

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

The goal of Washington's public education system is to prepare every student who walks through our school doors for post-secondary aspirations, careers, and life. To do so, we must embrace an approach to education that encompasses the whole child. In the ongoing struggle to amply fund our schools, we have lost this larger vision. The challenge to amply fund schools to the satisfaction of the State Supreme Court is not the final goal – it is merely the first step in a much larger transformation that will propel Washington state's K-12 public schools atop the national conversation in quality, outcomes, and equity. In our state's history we have engaged in this transformative work only a few times. This is a once-in-a-generation moment to redesign our public schools to achieve our highest ideals.

The following is a six-year education vision, separated into three phases (one for each of the next three biennia). We have designed this education vision with the end goal in mind. We finish with the stark reality that the roots of long-term excellence are being planted this first biennium with ample funding.

To establish objective financial commitments, we rest on national organizations and objective finance data to determine Washington's current rankings and our long-term goal. Today, our state invests just under 3% of our Gross Domestic Product (GDP) back into public education. The national average is 3.6%. This is a measurable way of comparing ourselves to other states, and it shows that we are severely undercutting our students. We recommend the national average as our six year commitment. By investing an additional 0.6% more of our GDP in public education, we would add about \$4 billion per year to our schools (or about \$3,500 more per student). Current *McCleary* funding solutions address about half of this need. This is not just about complying with a court order – this is about doing what is best for our students and our economy.

The Office of Superintendent of Public Instruction (OSPI) team and I are working to support the Legislature as they come to a final agreement on education funding. This will take open conversation, shared values, and ultimately, compromise from both parties. My goal is to provide sensible solutions to help the Legislature reach a bipartisan agreement that meets their shared interests, is in the best interest of students, and continues to support our local school districts and their important role in local control. The 2017-19 *McCleary* solution will reset the baseline of education finance and allow us to move on to the much harder work of systemically restructuring our K-12 education system in the State of Washington. When we are successful we can proudly declare that we raised our expectations of our students, our education system, and of ourselves.

We are in a highly competitive global economy and that means gleaning the best practices from around the world in our redesign. Success looks like a longer school day, a longer school year, substantially better compensation for our educators and support staff, and a completely new approach to developing globally successful students. We do all of this with the added responsibility of closing learning gaps at a faster rate for low-income students, English Language learners, students of color, and students with special needs. Our system redesign can only claim success if it truly provides equal opportunity and an unprecedented embrace of individual learning pathways for each student.

We hope you will contribute and join us on this transformation. It will take leadership from policymakers, parents, business, labor, and our communities. The very foundation of our economy and our people rests on the shoulders of our shared interest in high-quality public education.

Chris Reykdal
Washington Superintendent of Public Instruction

PHASE III: 2021-23
Comprehensive K-12 Redesign

UNIVERSAL EARLY LEARNING ACCESS

As a K-12 organization, OSPI's core mission is K-12 education. However, our mission rests on a commitment of the state to continue its efforts to build universal pre-kindergarten learning access for all three and four year olds. Kindergarten readiness is step one in realizing the full potential of a transformed K-12 school system.

GRADES K-8 REDESIGN

Our education system has been asked to do more without fundamental change in our school year or school day. To achieve our long-term vision, we will need to expand the school day by 30-60 minutes and the school year by approximately 20 days. Together, these efforts will add a minimum of 230 hours to the existing 1,000 hours of instructional time. The added time will allow for intensive student supports for students who are falling behind, universal second

language instruction, research-based time allotments for recess and lunch, and it will provide the necessary collaboration time for K-8 educators to focus on individual student supports and school-wide improvement plans.

BEGIN DUAL LANGUAGE ACQUISITION IN GRADES K-8

As our state and country become more diverse and more globally interdependent, there is a growing need for all of our students to learn a second language. Research clearly shows it is easier to learn another language when we are young because our brains are laying down the foundations for thinking, learning, language, attitudes, and other characteristics. Some researchers have said that dual language learning should even begin as early as infancy. Dual language programs have also been shown to have the most impact on supporting our English Learners (ELs). ELs who have instruction in their primary language succeed academically and close opportunity gaps. For these reasons, the Superintendent believes every student should begin learning a second language in kindergarten, instead of middle or high school. This will be accomplished through second language requirements at every grade level in K-8, with the local district deciding the specific language.

If we begin second language acquisition in K-8, we can drastically close learning gaps for our English learners while simultaneously bringing native English speakers up to par with the rest of the world by having them learn a second language. For example, about half of the Western Hemisphere speaks Spanish as their first or second language. It is THE universal language of our hemisphere and the primary language of the majority of our recent immigrants. By investing in dual language programs beginning in kindergarten, our students will have greater enrichment in their lives by learning another language and culture, and they will be radically more competitive in the workforce upon reaching adulthood.

HIGH SCHOOL AND BEYOND LEARNING PLANS FOR EVERY STUDENT

The transition from middle school to high school is a substantial risk for students. The research shows that if a student fails even one core course (math, science, or English) in the 9th grade, they are less likely to graduate from high school than their peers. Washington state will become a leader in adopting a robust universal High School and Beyond Plan (HSBP) for 8th graders on their way to high school. The middle school provides the plan to the student's high school, which details the student's strengths, areas of growth, initial career interests, and a road map of the courses required to graduate from high school successfully. The HSBP tool will be digital and accessible to parents, guardians, counselors, and students. It will also provide the framework for early warning messaging to parents via contemporary digital media tools. Authentic parent engagement needs to meet the needs of the 21st century.

GRADES 9-12 REDESIGN

Today roughly two-thirds of all jobs require more than a high school diploma but less than a baccalaureate degree. Yet, increasingly we have fewer and fewer paths for students to graduate career ready. We have created an almost singular university-for-all path to graduation that is not serving us well. We will build upon our new high standards to divide our 9-12 system into a core phase (9th and 10th grade), and a pathways phase (grades 11 and 12). By moving our 11th grade high-stakes exit exam to a 10th grade basic proficiency assessment not linked to graduation, we can use those results as one piece of information to update each students' High School and Beyond Plan to more specifically build a graduation pathway based on student interests – straight to work, technical college, community college, military service, or university. Every pathway should be valued equally, and the final 12 credits of high school should be designed to achieve real career and college readiness. Of the students who do not graduate high school, 63% drop out in their senior year. Our students are making it further than they ever have before. Our students must be able to see a pathway for themselves post-graduation, which should begin in middle school with a developing High School and Beyond Plan.

PHASE II: 2019-21 ***Research & Policy Transition***

CREATING MEANINGFUL PATHWAYS

Our education system aims to effectively prepare every student for career, college, and life. Every student should have a pathway to graduation that meets their needs, and they should be supported and encouraged as they pursue those paths. Roughly 50% of high school freshman will never enroll in a college or university. This means 50% of our students either don't graduate on time (20%) or don't attend college (30%) within their first year of graduating. We must create an education system flexible enough to encourage a wide range of course offerings that will inspire every student to follow their own path. To do this, we must deploy our resources differently. Today we spend about \$3 billion per year on grades 9-12 with only half of those students in pathways aligned to their next step.

The 2019-21 biennium should be dedicated to building mature pathways for every student. This will require us to bring to scale pre-apprenticeship programs and other career-connected learning

pathways. This is also the phase to establish credit earning frameworks for students getting real world experience through work.

DUAL CREDIT FEES PAID FOR ALL STUDENTS

Student participation in dual credit courses is a new element of our performance framework and achievement index, and therefore, should be accessible for all of our students at no cost. Today students are engaged in several dual credit programs like Running Start, College in the High School, Advanced Placement, International Baccalaureate, Tech Prep, and more. However, each of these has some cost associated with it and we know that low-income students are participating at much lower rates than their peers. Universal dual credit options are essential. The added challenge is the lack of articulated pathways for career and technical education students. We already have robust dual credit courses for traditional academic pathways, but Washington state will develop meaningful dual credit pathways to apprenticeships and technical programs in community and technical colleges.

FLEXING UP THE 24 CREDIT GRADUATION REQUIREMENT

Washington state has one of the most robust and rigorous graduation credit requirements in the nation. However, that credit system needs to be more flexible to accommodate multiple graduation pathways. There is only one occupational education credit required. However, there are seven flexible credits most students are not made aware of in a timely way to make meaningful pathway decisions. It is time to establish the 12+12 system. 12 core credits in the 9th and 10th grade year and 12 pathway credits in 11th and 12th grade. This will still allow for the math, science, English, and other required credits, but rather than traditional academic sequences in the 11th and 12th grade years, students will be able to take contextualized and applied courses in the core subjects based on their High School and Beyond Plans. It's time to put our \$3 billion in high school spending to better use by aligning courses to student pathways.

21ST CENTURY TOOLS TO ENGAGE PARENTS AND GUARDIANS

Parent or guardian involvement is a foundational piece to a child's success in school. Many Washington school districts are already using software systems specifically designed for parent or guardian access. On these tools, a parent or guardian can view their child's grades, class schedule, attendance, missing assignments, and more. Some tools also have a built-in translator for our families whose primary language is not English. As it stands now, parents and guardians must register themselves to these tools, because they are not automatically registered with their student's enrollment. They also must register for alerts to tell them if their child was absent, if

they have a late assignment, or others. To foster more open communication between schools and families and to reduce student absenteeism, parents and guardians should be automatically registered within these software systems for automatic notifications of their child's progress in school. This will require a substantial redesign and scalability of these tools so they are powered effectively on mobile devices and in more platforms.

We should be using 21st century tools to better connect students, parents and guardians, and schools to ensure students are attending class and are on track to meeting their individual plan.

IMPLEMENT A NEW SALARY SCHEDULE FOR EDUCATORS

It's time to simplify our current educator salary schedule. Policymakers must work together to come up with a simpler schedule with fewer steps. The new schedule should value educator development and growth by placing incentives on:

- Advanced degrees in subject areas,
- The ability to speak more than one language,
- Instructional leadership and mentorship, and
- National Board Certification.

However, the way our students learn is changing. With ever-changing technology comes the continuing need for flexibility and adaptation from our educators. Our state has spent years implementing new student-centered standards and will continue to shift the focus of teaching toward growth along that continuum. We cannot close achievement gaps without hiring educators who are focused on individual student needs, and then continuing to provide professional development throughout their careers as learning and teaching evolves.

PHASE I: 2017-19

Performance Improvements & McCleary Framework

SCHOOL PERFORMANCE MEASURES

Our federal education accountability law is shifting from the punitive No Child Left Behind to the Every Student Succeeds Act, and we must shift with it. Federal school improvement dollars

will continue to provide intensive supports to the school districts identified as the lowest performing 5% on the new achievement index. However, state dollars that have been used for this effort should shift from focusing on “failing schools” to now concentrating on our student populations who are facing substantial performance gaps. Each school’s improvement plan should reflect the gaps that OSPI and local data analytics are revealing for the specific populations in their school. State-funded turnaround dollars should focus on the schools who experience large performance gaps and multiple gaps across several student demographics. OSPI will align the state’s new achievement index to an enhanced OSPI school Report Card to empower parents and voters.

ASSESSMENTS

Assessments are an important tool for measuring a student’s progress and the progress of the system as a whole. We need meaningful assessments, but we should not use them as a tool to hold students back or punish educators. Rather, we should be using statewide assessments to evaluate the education system and create pathways for students to grow in subject areas where they are struggling.

- In the 8th grade, use the multiple state and local assessments to develop a High School and Beyond Plan (HSBP) for every student.
- Use a 10th grade assessment to update each student’s HSBP, specifically to build an 11th/12th grade transition plan to post-secondary pathways.
- Discontinue use of standardized assessments as a filter on who can and cannot graduate.

CORE POINTS OF MCCLEARY FUNDING FRAMEWORK

- This is a bipartisan challenge that will require ideas, compromise, and support from all four caucuses and the governor.
- We must come up with a sustainable plan that amply funds our schools and holds up even during difficult economic times – we cannot use temporary or one-time solutions to fund on-going costs. Additionally, we can no longer rely solely on revenue sources that grow more slowly than the overall economy.
- Greater investments should come with greater expectations for student achievement and school district performance. We are in the prime moment right now to actually do this, as we are in the process of writing our Every Student Succeeds Act federal accountability plan. With our new accountability plan, we will be able to examine how schools and districts are performing as a whole, but we will also look at targeted student subgroups:

low-income students, students of color, students with disabilities, and English Language learners. We will use our new accountability framework to expose the gaps that exist among our student subgroups and work with schools and districts to close them.

- Local control and local funding matter. Our state Constitution requires the state to amply and fully fund basic education, but that does not mean local communities cannot offer additional resources to support their schools and address local issues that go beyond our statewide commitment to basic education.

DEFINE BASIC EDUCATION

To avoid future litigation, the Legislature must provide a clear, statutory definition of basic education that includes:

- A clear framework for salaries and benefits,
- Inflation calculators to ensure consistent funding over time, and
- An automatic review and recalibration of salaries every four years based on competitive market analysis.

HYBRID EDUCATION FUNDING MODEL

The education funding model should be a hybrid of the per-pupil and prototypical models. The Superintendent believes the base funding should remain prototypical with layered on per-student funding for very specific populations that need intensive resources, and then those dollars will be driven out categorically. We will use our new accountability framework as required under the ESSA to track districts' results in those categories. If we are serious about closing opportunity gaps and creating equal opportunities for all students, we will need some targeted or categorical weighting beyond the prototypical funding.

The Legislature should use a hybrid funding model that:

- Retains the prototypical school model as the foundation; and
- Provides a student weighted, per-pupil allocation for investments in low-income, bilingual, and Highly Capable students at a minimum. Additional student categories can be added as the research and Legislature directs.

To best serve all students, we must target dollars to specific groups of students who need additional support. The Legislature should add:

- Low-income students: \$54 million for a total of \$303 million, which provides \$553 per student.
 - Pass HB 1511 (2017) to provide greater flexibility within the Learning Assistance Program (LAP) to address emerging obstacles for student achievement.
- Bilingual students: \$29 million for a total of \$167 million, which provides \$1,116 per student.
- Highly Capable students: \$2 million for a total of \$13 million, which provides \$550 per student.
- Special Education students: \$252 million for a total of \$1.2 billion and begins phased-in funding at the national rate of 2.08 of basic education per student.
- Career and Technical Education (CTE): \$219 million for a total of \$699 million.

BASIC EDUCATION COMPENSATION ITEMS

We should have high expectations for our educators, but that must come with a willingness to compensate them at market rates in our state. We have a substantial teacher shortage in part because compensation is inadequate. The following is a framework for how the state should compensate our educators:

- Add \$2 billion in state funds to our school employees, including some of those whose work was previously funded exclusively by local levies but who should be in the state formulas.
 - This provides base salary allocations of \$51,000 for classified staff, \$69,000 for instructional staff, and \$120,000 for administrative staff.
- Establish a statewide baseline for beginning teachers of \$45,100 (state dollars).
- Establish a state-based salary enhancement fund to attract and retain high-quality educators in **targeted, high-poverty communities** or in schools in need of turnaround.
- Phase in a new, simplified **salary schedule for teachers** that rewards development and advanced certification.
- Continue to use a staff-mix factor to drive dollars to districts based on who they hire.

EDUCATOR DEVELOPMENT

Over the past six years, the number of Washington teachers in their first or second year of teaching has more than doubled. Our beginning teachers are more successful and more likely to stay if we have effective training and mentoring programs in place. The Beginning Educator Support Team (BEST) mentoring program is proven to keep new teachers in the job at higher rates than those not supported by BEST, while also increasing their instructional skills. We all

want high-quality educators teaching our children, but we cannot get there if we do not first invest in our educators themselves.

- Phase in a new categorical program for teacher mentors and instructional coaches as components of basic education. Use the *collaborative process* in HB 1341 (2017) to refine qualifications, and criteria.
- Fully fund the Beginning Educator Support Team (BEST) mentoring program at \$45 million.
- Phase in **9 professional development days for ALL certificated and classified school employees** (5% x 180 school days) based on district- and building-directed activities tied to a school's local improvement plan.
 - Three days phased in every year for the next three years (2017-2020).

OTHER SUPPORTS

- Fully fund transportation costs: Add \$23.8 million per fiscal year for a total of \$71.5 million in the four year outlook.
- Provide \$14.7 million to **overhaul K-12 accounting and data systems** to ensure compliance with new basic education funding frameworks and local levy restrictions, state and federal accountability standards, and the Americans with Disabilities Act accessibility standards. Funds will also be used for continued sharing of educational resources across districts, increased protection of OSPI's student and educator data, and additional performance monitoring to better manage grant funding.

Closing

Preparing our students for post-secondary aspirations, careers, and life is the primary goal of our education system. We have a once-in-a-generation opportunity right now to be truly bold in our thinking about how we do this. We have a chance to think of the kind of adults we want our children to grow up to be and center our education system on that. In thinking about what this might look like, talking to experts, and researching what makes our students successful, I've put together this plan. In addition to these big-picture goals, I believe we also have an obligation to teach our students about physical and emotional health and wellness, financial literacy, and the

importance of civic engagement. Truly preparing our students for life after high school requires long-term vision that always keeps the end goal in mind. I believe this document is an effective start to that.

Chris Reykdal
Washington Superintendent of Public Instruction