revenue distribution could be simplified by dividing funding into two categories – Basic Education/Core Funding and Focused Support/Targeted Interventions Funding.

✓ Basic Education/Core Funding would include a uniform amount for every full time equivalent (FTE) K-12 grade student (A Way Forward, January 2008). Funds currently appropriated in the following programs include: (Jones, January 6, 2008)

- General Apportionment
- Highly Capable
- Transitional Bilingual
- Career and Technical Education
- LAP
- Student Learning Achievement
- Promoting academic success
- Professional education

NERCs are part of the per student allocation under Basic Education/Core Funding.

NERCs are calculated on current expenditures needed in the 21st century, including technology, data management, and security, and are updated annually based on an inflation index.

(Jones, January 6,

✓ Focused Support/Targeted Interventions Funding would include additional allocation for students eligible for free and reduced lunch, Special Education, and English language learners. In addition, earmarked monies would be available for pupil transportation, Skills Center, school facilities, and institutional programs. All are based on rational, measurable differences in student needs.

Accountability:

1. There is plenty of accountability currently in place in the K-12 system (WASA, WSSDA, WEA, PSE, and PTA Panel Input (September 10, 2007).

2. Accountability measures currently include the following:

- WASL performance per student at grades 3 – 10.
- Student report cards at grades P-12.
- Student graduation rates.
- School specific annual report.
- School specific annual comprehensive school improvement plan approved the local School Board.
- School and district comparisons and AYP status.
- School Board approval of annual goals, budgets, hiring, curricula adoptions.
- Local community support of local bonds and levies.

3. Accountability exists at the student, school, district, and state levels.

a. Individual student accountability.

- Student progress is measured by WASL, graduation rates, report cards, and other locally devised tracking metrics.

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- A clear scheme (see figure 1) is available for services to all, some, and a few students in all subject areas.
- For students who continue to struggle, State law requires an annual personalized Student Learning Plan (SLP) annually, in concert with teachers, students and parents.
- Struggling students may require extended learning opportunities around and beyond the school day and/or additional years in the K-12 system. The school cannot guarantee student success. However, the school must demonstrate that reasonable measures have been taken to permit success with available resources (Jones, January 6, 2008).

b. School and School District accountability.

- School and district accountability is delineated in the metrics listed in number 2 above.
- School accountability is assessed by the annual AYP status in all 36 cells.
- If a school falls below State standards, the school and school district are required to take increasing steps to improve. If schools cannot improve, the district gets increasingly involved with supportive resources.

c. State accountability.

- The State is responsible for providing adequate funding to every school district/school/student to reach State standards. If a school district fails, the State is responsible to provide additional support to correct deficiencies.
- The State is required as per the steps of AYP for federal oversight and eventual regulation.
- Legislative changes will need to be made in order to establish OSPI's regulatory role in this process.
- The No Child Left Behind Act has created an entitlement for students and a corresponding liability for states and schools. To manage that risk, it is imperative that the State establish standards, monitor carefully, distribute authority and responsibility, and provide ample resources (Jones, January 6, 2008).

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Compensation:

Improving teacher quality is among the most cost effective ways to improve student outcomes (A Way Forward, January 2008). In addition to changing compensation to attract, develop, and reward high quality teachers, it is imperative that the State invest in on-going professional development. This investment would include the 10 additional days of professional development advocated by Picus and Odden, as well as the actual cost of State allocations for employee benefits for FICA, retirement, labor and industries, and unemployment compensation (Jones, January 6, 2008). Recommended improvements in compensation include the following:

1. The State develop an alternative salary schedule that addresses shortcomings in the existing compensation model. This alternative salary schedule would be voluntary through 2012. In 2012, the State would require all districts to adopt this schedule; however, districts that opt into the salary schedule would be issued a 5% increase in the general enrollment allocation for the higher costs (Odden and Picus, 2006; A Way Forward, January 2008).
2. The new schedule would be based on three levels of responsibilities and skills – novice, professional, and lead. This career ladder would recognize and reward high quality in teachers and provide more time and more money for higher skilled instructors (Odden and Picus, 2006; A Way Forward, January 2008).
3. It is recommended that additional funding be created for hard to staff positions, including high poverty districts, remote rural districts, as well as math and science positions (A Way Forward, January 2008).
4. Recent survey data by Davis, Hibbitz, and Midghall (July 2007) indicate that Washington residents respond that:
 - 80% believe that some teachers should earn more based on performance, assignments, and evaluation of their skills.
 - 68% indicate that the most important factor in teacher compensation should be the students' actual learning.
 - 73% strongly or somewhat support higher salaries for math and science teachers.

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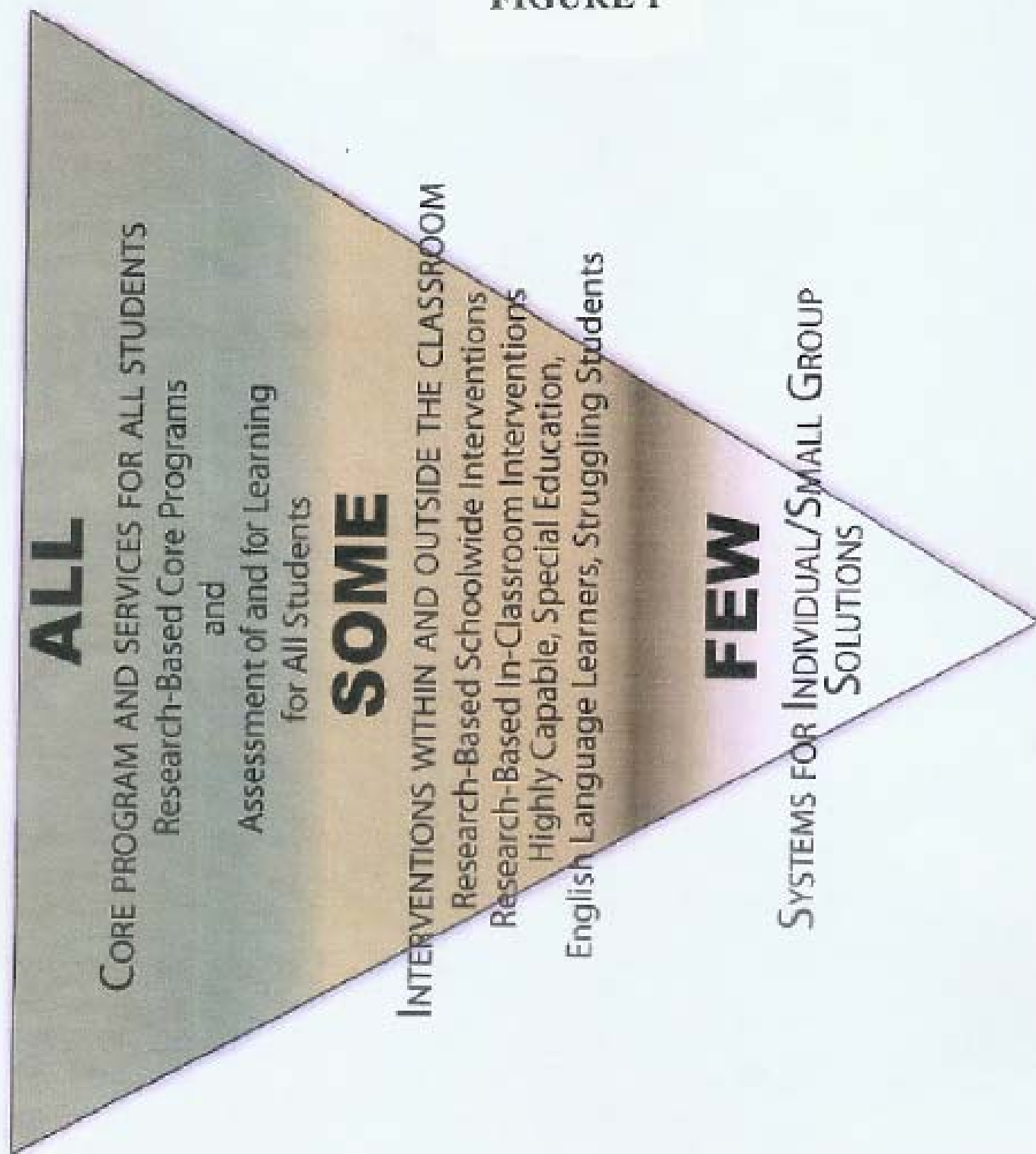
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Washington Learns: World-Class, Learner-Focused, Seamless Education, November 2006

FIGURE 1



TEN-YEAR GOALS FOR A WORLD-CLASS EDUCATION SYSTEM

1. Parents will be their children's first and best teachers, and will have the support they need to help their children "learn to learn" in their first years of life.
2. Families will have access to high-quality, affordable child care and early education programs staffed by providers and teachers who are adequately trained and compensated.
3. All children will enter kindergarten healthy and emotionally, socially and cognitively ready to succeed in school and in life.
4. All students will transition from third grade with the ability to read well and do basic math, and with the ability to actively participate in a learning environment.
5. All students will transition from eighth grade with demonstrated ability in core academic subjects, citizenship skills and an initial plan for high school and beyond.
6. All students will graduate from high school with an international perspective and the skills to live, learn and work in a diverse state and a global society.
7. All students will complete a rigorous high school course of study and demonstrate the abilities needed to enter a post-secondary education program or career path.
8. All Washingtonians will have access to affordable post-secondary education and workforce training opportunities that provide them with the knowledge and skills to thrive personally and professionally.
9. Washington will have a well-trained and educated workforce that meets the needs of our knowledge-based economy.
10. Academic research will fuel discoveries and innovations that allow Washington businesses to compete globally.

APPENDIX B

Staffing Ratios:

Base Certificated Instruction Staffing Ratios:

Grades K-3	80.0/1000 FTE students (derived from Picus & Odden) ⁷
Grades 4-5	48.0/1000 " " " " "
Grades 6-12	53.3/1000 " " " " "

Certificated Instructional Staffing Ratio Enhancements:

Poverty Factor	38.3/1000 students eligible for free or reduced meals ⁸
Non-English Factor	10.0/1000 English language learners (ELL students) ⁹
Highly Capable Factor	\$25 per FTE student all grades (Picus & Odden) ¹⁰
Substitute Teachers	\$1,100 per funded Teacher (Picus & Odden) ¹¹
Career & Tech Ed	62.6/1000 FTE CTE students ¹²

Certificated Administrative Staffing Ratios

All Grades	4.00/1000 (current formula)
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Classified Staffing Ratios

Classified FTEs	1.0 FTE per 3.0 FTE funded certificate instructional FTE (current formula)
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Small School Factors

Current small school factors are needlessly complex. Enhanced funding for small schools can be simplified while preserving the current rationale and approximate funding levels. The simpler approach is to allocate staff units and NERC on the standard formula and define maximum enhancements that gradually decrease to zero as enrollment increases.

⁷ Picus and Odden broke out funding for core teachers, specialist teachers, and instructional support. The ratios shown here combine these and convert to a staff to 1000 FTE student ratio.

⁸ The poverty staffing ratio shown is derived from Picus and Odden combining tutor, extended day, and summer school support and assuming an average class size of 15 students.

⁹ The ELL staffing ratio shown is derived from Picus and Odden assuming 1 teacher per 100 ELL students and an average class size of 15 students.

¹⁰ The highly capable allocation would increase annually with teacher salaries and benefits.

¹¹ The substitute teacher allocation of ten days at \$110 per day would increase annually with teacher salaries and benefits.

¹² The CTE formula increases the certificated instructional staffing ratio for grades 9-12 by 18%, which is the current enhancement per FTE student provided by the current state formula.

Policy and Budget Questions

Preliminary Answers by Representative Kathy Haigh

1. RCW 28A.150.210 defines basic education goals in the state of Washington.

The goal of the basic education act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Additionally, the state of Washington intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:

(1) Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;

(2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;

(3) Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and

(4) Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

Are any revisions to this definition necessary? No.

2. Should the Basic Education Act be amended to clarify that the Transitional Bilingual Instructional Program (TBIP), Learning Assistance Program (LAP), and special education are included? Yes.

3. Should the Basic Education Act be amended to expand the definition to include programs such as Promoting Academic Success (PAS), highly capable students, K-4 ratio enhancements, student achievement program (I-728), learning improvement days (LID), and levy equalization (local effort assistance)? Yes, especially the levy equalization..

4. Should the state expand its definition of Basic Education to include pre-school? Yes.

5. Should the state specify the content of professional development that determines teachers' progress on the salary allocation model? **Guidelines would be good.**
6. Should the state specify the content of categorical professional development programs such as Learning Improvement Days, math and science days, and other categories? **Yes.**
7. Should the state increase the minimum length of the school year (currently 180 days and 1,000 hours district-wide average)? **Yes, at least for some teachers and principals. Some teachers should be 220 days and become leader teachers working on curriculum and staff development issues.**
8. Currently, the state funds certificated, classified, and administrative staffing units at specific ratios set in the Basic Education Act and operating budget. Should the state fund more or fewer staff per FTE student? **More, especially classified and some specific certified such as librarians, counselors, technical support and nursing corp.**
9. Should the state expand LAP or PAS to fund additional extended learning opportunities (such as summer school) for struggling students? **Yes.**
10. Should the state revise funding for bilingual education (the TBIP)? **Not sure.**
11. Should the state revise funding for special education? **Not right now.**
12. Should the state fund voluntary all-day kindergarten? **Yes, absolutely.**
13. Should the state estimate and fund the costs of current health and safety requirements? **Yes.**
14. Should the non-employee related costs (NERC) funding allocation be revised? **Yes.**
15. Should the Task Force make recommendations about school facilities funding? **Not this year.**
16. Should the Task Force make recommendations about school transportation funding? **Not this year.**
17. Should the state fund an individual-level student data system linked to specific school resources, including individual teachers? **I think that would be the right direction to go in addressing the needs of all students.**