

# Recommended Implementation Plan

Expert Group Recommendations

Presented by Isabel Muñoz-Colón



Quality Education Council

November 30, 2009

# ESHB 2261: Phase-in Requirement

## Funding Formula Technical Working Group (FFWG)

Recommend to the Legislature an implementation schedule for phasing-in any increased program or instructional requirements concurrently with increases in funding for adoption by the Legislature

## Quality Education Council (QEC)

Recommend a schedule for the concurrent phase-in of the changes to the instructional program of basic education and the implementation of the funding formulas and allocations to support the new instructional program of basic education.... The phase-in schedule shall have full implementation completed by September 1, 2018.

# Budget Tool Exercise

## **Purpose**

- Develop a recommended phase-in plan for each of the prototypical elements.
- Superintendent Dorn sponsored NBCT Policy Symposium to gain insight for future agenda.

## **Methodology**

- Forced choice budget exercise
- Each prototypical school budget element is assigned a relative value (# of units)
- Each year is assigned a max number of units to use

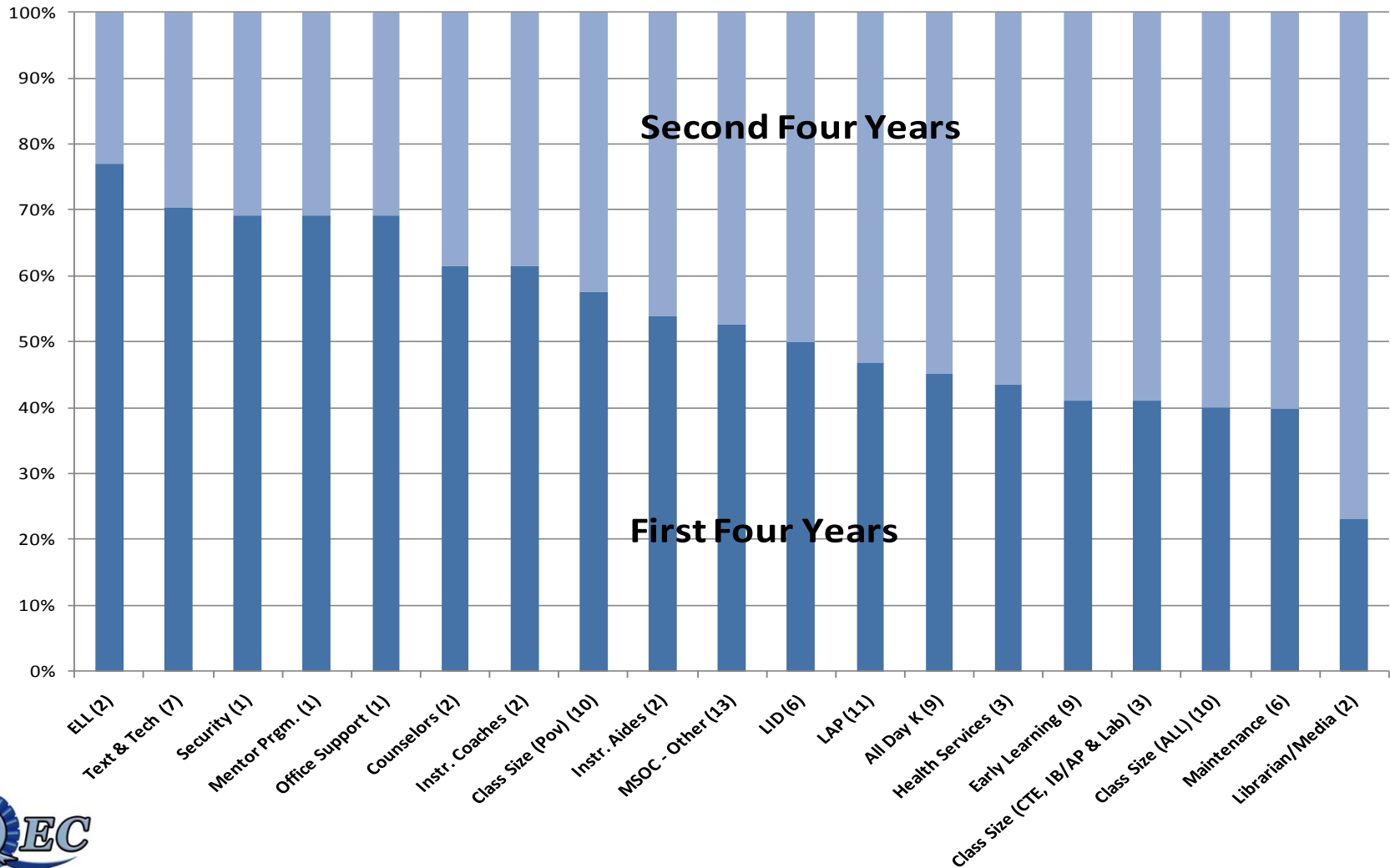
# Methodology Detail

- Each element costed out based on BEFTF / Dorn recommendation (only available proposal)
- Total plan assigned 100 units
- Each element assigned a share of the 100 units based on relative share of total cost
  - ELL recommendation = 3 units
  - Class size reduction all student = 12 units
- Participant could spend 12-14 units per year in order to implement all 100 units within 8 years
- Cannot use more units than assigned each element/year; must spend all units

# 3 Groups Participated

- National Board Certified Teachers
- Funding Formula Technical Workgroup (FFWG)
- Achievement Gap Oversight and Accountability Committee (AGOAC)
  
- Today:
  - FFTWG results
  - AGOAC results
  - NBCT review of November presentation

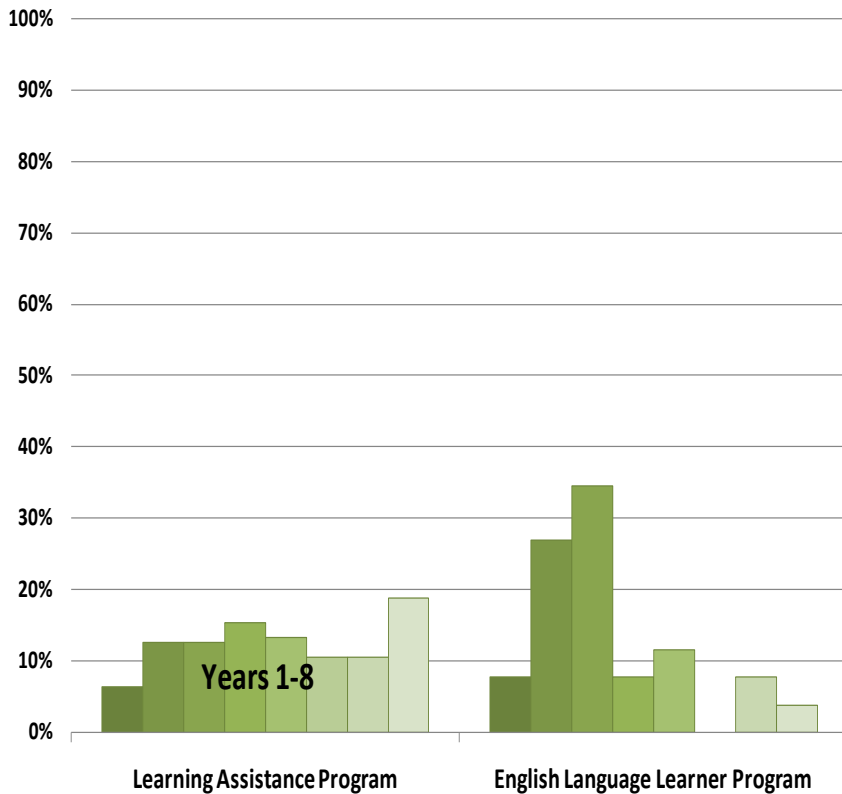
# FFWG First versus Second Four Years Prioritization Analysis



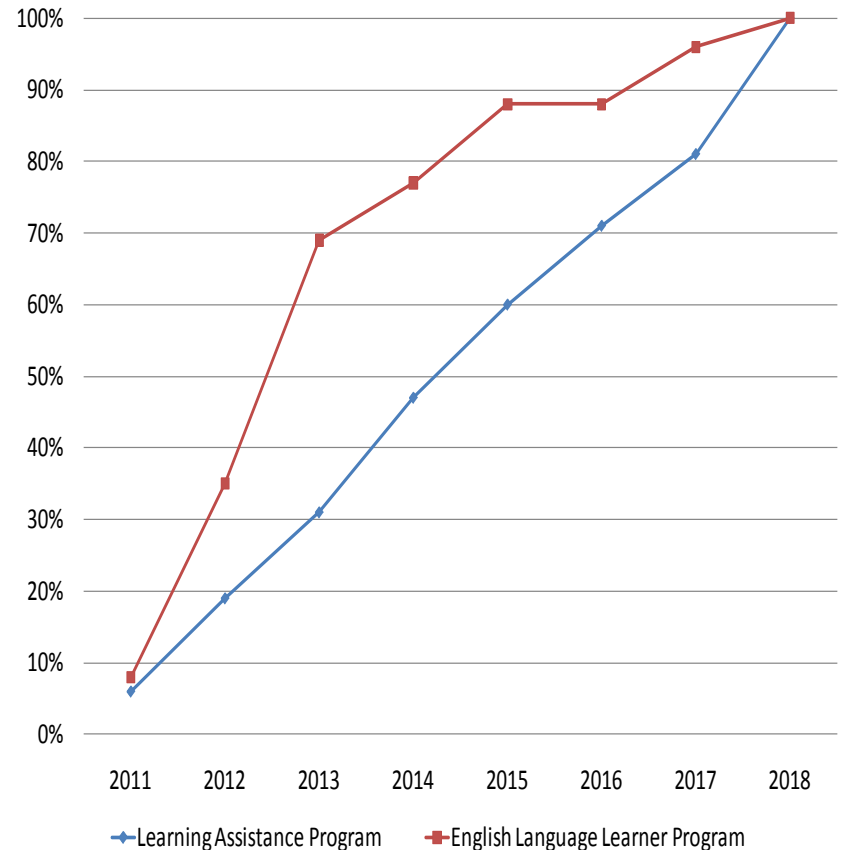
November 30, 2009

# Incremental and Accumulated Phase-in Analysis

## Annual Incremental Increase



## Annual Accumulated Increase



# Categorization of Budget Elements

## **Three Budget Elements Categories**

- Student Support s
  - Example: Learning Assistance Program
- Teacher Supports
  - Example: Mentor Program for New Teachers
- Other Supports
  - Example: School Maintenance Staff

## **Three Phase-in Categories**

- First Four Years
- Incremental
- Second Four Years

# FFWG Recommendation for Phasing in First Four Years

## Rationale

Priority was given to:

- Resources that can readily be absorbed by districts and provide opportunities to improve instruction for students.
- Freeing up local district funds that can be reinvested into classroom and instructional strategies.

## Recommendations

### Student Supports

- English Language Learner Program
- Guidance Counselors

### Teacher Supports

- Mentor Program for New Teachers
- Instructional Coaches

### Other Supports

- Office Support Staff
- Security Staff
- Materials, Supplies and Other Operating Costs (MSOC)

# FFWG Recommendation for Incremental Phase-in

## Rationale

Consideration was given to:

- Resources that support the instructional needs of struggling students.
- Budget elements that require some level of increased local capacity to absorb additional resource. For example, district may need to hire additional qualified staff or make accommodations for additional instructional space.

## Recommendations

### Student Supports

- Class Size Allocation for High Poverty Schools
- All-Day Kindergarten
- Learning Assistance Program
- Instructional Aides

### Teacher Supports

- Learning Improvement Days

# FFWG Recommendation for Phasing in Second Four Years

## Rationale

Consideration was given to:

- Delaying implementation of those budget elements that require significant investments in increased staffing and facility space and/or those with a less direct link for improving student achievement.

## Recommendations

### Student Supports

- Class Size Allocation for All Students
- Class Size Allocation for CTE, IB/AP, & Lab Sciences
- Early Learning Program
- Teacher Librarian/ Media Specialists
- Health Services (School Nurses, Social Workers, & Other Health Staff)

### Other Supports

- Maintenance Staff

# Additional FFTWG Recommendations

**FFTWG recommends the Legislature:**

- 1. Implements the new funding formula elements in a manner that ensures that districts are held harmless in the implementation phase-in process.**
- 2. Determines final target levels of service as soon as possible.**
- 3. Accelerates timelines for compensation work group.**
- 4. Request studies to establish funding values for several elements including the funding structure.**
- 5. Include I-728 funding in the new prototypical school model.**
- 6. Implement increased funding for programs focusing on high needs school first.**
- 7. Continue to utilize the FFTWG for periodic input on specific issues in formula development and implantation.**

# NBCT Recommendation for Phasing in First Four Years

## Rationale

Priority was given to:

- Budget elements that have greatest impact on student achievement
- Investments that reduce the need for remediation and student supports in the long term

## Recommendations

### Student Supports

- Class Size Reduction for High Poverty Schools (H)
- Class Size Reduction for All Students (A)
- Full-Day Kindergarten(H)
- Early Learning Program(A/L)

### Teacher Supports

- Mentor Program for New Teachers (H)

(H) – High Agreement

(A) – Average Agreement

(L) – Low Agreement

# NBCT Recommendation for Incremental Phase-in

## Rationale

Consideration was given to:

- The need for additional research-based professional development to improve instruction and make effective use of additional resources

## Recommendations

### Teacher Supports

- Learning Improvement Days (A)
- Instructional Coaches (L)

### Other Supports

- Textbooks (L)

# NBCT Recommendation for Phasing in Second Four Years

## Rationale

Consideration was given to:

- Early investments in class size reduction lessening the need to invest in strategies for struggling students
- Some resources will require a great deal of professional development to use funding affectively

## Recommendations

### Student Supports

- Class Size Reduction for CTE, AP/IB, & Lab Sciences (A)
- English Language Learner Program (L)
- Learning Assistance Pr. (H)
- Librarians/Media Spec. (H)
- Guidance Counselors (H)
- Nurses and Social Workers (A)
- Instructional Aides (A)

### Other Supports

- Technology (A)

(H) – High Agreement

(A) – Average Agreement

(L) – Low Agreement

# Additional NBCT Recommendations

NBCT recommends to QEC and Legislature that:

1. The top three priority budget elements that should be funded are:
  - Mentoring Program for New Teachers
  - Full-day Kindergarten
  - Class Size Reduction for High-Needs Schools
2. Learning Improvement Days and professional development provided by instructional coaches should be research-based, collaborative, and job embedded.
3. An advisory group comprised of NBCTs and other accomplished educators be created to provide input on issues pertaining to classroom implementation of new prototype model.

# AGOAC Recommendation for Phasing in First Four Years

## Rationale

Priority was given to:

- Providing resources that are proven through research to close the achievement gap and improve instruction for all students.
- Implementing strategies that support the non-academic needs of students

## Recommendations

### Student Supports

- English Language Learner Programs
- All-Day Kindergarten
- Early Learning Programs for At-Risk Youth
- Guidance Counselors
- Health Services Staff

### Teacher Supports

- Mentoring Program for New Teachers

### Other Supports

- Textbooks Allocation (MSOC)

# AGOAC Recommendation for Incremental Phase-in

## Rationale

Consideration was given to:

- Resources that support efforts to close the achievement gap but where local district capacity may prevent full implementation in first four years.

## Recommendations

### Student Supports

- Class Size Reduction in High Poverty Schools
- Learning Assistance Program
- Instructional Aides

### Teacher Supports

- Instructional Coaches

### Other Supports

- Technology

# AGOAC Recommendation for Phasing in Second Four Years

## Rationale

Consideration was given to:

- Delay implementation of those budget elements that require significant investments in increased staffing and facility space and/or those with a less direct link for improving student achievement.

## Recommendations

### Student Supports

- Class Size Reduction for All Schools
- Class Size Reduction for CTE, IB/AP & Lab Sciences
- Librarian/Media Specialists

### Other Supports

- Learning Improvement Days (LID)

# Additional AGOAC Recommendations

The AGOAC made additional recommendations for the QEC that are covered in a letter from the Committee.

Erin Jones will be discussing these recommendations in her presentation to the QEC tomorrow.

# Areas of Agreement for Phase-in

#	Budget Elements	FFWG	NBCT	AGOAC
1	Reduce Class Size for High Poverty Schools	I	F	I
2	Reduce Class Size for all Grades	S	F	S
3	Reduce Class Size Further for CTE, AP/IB, and Lab Sciences	S	S	S
4	All-day Kindergarten	I	F	F
5	Early Learning programs for at-risk youth	S	F	F
6	9 New Learning Improvement Days	I	I	S
7	Mentor Program for New Teachers	F	F	F
8	New Staffing for LAP program	I	S	F
9	New Staffing for ELL Program	F	S	F
10	Increase Librarians	S	S	S
11	Increase Guidance Counselors	F	S	F
12	Increase Health Services Staff (School Nurses & Social Workers)	S	S	F
13	Instructional Coach	F	I	I
14	Instructional Aides	I	S	I
15	Office Support (Secretaries, Data, Enrollment); non-instructional Aides	F	N/A	N/A
16	Maintenance (custodians, buildings, grounds)	S	N/A	N/A
17	Student, Staff, and Facility Security	F	N/A	N/A
18	MSOC - Textbook and Consumable Curriculum	F	I	F
19	MSOC - Technology	F	S	I
20	MSOC - Library, PD, U&I, Districtwide support, Facilities & Main.	F	N/A	N/A

# Possible Next Steps

- Staff can continue to work with stakeholder groups to obtain additional feedback
- Compile recommendations and provide feedback to QEC