

Washington's Initiative 728: Examining the First Year of Implementation

**University of Washington
Educational Leadership and Policy Studies**

Research Team Members

Beth Boatright

Ana Elfers

Caleb Perkins

Marge Plecki, Principal Investigator

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This study could not have been completed without the cooperation of the districts who participated. We deeply appreciate their contribution and realize what it meant to accommodate our visits. Their candor in sharing their experiences in the first year of the implementation of Initiative 728 was crucial in providing a grounded understanding of what was necessary to utilize this source of funds in support of student achievement.

We acknowledge that the findings and conclusions contained in this report are those of the authors alone and do not necessarily reflect the opinions of the sponsor.

EXECUTIVE SUMMARY

This report examines district expenditures of Initiative 728 (I-728) funds during the first year of the initiative's implementation (2001-02). The study has two components: 1) an analysis of I-728 expenditure data for 295 districts, and 2) an examination of district decision making regarding the use of I-728 funds in a sample of nine districts.

Statewide I-728 Expenditures

An analysis of expenditure data provided by 295 districts reveal that in 2001-02, I-728 funds were allocated as follows:

- 53.3% for class size reduction (25.0% for grades K-4 and 28.3% for 5-12)
- 11.2% for extended learning
- 14.3% for professional development
- 1.1% for early assistance for pre-kindergarten
- 3.7% for facilities improvements
- 2.0% for other use
- 14.4% reported as carryover.

The analysis also shows that expenditure patterns differed substantially across the state. In 2001-02, forty-six districts reported no expenditures for class size reduction. Differences also exist when analyzing expenditure patterns by district size, region and poverty. Differences noted include the following:

Differences by Size

- Districts with fewer than 1,000 students spent proportionately more on extended learning for students and for early assistance for pre-kindergarten
- Districts with at least 20,000 students and districts with fewer than 1,000 students spent proportionately more on K-4 class size reduction

Differences by Region

- Eastern Washington districts spent proportionately more on facility improvements and early assistance for pre-kindergarten
- Districts in ESD 121 (Central Puget Sound) spent proportionately more on professional development

Differences by Poverty Level

- Districts with 76-100% of students receiving Free and Reduced Price Lunch spent proportionately more on extended learning for students and less on K-4 class size reduction

- Districts with more than 50% of students receiving Free and Reduced Price Lunch spent proportionately more on facility improvements

Insights from Case Studies

Our analysis of I-728 expenditures in the nine sample districts reflects a finding that is consistent with the statewide analysis. In both the statewide and the sample district analysis, a wide variation in I-728 expenditures is noted. In our sample districts, spending on class size reduction ranged from 0% to 69.5% of districts' total allocation in 2001-02. Spending on extended learning for students ranged from 0% to 41.4%, while spending on professional development ranged from 0% to 41.7%. This indicates a broad array of uses of I-728 funds, and data from the case study visits indicate that districts spent considerable time and effort in deliberating about the most appropriate uses for I-728 money. Other observations which emerged from the case study work include the following: (1) class size reduction was a focal point of discussion, (2) data and research played a major role in shaping decisions, (3) I-728 funds boosted district capacity to implement reform strategies, (4) community involvement in decision-making about I-728 varied, and (5) districts are concerned about the availability of funds in subsequent years.

Policy Implications

This initial look at I-728 expenditures suggests at least four policy-related issues for consideration. First, I-728 spending patterns indicate that district needs are highly variable. This variation might suggest that districts need flexibility regarding the use of funds, and that when flexibility is provided, districts will take the opportunity to tailor their spending in areas they believe will have the greatest impact. Second, the case study analysis indicates that districts do make use of research and data to inform their decisions about resource allocation, especially when the necessary information is made readily accessible to districts. Third, local accountability for decisions increased in districts that embraced the requirement to engage in public discussion of specific resource allocation strategies. Finally, the I-728 expenditure database itself might potentially serve as a useful tool, as districts might benefit from examining the full array of choices which were made during the first year of implementation of the initiative.

This initial look at the implementation of I-728 still leaves some questions unanswered. Most significantly, it is too early to gauge how these expenditures are related to changes in student achievement. It is also important to note that this look at expenditure patterns in 2001-02 is not necessarily predictive of the patterns that may occur in subsequent years. An examination of data from the second year of implementation certainly would provide a more complete understanding of how districts have utilized this opportunity.

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I. DESCRIPTION OF THE STUDY

In November 2000, 72% of participating Washington voters chose to approve Initiative 728 (I-728). The initiative provided Washington school districts with an estimated \$194 per pupil (subject to state revenues) in the school year 2001-2002 for six allowable uses:

- Reduce class sizes in grades K-4;
- Make selected class size reductions in grades 5-12;
- Provide extended learning for students in K-12;
- Provide additional professional development for educators;
- Provide early assistance for children who need pre-kindergarten support;
- Provide improvements or additions to school facilities which are directly related to class size reductions and extended learning opportunities.

The initiative's language specifies the allowable uses for these funds, while giving districts discretion in allocating their resources within these parameters. This provides an opportunity for districts to align these resources in a manner that meets specific local needs. The initiative required districts to draft a plan for the allocation of I-728 funds and to present this plan at a public meeting by August 2001. Additionally, in November 2002, districts submitted a report that included the dollar amounts expended for each of the allowed uses for the 2001-2002 year (see Appendix A).

The following research report describes a multi-faceted study of the initial implementation of I-728 undertaken by researchers at the University of Washington, and focuses on how school districts allocated I-728 funding during the 2001-2002 school year. The study presents an overview of state fiscal conditions, an analysis of statewide I-728 expenditures, and an examination of spending patterns and decision making regarding I-728 in a sample of nine districts.

Purpose of the Study

The purpose of the study is to enhance our understanding of district decision making and resource allocation patterns in the first year of the implementation of I-728. Each district received a sum of money for improving student learning; as long as the money was spent within specified boundaries, districts had some flexibility in decision making regarding the allocation of I-728 funds. As part of this study, we examined how district decisions about the use of I-728 funds were influenced by the learning needs of students, the expectations of the local community, and the level and type of state support provided to schools.

The state of Washington received some data about I-728 expenditures in November, 2002. This information, however, is not sufficient to develop a thorough understanding of the activities supported by I-728 funds. For example, the data may show that a particular district spent a great deal of its I-728 money on extended learning. However, the data does not describe why the district chose to focus its funding in this area, as compared to class size reduction, for example. More information and analyses are necessary to develop an initial understanding of how districts decided to use I-728 funding and how their decisions related to their specific educational improvement agendas. Additional research and analyses also are needed to determine the nature and extent of variation in uses of I-728 funds across the state's school districts. This type of information can be useful to policymakers and educators seeking to understand the needs of local districts and why they adopt particular strategies aimed at improving student learning.

Research Questions and Approach

To meet this need for better information and analysis, researchers at the University of Washington conducted an independent review of the first year of implementation of Initiative 728. The goal of the study is two-fold: 1) to clarify how Washington state districts used their I-728 funds, and 2) to understand how their decisions interact with other financial decisions regarding student learning. The research questions include:

1. What were the fiscal conditions of districts in Washington state during the first year of I-728 implementation?
2. For what purposes did districts allocate I-728 money in 2001-2002?
3. What rationale influenced decision making about I-728 allocations in a sample of districts?

Methods

In order to address the research questions, two sets of analyses were conducted. The first set of analyses included a statewide overview of I-728 expenditures by all districts receiving the funds, and the second was a set of case studies in a sample of districts. These analyses required multiple methods of investigation, including both quantitative and qualitative strategies. The primary sources of data for the study were district and state fiscal, demographic and personnel documents, and reports and information gathered from district case study visitations.

We began our investigation with a review of the data provided by districts statewide on the I-728 expenditure report for 2001-02. In mid-November the reports were

acquired in the form of an expenditure database which enabled the research team to conduct multiple statewide analyses and to create a profile of the reported amounts and uses of I-728 funds. This statewide profile includes a depiction of the expenditure patterns across districts according to the six allowable uses and an examination of inter-district differences by size, poverty level, and region of the state. Additional state fiscal reports also enabled the research team to examine other related fiscal conditions which were present during the first year of implementation of I-728.

In the second level of analysis, nine case study districts were selected to examine the contextual conditions of I-728 expenditures and decision making. Case study work enabled the compilation of more specific information about the particular improvement initiatives supported by I-728 funds, and how these initiatives related to the districts' overall improvement strategies. Multiple method case study research was designed to facilitate comparisons across sites which vary in their approaches to allocating I-728 resources.

The team deliberated extensively over site selection for the case study work in order to include districts with variations in I-728 expenditures, size, ethnic makeup and location. The sample consists of districts from all but one of the nine Educational Service Districts and from urban, suburban and rural locations. Of the nine districts, three are located in Eastern Washington, two are situated within the Central Puget Sound (as represented by ESD 121) and four are located in Western Washington outside of the Central Puget Sound. The sample does not attempt to be statistically representative of all districts across the state; rather, districts were chosen to reflect a wide variation in I-728 expenditure patterns, as well as socio-economic and ethnic differences. Figure 1 provides an overview of the characteristics of the sample districts.

Figure1: Characteristics of Sample Districts					
	Districts with 20,000+ Students	Districts with 10,000-19,999 Students	Districts with 5,000 - 9,999 Students	Districts with 1,000-4,999 Students	Districts with fewer than 1,000 Students
<u>District Type</u>					
Urban	x	x	x		
Suburban		x		x	
Rural				x	
<u>% Student Free/Reduced Lunch</u>					
Above State Average	x	x	x	x	
Below State Average	x			x	
<u>% Students of Color</u>					
Above State Average	x	x	x	x	
Below State Average	x	x		x	

Note: An "x" represents a minimum of at least one district in this category. The study did not include districts with fewer than 1,000 students.

After the initial site selection, districts were contacted directly by letter and subsequent phone call to arrange site visits. District officials were asked to provide the research team with pertinent fiscal and personnel data and planning documents (which detail the district's improvement strategies and resource allocation practices), as well as documentation related to I-728 for the 2001-02 school year. A series of interviews were conducted with multiple stakeholders in each district. Specific requests were made to speak with school board members, community members and district staff. Researchers typically interviewed between five and nine individuals at each district site. Initial case study reports were created and subsequently reviewed by all members of the research team. To the extent possible, data in the case study districts was corroborated with other reports from district and state sources.

Limitations

This study was conducted in a compressed time frame due to two factors: 1) data on I-728 expenditures only became available in mid-November, and 2) the study is intended to provide information and analyses useful for the 2003 legislative session. This study is best characterized as an initial effort to understand issues related to the first year of implementation of I-728 and as such, the report reflects conditions at a particular point in time. Given the tight timeline for completion of the study, we were able to include only nine sample districts in the case study work. The sample districts are not a statistical representation of districts across the state of Washington. As mentioned earlier, the selection criteria were strategic rather than random in order to accomplish the specific goals of the study. It should also be noted that the expenditure data used in this study is unaudited.

Finally, we can not make inferences about how districts will choose to spend I-728 funding in the future based on the first year of implementation. Some districts may choose to follow a similar expenditure plan, while others may change their allocation strategies from year to year based on local conditions, student need, and availability of funding sources.

II. FISCAL AND POLITICAL BACKDROP

Due to Washington's obligation to fund basic education programs and services from state sources, state revenues contribute the majority of funds for schools. In 2000-01, average funding per pupil from all sources amounted to \$6,991 with approximately 72% of this amount coming from state sources.

In recent years, political circumstances have significantly altered some of the conditions of school finance policy in Washington. While voters have repeatedly approved initiatives calling for reductions in state revenues and spending (e.g. Initiatives 601 and 695), voters have also shown dramatically high levels of support for public education. In the November 2000 election, interest groups seized the opportunity to translate this high level of public support for education into policy action in the form of two citizen initiatives, I-728 and I-732. These efforts were part of a challenge to the legislature by a variety of groups who have raised numerous concerns about the adequacy of the level of state support of K-12 education. Taken together, these two initiatives played a dominant role in shaping Washington's school finance policy, beginning with the 2001-02 school year.

Initiative 728 was the result of an eighteen-month grass roots campaign that called for increases in state spending on K-12 education. Approved by 72% of voters in November 2000, the initiative establishes a Student Achievement Fund and an Education Construction Account. Revenues for this initiative come from state lottery, state property taxes, and any funds accumulated in the state's Emergency Reserve Fund in excess of five percent of annual general fund revenues. In the 2001-2003 biennium budget, the amount for the Student Achievement Fund was initially set at \$193.92 per FTE pupil in 2001-02 and at \$219.84 per FTE pupil in 2002-03. However, in June 2002, the allocation for 2001-02 was reduced to \$184.94 per pupil. This change was a result of revised estimates of lottery revenues from \$47.7 million to \$36.9 million (see Appendix B). The final allocation amount¹ for 2001-02 has been revised to \$183.84. This represents a total of approximately \$174 million for I-728 in 2001-02. This differs from a total of approximately \$183 million if using the original estimate of \$193.92 per pupil.

Initiative 732, approved by 62% of voters, provides for annual cost of living increases for public school district employees. The statewide cost of living increase must be based on the Seattle consumer price index. The approved state budget for the 2001-03 biennium allowed for \$318 million of state general funds to support the I-732 increases. A controversy emerged concerned the implementation of I-732 as to whether or not public school employees who were not state-funded were included under I-732. A December 19, 2002 Supreme Court decision ruled that all public school district employees are included under the initiative.

The initiatives demanded that the state increase its fiscal support of education. However, these school funding initiatives have taken place alongside the mounting fiscal pressures created by a stalled economy, rising unemployment rates, a state budget deficit, and an ever-growing transportation problem. The competing and

¹ The final allocation amount has been revised to \$183.84 as per information provided by Mike Bigelow, Associate Superintendent, Budget and School Business Services, on February 7, 2003.

sometimes conflicting demands shaped state funding decisions. Consequently, the state's 2002 Supplemental Budget reduced the 2001-02 appropriations by approximately \$48.8 million from the amount originally budgeted in the 2001-03 biennium (see Figure 2).

Figure 2: Public Schools 2002 Supplemental Budget	
General Fund-State (dollars in thousands)	
2002 Maintenance Changes	
Enrollment and Workload Changes	105,300
Levy Equalization Update	12,691
K-12 Inflation	-6,200
I-732 Cost of Living Adjustment	14,533
Total Maintenance Changes	126,324
2002 Policy Changes	
Pension Rate Changes	-53,962
Health Benefit Changes	-29,509
Better Schools	-24,551
Integrating Federal Funds	-24,142
Staff Mix Calculation Change	-18,982
Learning Improvement Days	-12,109
Transfer to Flexible Education Fund	-6,751
Traffic Safety Education Allocation	-2,283
Efficiencies and Savings	-1,436
Levy Equalization	-1,472
Levy Equalization Task Force	49
National Board Certification	70
Total Policy Changes	-175,078
Net Policy and Maintenance Changes	-48,754
<i>Source:</i> LEAP Committee: Legislative Budget Notes, GF-S 2002	

Generally speaking, enrollment increases, an increase in levy equalization funds due to higher than expected property valuations and local levy approvals, and an upward adjustment in the cost-of-living index (from 3.1 to 3.6 percent) used to calculate salary increases required an increase in state general fund revenue. These increases were counteracted by a number of savings and reductions in state revenue to K-12 education due to state policy changes. The largest of these reductions in state revenue were associated with changes in the state contribution rates for pension and health benefits (\$83.5 million). Other major reductions resulted from

the following changes in the 2002 Supplemental Budget: 1) the Better Schools K-4 staffing ratio was changed from 2.2 certification instructional staff per 1,000 students to 0.8 staff per 1,000 students; 2) the staff mix calculation was changed; 3) federal funds were incorporated to support Special Education, Learning Assistance and the Washington Assessment of Student Learning programs; 4) the number of state-funded Learning Improvement days was reduced from three to two. These state general fund changes are complex and interdependent, as some changes impacted district budgets for 2001-02 school year, while other changes were implemented during the 2002-03 school year.

Additionally, increases to district budgets resulting from Initiatives 728 and 732 also affected district budgets in 2001-02 and district budget planning for 2002-03. A further complication results from the fact that these changes did not result in a uniform impact on districts. District differences in enrollment changes, staffing allocations, property wealth, and local levy circumstances (to name a few) affect how individual districts were impacted by state budget changes.

Finally, important questions emerge when attempting to assess the overall condition of school finance in Washington state and how that system impacts local districts. The basic features of Washington's current school finance were created in 1977, well before the state developed and embarked on its ambitious performance-based education reform agenda. While some modifications in the system have been implemented since 1977, the basic design remains essentially unchanged. Consequently, Washington's current school finance system, although atypical in its high level of state contributions to total educational revenue, is typical of most school finance systems nationwide in that it is "input-driven." That is, the system funds staff, materials, buildings, programs, and other objects irrespective of a school's or a district's performance. Clearly, this input-driven system is not strategically aligned with Washington's educational reforms.²

III. ANALYSIS OF STATEWIDE I-728 EXPENDITURES

Statewide Average Expenditures

In November 2002, school districts submitted a report to the Office of Superintendent of Public Instruction (OSPI) that provided data regarding their actual I-728 expenditures for the 2001-02 school year (see Appendix A). The research team was provided with access to that database by OSPI officials, and we

² For a more detailed discussion see Plecki, M. (2000). "Washington's School Finance Reform: Moderate Success and the Need for Improvement," *Journal of Education Finance* 25: 565-582 and Plecki, et al (1997). *Conditions of Education in Washington State 1997*. Institute for the Study of Educational Policy: Seattle, WA.

independently conducted an analysis of the raw data contained in the district reports. Figure 3 provides an overview of statewide I-728 expenditures by funding category.

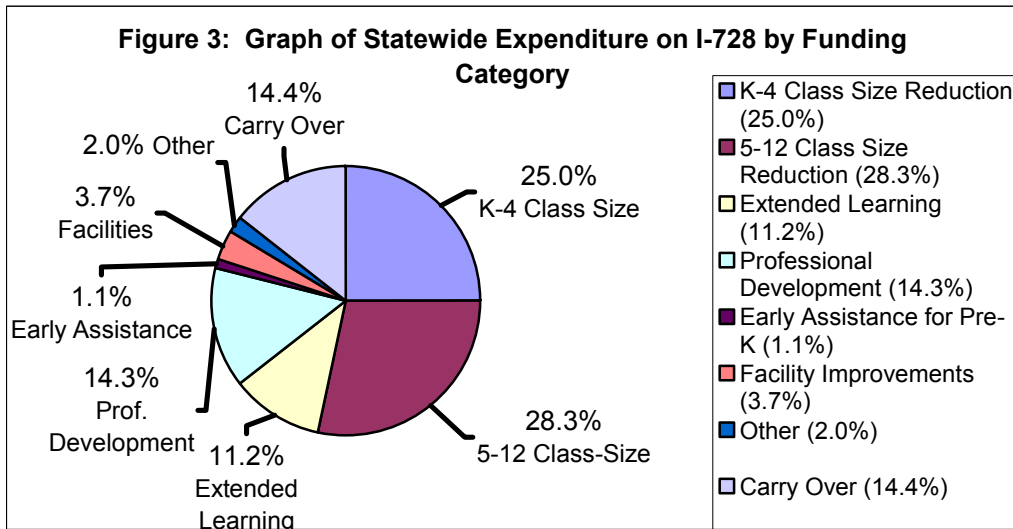


Figure 4 provides a more detailed summary of the statewide expenditure patterns by funding category, by percent of districts incurring expenditures in each category, and by average per pupil expenditure by category.

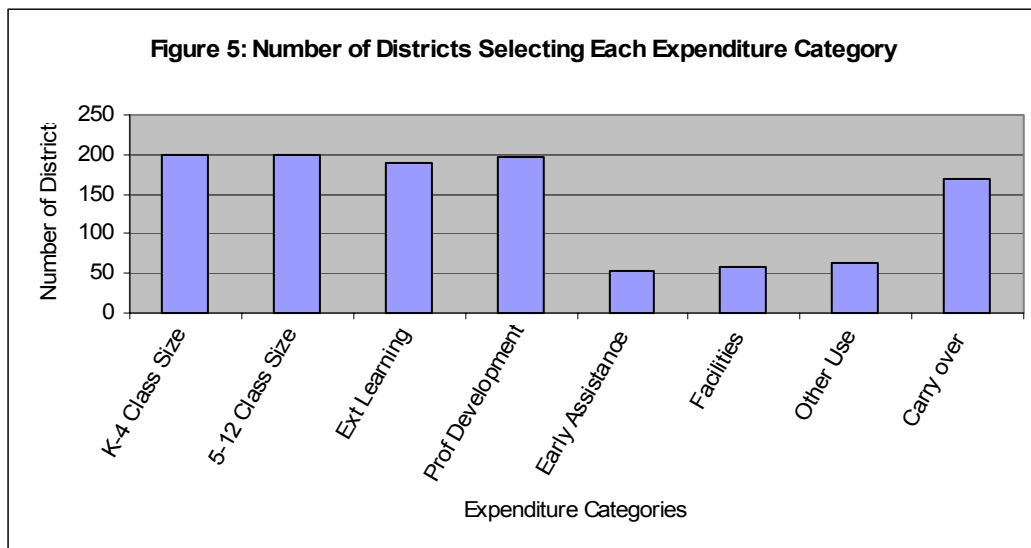
Expenditure Category	\$ Statewide Expenditure by Category ¹	%Statewide Expenditure by Category	# of Districts ² with Some Expenditure in this Category	% of Districts with Some Expenditure in this Category	Per Pupil ³ Expenditure
K-4 Class size Reduction	\$ 43,339,242	25.0%	199	67.5%	\$ 47.76
5-12 Class Size Reduction	\$ 49,143,662	28.3%	199	67.5%	\$ 47.50
Extended Learning for Students	\$ 19,460,150	11.2%	189	64.1%	\$ 27.86
Professional Development	\$ 24,799,221	14.3%	198	67.1%	\$ 20.95
Early Assistance for Pre-kindergarten	\$ 1,874,201	1.1%	53	18.0%	\$ 4.89
Facility Improvements	\$ 6,359,334	3.7%	59	20.0%	\$ 7.42
Other Use	\$ 3,480,114	2.0%	63	21.4%	\$ 3.74
Carry over	\$ 24,972,612	14.4%	169	57.3%	\$ 25.49
Totals ⁴	\$173,428,536	100.0%			\$ 185.61

1 - Actual total expenditure by districts (including over-expenditures).
2 - 295 districts received I-728 funding in 2001-2002.
3 - Pupils are calculated as Annual Average FTE Students for K-12. Total student FTE is 947,416.
4 - The total per pupil expenditure reflects a slight difference for the final revised allocation amount of \$183.84. This is due to the use of actual expenditures and slight differences in student FTE calculations. It should be noted that the data provided represent unaudited I-728 expenditures.

A look at I-728 expenditure patterns reveals that spending occurred across all six of the spending categories designated under the initiative, with considerable differences across the state. Approximately 53% of all I-728 expenditures in 2001-02 were devoted to class size reduction, almost evenly split between grades K-4 (25%) and grades 5-12 (28.3%). Other uses included 14.3% on professional development, 11.2% on extended learning for students, and 3.7% on facility improvements. Less than one-fifth of districts (18%) chose to allocate a portion of I-728 funds to early assistance for pre-kindergarten, accounting for 1.1% of statewide expenditures. In 2001-02, 14.4% of I-728 allocations were designated as carryover funds into the 2002-03 school year. Appendix C provides the percentage allocations by category for each of the 295 districts that received I-728 funds in 2001-02.

While 199 districts reported at least some expenditure for class size reduction, there were 46 districts that did not allocate any I-728 resources to either K-4 or 5-12 class size reduction (see Appendix C). A majority of districts reported at least some expenditure in class size reduction, extended learning for students, and/or professional development (see Figure 5). Additionally, there were 169 districts that reported some carryover of I-728 funds into the 2002-03 school year. The total carryover amounted to 14.4% of all I-728 funds (see Figure 4).

While fewer districts reported expenditures for early assistance for pre-kindergarten and facility improvements, there were a number of districts that chose to allocate significant portions of I-728 funds to these purposes. Of the 53 districts that allocated funds to early assistance for pre-kindergarten, 9 districts allocated at least 25% of I-728 funds for this purpose, with 4 districts allocating more than 50% of their total amount. Similarly, of the 59 districts that allocated funds for facility improvements, 16 districts spent at least 25% percent of I-728 funds for facilities, with 7 districts spending more than 50% of their total allocation for facilities. (see Appendix C).



When reviewing average statewide expenditures for facility improvements, it should be noted that a majority of the funds spent on facilities (64%) were used for facility improvements necessary for class size reduction as compared to facility needs related to the provision of extended learning for students (see Figure 6).

Figure 6: Statewide Expenditure on I-728 for Facilities Improvement					
Expenditure Category	\$ Statewide Expenditure by Category ¹	% Statewide Expenditure by Category	# of Districts ² with Some Expenditure in this Category	% of Districts with Some Expenditure in this Category	Per Pupil ³ Expenditure
Facilities Improvements directly related to Class Size Reduction	\$ 4,070,213	2.3%	36	12.2%	\$ 4.77
Facilities Improvements directly related to Extended Learning	\$ 2,289,121	1.3%	23	7.8%	\$ 2.65
Totals	\$ 6,359,334	3.7%	59	20.0%	\$ 7.42
1 - Actual total expenditure by districts (including over-expenditures).					
2 - 295 districts received I-728 funding in 2001-2002.					
3 - Pupils are calculated as Annual Average FTE Students for K-12.					

Overall, our analysis of statewide average spending on I-728 reveals a wide variety of expenditure patterns, both in the types of uses that were chosen by districts and the amounts allocated to the various uses. In addition to analyzing statewide averages, we also examined expenditure data for differences across districts by particular characteristics, namely by district variation in size, region, and percent of students enrolled in the Free and Reduced Price Lunch program. An analysis and discussion of difference by size, region, and poverty level is provided next.

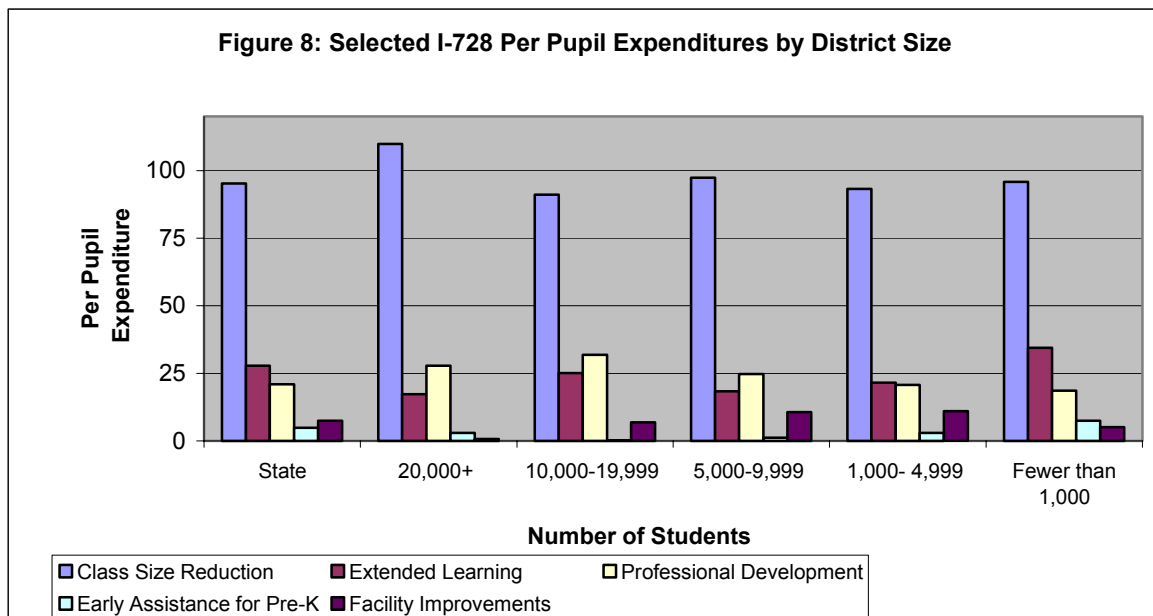
Differences by Size

When examining district expenditure patterns by district size categories (see Figure 7), the largest and smallest districts have higher per pupil spending on K-4 class size reduction than districts in other categories. Additionally, districts with fewer than 1,000 students have higher than average per pupil expenditures for extended learning for students and for early assistance for pre-kindergarten.

Figure 7: I-728 Average Per Pupil Expenditures by District Size ¹						
	Statewide	Districts with 20,000+ Students	Districts with 10,000-19,999 Students	Districts with 5,000 - 9,999 Students	Districts with 1,000-4,999 Students	Districts with Fewer than 1000 Students
# of I-728 Districts	295	9	19	25	95	147
# of students by FTE	947,416	236,948	261,840	174,173	224,800	49,654
Expenditure Category	Per Pupil Expenditure	Per Pupil Expenditure	Per Pupil Expenditure	Per Pupil Expenditure	Per Pupil Expenditure	Per Pupil Expenditure
K-4 Class size Reduction	\$ 47.76	\$ 55.22	\$ 46.10	\$ 41.99	\$ 34.88	\$ 56.82
5-12 Class Size Reduction	\$ 47.45	\$ 54.58	\$ 44.96	\$ 55.44	\$ 58.32	\$ 39.05
Extended Learning for Students	\$ 27.86	\$ 17.27	\$ 25.10	\$ 18.41	\$ 21.58	\$ 34.53
Professional Development	\$ 20.95	\$ 27.82	\$ 31.85	\$ 24.78	\$ 20.74	\$ 18.60
Early Assistance for pre-kindergarten	\$ 4.89	\$ 3.01	\$ 0.07	\$ 1.17	\$ 2.93	\$ 7.46
Facility Improvements	\$ 7.42	\$ 0.71	\$ 6.82	\$ 10.61	\$ 11.04	\$ 5.04
Other Use	\$ 3.74	\$ 3.42	\$ 2.43	\$ 4.49	\$ 3.24	\$ 4.12
Carry over	\$ 25.49	\$ 20.13	\$ 24.95	\$ 24.35	\$ 32.57	\$ 21.50

1 - District size is based on the average annual FTE students.

Figure 8 portrays differences in per pupil expenditures by district size in a slightly different manner than presented in Figure 7. In Figure 8, expenditures for both K-4 and 5-12 class size reductions are combined in order to view how spending on class size reduction compares with spending on extended learning, professional development, early assistance for pre-kindergarten, and facilities by district size.

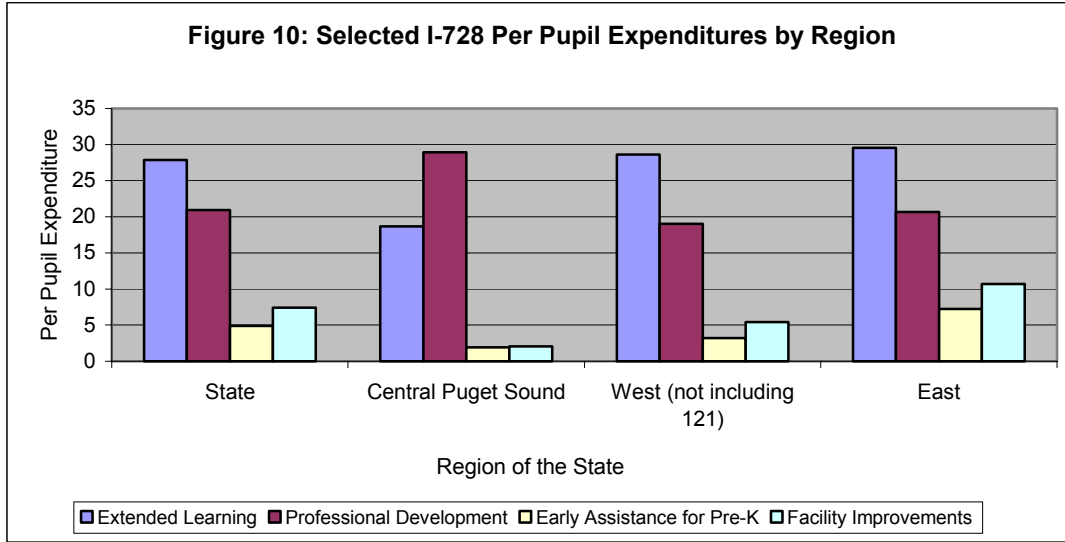


Differences by Region

A comparison of expenditure patterns by region is provided in Figure 9. When examining differences in Central Puget Sound districts (as represented by ESD 121), Western Washington districts outside of Central Puget Sound, and Eastern Washington districts, there appear to be smaller variations in per pupil spending patterns than is noted by district size.

Figure 9: I-728 Average Per Pupil Expenditures by Region¹				
	Statewide	Central Puget Sound (ESD 121)	Western WA without Puget Sound (ESD 121)	Eastern Washington
# of I-728 Districts	295	35	125	135
# of students by FTE	947,416	362,199	355,430	229,787
Expenditure Category	Per Pupil Expenditure	Per Pupil Expenditure	Per Pupil Expenditure	Per Pupil Expenditure
K-4 Class size Reduction	\$ 47.76	\$ 47.65	\$ 51.23	\$ 44.56
5-12 Class Size Reduction	\$ 47.45	\$ 45.46	\$ 47.60	\$ 47.94
Extended Learning for Students	\$ 27.86	\$ 18.67	\$ 28.61	\$ 29.54
Professional Development	\$ 20.95	\$ 28.93	\$ 19.04	\$ 20.65
Early Assistance for Pre-kindergarten	\$ 4.89	\$ 1.91	\$ 3.21	\$ 7.23
Facility Improvements	\$ 7.42	\$ 2.03	\$ 5.39	\$ 10.71
Other Use	\$ 3.74	\$ 2.78	\$ 3.87	\$ 3.87
Carry over	\$ 25.49	\$ 35.58	\$ 27.43	\$ 21.07
1 - Region as represented by Educational Service Districts. Puget Sound Region is represented by ESD 121. Western Washington (not including ESD 121) is represented by ESDs 112, 113, 114 and 189. Eastern Washington as represented by ESDs 101, 105, 123 and 171.				

Average per pupil spending on K-4 and 5-12 class size reduction indicate a rather uniform pattern by region. However, some noteworthy differences can be found in a higher average per pupil amount for professional development in ESD 121. Eastern Washington districts show a higher average per pupil amount for facility improvements and early assistance for pre-kindergarten. Additionally, ESD 121 shows a lower per pupil amount for extended learning for students than either the rest of Western Washington districts or Eastern Washington districts. Figure 10 provides another view of these differences. In Figure 10, spending on class size reduction is not included.



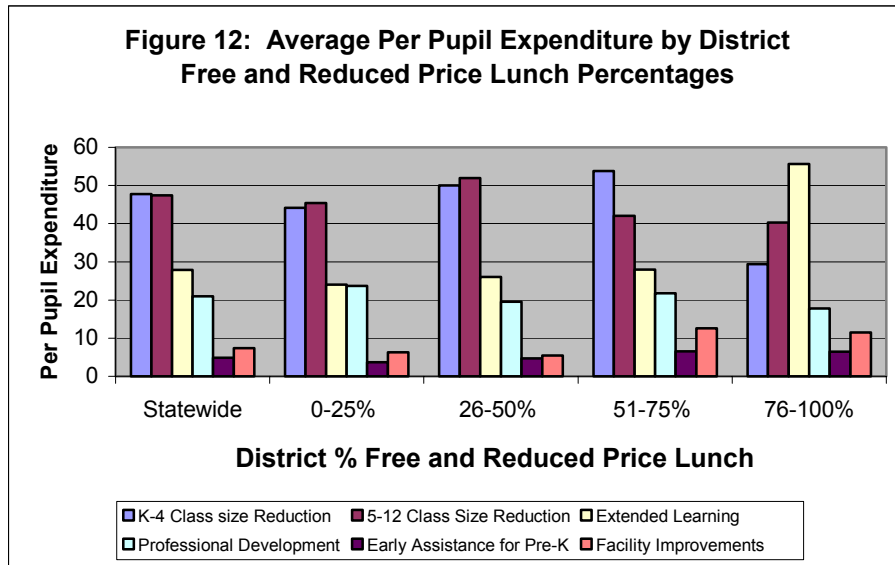
Differences by Poverty Level

Finally, we examined spending patterns among districts that serve different proportions of students enrolled in the Free and Reduced Price Lunch program. While certainly an imperfect measure, the percent of student enrollment in the Free and Reduced Price Lunch program provides a very rough indicator of the comparative level of student poverty in a district. Based on this measure, districts in the highest poverty category (76-100%) appear to have higher I-728 per pupil expenditures on extended learning for students. Districts in the highest poverty category also seem to spend less on K-4 class size reduction. Additionally, districts with poverty levels above 50% spent more on facility improvements (see Figure 11).

Figure 11: I-728 Average Per Pupil Expenditures by District Free and Reduced Priced Lunch Percentages

	Statewide	0-25% Free/Reduced	26-50% Free/Reduced	51-75% Free/Reduced	76-100% Free/Reduced
# of I-728 Districts	295	79	140	56	20
FTE Pupil	947,416	348,230	509,005	73,773	16,408
Expenditure Category	Per Pupil Expenditure	Per Pupil Expenditure	Per Pupil Expenditure	Per Pupil Expenditure	Per Pupil Expenditure
K-4 Class size Reduction	\$ 47.76	\$ 44.17	\$ 49.98	\$ 53.83	\$ 29.33
5-12 Class Size Reduction	\$ 47.45	\$ 45.36	\$ 51.94	\$ 42.02	\$ 40.27
Extended Learning for Students	\$ 27.86	\$ 23.99	\$ 26.03	\$ 27.95	\$ 55.63
Professional Development	\$ 20.95	\$ 23.69	\$ 19.54	\$ 21.71	\$ 17.82
Early Assistance for Pre-Kindergarten	\$ 4.89	\$ 3.71	\$ 4.67	\$ 6.57	\$ 6.48
Facility Improvements	\$ 7.42	\$ 6.29	\$ 5.43	\$ 12.56	\$ 11.46
Other Use	\$ 3.74	\$ 4.04	\$ 3.67	\$ 2.61	\$ 6.24
Carry over	\$ 25.49	\$ 32.34	\$ 25.14	\$ 18.16	\$ 21.32

Figure 12 provides a graphic depiction of average per pupil expenditures by district poverty level.



Taken together, this analysis of expenditure patterns across the state supports a view that districts made a variety of choices regarding the allocation of I-728 funds, with slightly more than half of I-728 dollars statewide supporting class size reduction at either the K-4 or 5-12 grade levels. Some differences can be noted in the pattern of per pupil expenditures by district size, region and level of student poverty. However, it is important to note that this snapshot of expenditure patterns provides only an initial glimpse at the investment decisions districts are making. Certainly, an examination of the 2002-03 expenditure data, when available, will further our understanding about district choices and about the extent to which differences in expenditure patterns indicated in 2001-02 are evidenced in the second year of I-728 implementation.

IV. A LOOK INSIDE NINE DISTRICTS

Description of Case Study Districts

Our statewide snapshot provides an overall view of I-728 expenditures and fiscal conditions during the 2001-2002 school year. Case studies, however, reveal important conditions and factors that influenced decision-making regarding I-728 in selected districts. Through personal interviews and document analysis, we have sought to understand the rationale that shaped the districts' decisions regarding the allocation of I-728 funds.

Our case studies involved nine districts that reflect some of the socio-demographic diversity of the state (see Figure 1). The study included four urban, two suburban, and three rural school districts. The percentages of students of color in four of the nine districts exceeded the 2001-02 state average. In addition, six of our nine districts had percentages of students receiving Free or Reduced Price Lunch above the 2001-02 state average. Seven of our nine sample districts received Local Effort Assistance (LEA) in 2001-02, and the assessed property valuation per pupil varied significantly among the nine districts.

Analysis of I-728 Expenditures in the Case Study Districts

An analysis of I-728 expenditure data reported by the case study districts reveals both similarities and differences in expenditures across the nine districts (see Figure 13). Among the six allowable expenditure options, noticeable patterns emerged in four categories: class size reduction, facilities, professional development, and carryover.

Expenditure Category	Sample 1	Sample 2	Sample 3	Sample 4	Sample 5	Sample 6	Sample 7	Sample 8	Sample 9
Class Size Reduction K-4	12.4%	0	31.4%	29.1%	0	17.4%	0	43.6%	37.4%
Class Size Reduction 5-12	40.3%	0	38.1%	28.3%	0	29.0%	58.3%	23.1%	0
Extended Learning K-12	13.7%	41.4%	0	7.0%	17.9%	5.9%	0	0	11.2%
Professional Development	14.6%	12.2%	0.4%	17.3%	3.4%	40.1%	41.7%	0	14.4%
Early Assistance Pre-K	0	0.9%	0	1.1%	5.6%	0	0	10.4%	4.2%
Facilities Improvement	0	45.4%	0	0	0	0	0	0	0
Other	6.6%	0	9.9%	0	8.4%	4.9%	0	7.7%	0.8%
Carryover	12.4%	0	20.3%	17.1%	64.7%	2.7%	0	15.1%	32.1%

Source: I-728 Expenditure Report for 2001-2002

Despite the wide acceptance of I-728 as a “class size reduction initiative,” two of the nine districts had no expenditures in this area for 2001-2002. Data collected from our case study work revealed a variety of reasons for the differences in spending on class size reduction. Some districts were reluctant to invest in class size reductions, stating that class sizes could not be reduced to the levels that research cites as necessary to produce changes in student achievement. Districts also examined research that showed the benefits of aligning class size reduction with the professional development of teachers, and therefore divided allocations between class size reduction and professional development. Some districts had significant limitations regarding facilities, even given the potential to use I-728 funds for necessary facility improvements. In some cases, class size reduction was already in

place through the use of a variety of funding sources, including federal funds. While class size reduction was noted as a potentially helpful component, some districts reported that their analysis of research and their own data on student learning supported the implementation of strategies other than class size reduction for improving student learning.

Seven of our nine districts spent funds on class size reduction. However, there was considerable variation in how class size reduction was implemented. Some districts chose to reduce class size based on targeted grade levels, specific schools, and poverty indicators. Other districts spread the class size reduction efforts more uniformly throughout their district. Five of the seven districts that spent I-728 funds on class size reduction chose to allocate it to both K-4 *and* 5-12.

Although spending on class size reduction prompted discussion about facility needs in several districts, only one district in our sample chose to spend I-728 dollars on facility improvements. In many cases, districts did not want facility improvements to absorb a majority of the total I-728 funding. Some districts had capital bond measures underway to address facility needs.

Eight of our nine case study districts invested in the professional development of teachers, with two districts spending more than 40% of funds toward this purpose. While the focus of professional development varied across the sample districts, the districts typically provided for professional development in areas related to their other I-728 investments. For example, the overall improvement strategy in one district was early childhood literacy. The district not only funded all-day every day kindergarten, but also supplied training for kindergarten teachers to learn how to teach more effectively during the longer days. Two districts coupled class size reductions with a variety of professional development experiences for teachers to improve their knowledge and skills. Finally, investments in extended learning for students varied across the sample, with one district allocating 41.4% of total funds, and three districts reporting no expenditures in this category.

The nine districts varied in the proportion of funds dedicated to each use, and they also varied in the proportion of funds designated for carryover into the 2002-03 school year. Several districts accumulated funds for projects that were not feasible in the initial year due to the total cost. One district, for instance, allocated almost 65% of their I-728 funds for the following year to make an expensive project possible. Others did not see carryover as a viable option, preferring instead to invest the money in immediate district needs.

Specific details about the rationale and process behind each district's I-728 expenditures in 2001-2002 can be found in a case-by-case narrative in Appendix D.

I-728 Spending on Personnel in Case Study Districts

In each of the district cases we examined, numerous decisions were made regarding how best to allocate dollars to provide for the specific learning needs of students and staff. Districts vary in how they allocate specific types of expenditures to individual schools, and schools vary in their support needs. The largest component of any district budget is the amount spent on salaries and benefits to staff. In order to track I-728 expenditures for personnel in each of our case study districts, we used a statewide database (Washington state personnel database S-275) to account for all full and part-time employees paid out of I-728 monies in 2001-02. This database also allowed us to record the Full-time Equivalent (FTE) for each employee and the proportion of each employee's salary and benefits that were attributed to I-728 funding. In addition to salary and benefits, the database included monies paid to staff out of I-728 funding for other purposes such as professional development or additional assignments.

An examination of the I-728 data on spending for personnel reveals that the nine case study districts varied considerably in terms of the monies spent for salary and benefits and other purposes for which staff were directly paid (see Figure 14). The percentage of the total I-728 dollars expended in each of the case study districts for personnel in the 2001-02 year ranged from 15.1 to 90.6 percent. Three of the nine sample districts spent 85% or more of their total I-728 expenditures on salary, benefits or other payments to staff. However, it is important to realize that this analysis represents only the first year of I-728 funding, and spending patterns on personnel could possibly change in subsequent years. For example, one district spent only 15.1% of its I-728 funds on personnel in the first year, precisely because they chose to carry-over the majority of their money for implementation of a district-wide full-day kindergarten program in the second year. The hiring of those additional teachers in the second year is not shown here, but one could reasonably predict that the district's percentage of funds spent on personnel costs would increase significantly in 2002-03.

District	\$ Base Salary	\$ Benefits	\$ Supplemental Salary	Total \$ Personnel 728	% 728 for Personnel	Total 728 FTE Cert and Classified
Sample 1	132,636	39,957	54,038	226,631	38.8%	4.50
Sample 2	631,407	156,096	64,657	852,160	35.5%	15.00
Sample 3	2,605,491	936,494	178,059	3,720,044	85.0%	85.60
Sample 4	1,499,810	408,507	119,762	2,028,079	69.5%	38.43
Sample 5	29,320	6,729	0	36,049	15.1%	0.66
Sample 6	2,625,434	707,679	347,930	3,681,043	67.2%	68.34
Sample 7	398,341	90,171	29,810	518,322	85.0%	7.85
Sample 8	223,120	56,459	0	279,579	90.6%	5.77
Sample 9	353,150	90,945	0	444,095	60.9%	9.81

Besides base salary and benefits which can be funded out of I-728, it is important to note that there are a variety of expenditures that could be contained in the supplemental salary category. For example, these funds could be used for professional development or additional student classroom contact hours beyond the normal school day. For example, all of the districts funded some staff salary and benefits, but three districts chose not to use I-728 monies for additional supplemental salary.

We also examined the Full-time Equivalent (FTE) staffing purchased with I-728 funds in each of the sample districts. In Figure 14, note that 15.1% of Sample 5's total I-728 monies enabled them to purchase only 0.66 certificated FTE. In Figure 15, note that the majority of districts chose to fund certificated rather than classified staff with I-728 monies. Only two districts financed classified instructional staff with I-728 funds. One district funded 85.6 certificated FTE (representing 97 individuals) through this source of funding in 2001-02. This represents 4.1% of all certificated staff in the district. When viewing the data displayed in Figure 14, a caveat is in order. The FTE supported by I-728 does not necessarily represent an actual increase in staffing. In some cases, it may represent a trade-off in net gain as staff supported out of another funding stream in the previous year (e.g., Better Schools), may now be funded out of I-728.

When examining the percent of I-728 funds spent on personnel, it is important to place these percentages the context of funds spent on personnel from all sources. Specifically, while the percent of I-728 funds spent on personnel ranged from 15% to 90% (see Figure 14), the percent of a district's total staff supported by I-728 funds ranged from 0.2% to 2.6%. When viewed as a percent of all certificated staff, I-728 funds supported between 0.3% and 4.1% of all district certificated staff (see Figure 15).

District	% Certificated 728 of Total Cert Staff	% Classified 728 of Total Class Staff	% 728 FTE of Total Staff
Sample 1	1.8%	0	1.2%
Sample 2	1.6%	0	1.0%
Sample 3	4.1%	0	2.6%
Sample 4	3.0%	0.5%	2.1%
Sample 5	0.3%	0	0.2%
Sample 6	3.1%	0	2.1%
Sample 7	3.6%	0.1%	2.2%
Sample 8	4.1%	0	2.6%
Sample 9	2.5%	0	1.5%

Our analysis of I-728 expenditures in the nine sample districts reflects a pattern that is consistent with the statewide analysis. In both the statewide and the sample district analysis, a wide variation in I-728 expenditures is noted. In our sample districts, spending on class size reduction ranged from 0% to 69.5% of districts' total allocation in 2001-02. Spending on extended learning for students ranged from 0% to 41.4%, while spending on professional development ranged from 0% to 41.7%. Obviously, spending on I-728 in our sample districts varied, and we summarize what we have learned from our case studies regarding the contexts and conditions that are associated with these variations in the following section.

Lessons Learned from Case Study Districts

Our case study analysis of decision making regarding the use of I-728 funds reveals a diversity of rationales and processes, with some districts choosing to invest in only two or three of the allowed uses while others allocated the funds more evenly across the six options. The context of each district, however, was the greatest determining factor for its I-728 expenditures (see Appendix D).

Districts found that class size reduction was the centerpiece of their dialogue with the community about the use of I-728 funds. Despite the varied perceptions about the best use of I-728 funds, the deliberation provided an opportunity for dialogue about research and district needs. Several districts reported positive outcomes from their engagement with the community that was an outgrowth of extensive discussion regarding the development of their I-728 spending plan.

While I-728 funds certainly provided a boost to districts' capacity to implement strategies for improving student learning, the nine case study districts expressed uncertainty about the future of I-728 funding. Interviews indicated that districts acted both strategically and with caution when allocating I-728 dollars. In all of the case studies, the district considered their local fiscal condition, the state's future fiscal circumstances, community perception, current research, and district data on student learning before deciding on their specific course of action. We outline our most common findings from our case study work below.

- *Class size reduction was a focal point*

While Initiative 728 specifies that districts may allot funds in a variety of ways, most people recognized it as a class size reduction initiative. However, districts did not view class size reduction alone as a means for improving student achievement. Districts were aware that, in order to be effective, class size reduction often needs to be accompanied with related investments in facilities or professional development. Differences emerged regarding whether or not class size reduction should be

targeted at specific grade levels or schools, as compared to a strategy that more uniformly distributed class size reduction funds across the district.

- *Data and research played a major role*

In our case study work, we found evidence that districts used data about student achievement to inform their decisions regarding I-728 funds. For example, in several districts an examination of available research and data gathered about student performance helped these districts determine that early childhood literacy would be a target for I-728 funds. One district employed a literacy skills measurement to assess the greatest need among their students; two districts solicited information about the literacy of their kindergarteners through tests and teacher input. Current research also played a role in determining how districts would allocate their funds. In particular, districts often used research findings to help them assess the feasibility of investments in professional development and in early learning. Data and research helped, in most cases, to resolve differences of opinion regarding the allocation of I-728 funds.

- *I-728 boosted district capacity*

According to the case study districts, I-728 funds often reinforced an existing set of improvement strategies. Districts tended to stay on the same trajectory that they initiated before I-728. The funding fueled the engine of reform, and enabled the district to pursue their strategies for the improvement of student learning. Three districts, for example, chose to carryover funds into the following school year so that they could accumulate enough to pursue their learning improvement strategy. Before the passage of I-728, the nine districts in the sample already had an agenda for professional learning in place. The districts' interest in supporting ongoing learning for teachers was reflected in the fact that eight of the nine sites allocated funds for professional development. The sample districts engaged in deliberation about how I-728 expenditures could be aligned with overall improvement strategies.

- *Community involvement varied*

While I-728 requires each district to hold a public hearing regarding their I-728 plan, many of our case study districts exceeded this requirement, encouraging active participation of community members through a variety of strategies. These strategies included district advisory committees, multiple public forums, polling, and discussions at school sites. Two districts, for example, maintained an extensive collaboration between the central office and community activists, parents, and school employees. In fact, representatives of these two districts hope that the collaboration throughout the I-728 process encourages other working partnerships for schools. However, there were some examples of school districts that struggled to

generate much interest from their communities. Despite open invitations to participate in meetings and/or polls, two districts both saw minimal response from parents and other community members. Overall, districts engaged in a variety of ways to involve community members in discussions about I-728.

- *Future funding is uncertain*

The funds gained from I-728 in 2001-2002 offered districts an opportunity to improve student achievement, although many districts viewed the funding level as inadequate to produce all of the desired changes. Districts were wary that the proposed increase in I-728 funds would not take place. Districts expressed concern about their ability to meet community expectations if I-728 funds are no longer available, or if the projected ramp-up does not occur.

V. POLICY IMPLICATIONS

This initial look at I-728 expenditures suggests at least four policy-related issues for consideration. First, I-728 spending patterns indicate that district needs are highly variable. This variation might suggest that districts need flexibility regarding the use of funds, and that when flexibility is provided, districts will take the opportunity to tailor their spending in areas they believe will have the greatest impact. Second, the case study analysis indicates that districts do make use of research and data to inform their decisions about resource allocation, especially when the necessary information is made readily accessible to districts. Third, local accountability for decisions increased in districts that embraced the requirement to engage in public discussion of specific resource allocation strategies. Finally, the I-728 expenditure database itself might potentially serve as a useful tool, as districts might benefit from examining the full array of choices which were made during the first year of implementation of the initiative.

It appears that I-728 has supported a number of educational programs and services that have been aimed at improving student learning. However, our initial look at the implementation of this new initiative still leaves some questions unanswered. Most significantly, it is too early to gauge how these expenditures are related to changes in student achievement. This analysis of expenditure patterns in 2001-02 provides a useful baseline, but it is not necessarily predictive of the patterns that may occur in subsequent years. An examination of data from the second year of implementation certainly would provide a more complete understanding of how districts have utilized this opportunity.

Appendix A: Bulletin No. 13-02 Initiative 728 Reporting



SUPERINTENDENT OF PUBLIC INSTRUCTION

DR. TERRY BERGESON OLD CAPITOL BUILDING • PO BOX 47200 • OLYMPIA WA 98504-7200 <http://www.k12.wa.us>

January 30, 2002

(X) Action Required
() Informational

BULLETIN NO. 13-02 BUDGET AND SCHOOL BUSINESS SERVICES

TO: School District Superintendents
Educational Service District Superintendents

FROM: Dr. Terry Bergeson
State Superintendent Of Public Instruction

RE: Initiative 728 Reporting

Initiative 728 (I-728) required school districts to report I-728 expenditures and the impact of the expenditures to the Office of Superintendent of Public Instruction (OSPI) and the Accountability Commission (A+ Commission) at the end of each school year. In an effort to facilitate consistent and timely I-728 expenditure reporting, OSPI and the A+ Commission have created the attached reporting format for your use. This format is to be used for your district's report. The due date for submitting the 2001-2002 I-728 report will be November 1st, 2002. This will give districts time to use year-end expenditure information and it will give OSPI time to consolidate the reports into regional and statewide summaries for the legislature and Educational Service Districts prior to the legislative session.

Please provide clear and concise information when completing the section entitled "Detailed Explanation of Use and Impact of Funds". This section will be your opportunity to explain how your district used these funds to improve student performance based on existing state and local assessments. In addition, please ensure that the total line equals the amount allocated to your district. Send your district report to the following addresses:

Mr. Michael L. Bigelow, Associate Superintendent
Budget and School Business Services
PO Box 47200
Olympia, Washington 98504-7200

OSPI will provide a copy of your district's report to the A+ Commission. If you have any questions regarding this reporting form, please contact Mike Bigelow at 360-725-6111 or email at mbigelow@OSPI.wednet.edu.

**Reporting Format for I-728 School District Report to OSPI
and A+ Commission for 2001-2002 SY**

Student Achievement Revenues Received		
I-728 Expenditures:	Amount	<i>Detailed Explanation of Use and Impact of Funds</i>
K-4 Class size reduction		
5-12 Class size reduction		
Extended learning for students		
Professional development for educators		
Early assistance for pre-kindergarten children		
Facility improvements directly related to class size reductions		
Facility improvements directly related to extended learning opportunities		
Other		
Carryover to next year		
Total (should equal amount received)		
District Name:		
District Contact:		

Appendix B: Up-date on I-728 Student Achievement Funding

June 20, 2002

TO: ESD Fiscal Officers and Assistant Fiscal Officers
School District Business Managers

FM: Allen H. Jones, OSPI, School Apportionment and Financial Services

RE: UPDATE on I-728 Student Achievement Funding

Lottery revenues to the Student Achievement Fund are now estimated to be \$7.8 million below the \$47.7 million assumed in the 2002 supplemental budget adopted by the legislature. As a result, the Student Achievement allocation for the 2001-02 school year will be reduced from \$190.19 to \$181.94 per FTE student in the June apportionment payment.

Some additional Student Achievement funding may be provided in July or August after June lottery revenues are finalized.

We now better understand the perils of receiving K-12 funding from a dedicated fund. The allocation is limited not only by the appropriation, but by the revenues actually deposited in the fund.

The estimated 2002-03 school year Student Achievement allocation of \$219.84 per FTE student is unchanged.

Allen H. Jones

*Office of Superintendent of Public Instruction
Director, School Apportionment and Financial Services
(360) 725-6300 FAX (360) 664-3683 TTD (360) 664-3631
Internet: AJones@ospi.wednet.edu*

Appendix C: Summary of Statewide I-728 Expenditures by District

Appendix C: Summary of Statewide I-728 Expenditures by District*

District Name	County	ESD	% K-4 Class Size Reduction	% 5-12 Class Size Reduction	% Extended Learning	% Professional Development	% Early Assistance for Pre-K	% Facilities Improvement	% Other	% Carry Over
Aberdeen	Grays Harbor	113	0	0	17.9%	3.4%	5.6%	0	8.4%	64.7%
Adna	Lewis	113	0	69.6%	30.4%	0	0	0	0	0
Almira	Lincoln	101	0	31.2%	35.2%	28.8%	0	0	4.8%	0
Anacortes	Skagit	189	0	69.9%	18.6%	11.5%	0	0	0	0
Arlington	Snohomish	189	28.7%	12.1%	24.1%	12.6%	4.9%	0	0	17.6%
Asotin-Anatone	Asotin	123	45.5%	30.3%	7.3%	5.9%	0	0	0	11.0%
Auburn	King	121	28.8%	36.1%	22.4%	0	0	0	0	12.7%
Bainbridge Island	Kitsap	121	0	73.6%	24.9%	1.5%	0	0	0	0
Battle Ground	Clark	112	6.1%	0	0	15.0%	0	0	0	79.0%
Bellevue	King	121	54.7%	6.8%	2.9%	30.5%	0	0	0	5.1%
Bellingham	Whatcom	189	7.9%	43.0%	8.9%	14.3%	0	0.4%	0	25.5%
Benge	Adams	101	0	0	7.2%	3.5%	0	0	0	89.3%
Bethel	Pierce	121	39.6%	50.4%	10.0%	0	0	0	0	0
Bickleton	Klickitat	105	0	0	0	0	0	94.0%	0	6.0%
Blaine	Whatcom	189	62.1%	24.7%	0	13.2%	0	0	0	0
Boistfort	Lewis	113	100.0%	0	0	0	0	0	0	0
Bremerton	Kitsap	114	37.4%	0	11.2%	14.4%	4.2%	0	0.8%	32.1%
Brewster	Okanogan	171	13.6%	50.6%	7.4%	13.9%	1.4%	0	0	13.1%
Bridgeport	Douglas	171	0	0	51.7%	34.9%	0	0	0	13.4%
Brinnon	Jefferson	114	0	0	0	0	0	3.4%	15.1%	81.5%
Burlington-Edison	Skagit	189	0	58.3%	0	41.7%	0	0	0	0
Camas	Clark	112	12.4%	40.3%	13.7%	14.6%	0	0	6.6%	12.4%
Cape Flattery	Clallam	114	0	44.9%	6.1%	0	26.5%	0	0	22.5%
Carbonado	Pierce	121	98.5%	0	1.5%	0	0	0	0	0
Cascade	Chelan	171	47.3%	36.2%	0	12.7%	0	0	0	3.7%
Cashmere	Chelan	171	18.4%	49.6%	0.7%	8.1%	0	0	3.3%	19.9%
Castle Rock	Cowlitz	112	15.5%	57.0%	0	9.0%	0	0	0	18.5%
Centerville	Klickitat	112	93.1%	0	0	0	0	0	0	6.9%
Central Kitsap	Kitsap	114	0	39.7%	6.1%	10.7%	0	0.3%	0	43.3%
Central Valley	Spokane	101	13.2%	45.8%	31.8%	4.2%	0	0	5.0%	0
Centralia	Lewis	113	0	0	59.0%	11.7%	0	13.1%	0	16.2%
Chehalis	Lewis	113	44.5%	12.9%	8.7%	10.2%	0	23.7%	0	0
Cheney	Spokane	101	47.3%	0	9.1%	10.6%	0	0	0	32.9%
Chewelah	Stevens	101	15.3%	48.2%	0	5.3%	0	0	0	31.2%
Chimacum	Jefferson	114	16.0%	64.9%	0	11.5%	0	0	4.6%	3.0%
Clarkston	Asotin	123	3.6%	22.9%	54.9%	9.5%	0.4%	8.7%	0	0

Appendix C: Summary of Statewide I-728 Expenditures by District*

District Name	County	ESD	% K-4 Class Size Reduction	% 5-12 Class Size Reduction	% Extended Learning	% Professional Development	% Early Assistance for Pre-K	% Facilities Improvement	% Other	% Carry Over
Cle Elum-Roslyn	Kittitas	105	12.3%	22.7%	33.6%	15.6%	0	0	15.8%	0
Clover Park	Pierce	121	4.2%	4.0%	0	91.8%	0	0	0	0.0%
Colfax	Whitman	101	26.6%	39.7%	6.1%	5.3%	0	0	0	22.3%
College Place	Walla Walla	123	9.6%	28.7%	18.5%	22.6%	20.7%	0	0	0
Colton	Whitman	101	42.2%	0	27.4%	8.0%	21.4%	0	0	1.1%
Columbia	Walla Walla	123	24.0%	34.3%	1.5%	23.1%	0	0	0	17.1%
Columbia (Walla Walla)	Stevens	101	11.3%	74.4%	0	14.3%	0	0	0	0
Colville	Stevens	101	0	0	88.0%	12.0%	0	0	0	0
Concrete	Skagit	189	31.5%	47.0%	0	0	0	0	21.5%	0
Conway	Skagit	189	58.4%	41.2%	0	0	0	0	0.4%	0
Cosmopolis	Grays Harbor	113	0	0	72.1%	24.0%	0	0	0	3.9%
Coulee-Hartline	Grant	171	0	19.9%	26.9%	18.8%	0	0	28.0%	6.4%
Coupeville	Island	189	31.1%	0	21.5%	27.3%	0	0	0	20.1%
Crescent	Clallam	114	0	0	16.5%	28.0%	18.2%	0	0	37.3%
Creston	Lincoln	101	50.0%	50.0%	0	0	0	0	0	0
Curlew	Ferry	101	15.4%	74.7%	0	9.9%	0	0	0	0
Cusick	Pend Oreille	101	61.3%	0	15.0%	11.9%	0	0	0	11.8%
Damman	Kittitas	105	0	0	0	0	0	0	0	100.0%
Darrington	Snohomish	189	27.3%	72.7%	0	0	0	0	0	0
Davenport	Lincoln	101	27.4%	60.7%	0	9.1%	0	0	0	2.8%
Dayton	Columbia	123	2.8%	61.6%	2.8%	10.4%	2.5%	0	19.9%	0
Deer Park	Spokane	101	12.3%	16.1%	14.5%	30.4%	0	16.0%	0	10.7%
Dieringer	Pierce	121	54.0%	37.6%	0	7.5%	0	0	0	0.9%
Dixie	Walla Walla	123	100.0%	0	0	0	0	0	0	0
East Valley Spokane	Spokane	101	25.4%	33.2%	8.5%	20.0%	3.1%	2.3%	0.2%	7.1%
East Valley Yakima	Yakima	105	14.0%	33.2%	12.2%	28.2%	0	0	0	12.4%
Eastmont	Douglas	171	19.3%	6.0%	6.6%	14.3%	0	22.8%	19.4%	11.6%
Easton	Kittitas	105	47.2%	0	0	0	0	0	0	52.8%
Eatonville	Pierce	121	6.4%	45.3%	18.1%	6.9%	0	0	5.4%	18.0%
Edmonds	Snohomish	189	20.5%	47.5%	2.4%	16.4%	0	0	0	13.2%
Ellensburg	Kittitas	105	0	3.1%	41.3%	3.9%	0	51.7%	0	0
Elma	Grays Harbor	113	0	0	4.5%	6.6%	0	0	0	88.9%
Endicott	Whitman	101	0	0	100.0%	0	0	0	0	0

Appendix C: Summary of Statewide I-728 Expenditures by District*

District Name	County	ESD	% K-4 Class Size Reduction	% 5-12 Class Size Reduction	% Extended Learning	% Professional Development	% Early Assistance for Pre-K	% Facilities Improvement	% Other	% Carry Over
Entiat	Chelan	171	0	0	50.8%	24.7%	0	0	0	24.5%
Enumclaw	King	121	0	0	17.3%	6.9%	0	0	0	75.8%
Ephrata	Grant	171	25.1%	54.1%	9.4%	7.4%	0	0	0	4.0%
Evaline	Lewis	113	0	0	27.9%	2.2%	0	0	55.5%	14.3%
Everett	Snohomish	189	34.4%	15.3%	0	30.1%	0	0	0	20.2%
Evergreen - Clark	Clark	112	14.1%	48.5%	16.3%	10.4%	0	0	0	10.7%
Evergreen-Stevens	Stevens	101	100.0%	0	0.0%	0	0	0	0	0
Federal Way	King	121	40.1%	25.0%	14.0%	5.9%	0.5%	0	0	14.5%
Ferndale	Whatcom	189	26.6%	55.3%	0	7.3%	0	0	0	10.8%
Fife	Pierce	121	16.6%	67.8%	0	15.6%	0	0	0	0
Finley	Benton	123	0	100.0%	0	0.0%	0	0	0	0
Franklin Pierce	Pierce	121	32.4%	34.3%	13.9%	16.6%	2.7%	0	0	0
Freeman	Spokane	101	7.9%	14.9%	14.9%	0	0	62.3%	0	0
Garfield	Whitman	101	73.5%	0	0	0	0	0	0	26.5%
Glenwood	Klickitat	112	0	100.0%	0	0	0	0	0	0
Goldendale	Klickitat	105	43.4%	28.5%	0	21.0%	0	0	0	7.1%
Grand Coulee Dam	Grant	171	100.0%	0	0	0	0	0	0	0
Grandview	Yakima	105	13.0%	11.6%	20.4%	14.3%	7.3%	19.6%	11.6%	2.2%
Granger	Yakima	105	0	34.3%	5.7%	1.8%	0	28.4%	7.5%	22.3%
Granite Falls	Snohomish	189	10.0%	50.2%	16.2%	10.6%	0	0	0	12.9%
Grapeview	Mason	113	0	0	40.0%	6.1%	0	0	0	53.9%
Great Northern	Spokane	101	0	0	37.8%	32.6%	0	0	0	29.6%
Green Mountain	Clark	112	54.2%	0	37.0%	0	0	0	0	8.8%
Griffin	Thurston	113	53.8%	21.2%	0	0.8%	0	0	3.7%	20.4%
Harrington	Lincoln	101	0	0	11.1%	69.4%	19.4%	0	0	0
Highland	Yakima	105	20.7%	19.3%	8.5%	51.6%	0	0	0	0
Highline	King	121	14.1%	21.2%	17.2%	16.9%	0	7.4%	1.7%	21.4%
Hockinson	Clark	112	0	38.5%	2.1%	0	0	0.0%	0.6%	58.7%
Hood Canal	Mason	113	0	0	28.5%	14.9%	0	0	0	56.6%
Hoquiam	Grays Harbor	113	0	55.4%	16.0%	22.1%	0	0	6.6%	0
Inchelium	Ferry	101	5.3%	94.7%	0	0	0	0	0	0
Index	Snohomish	189	0	0	0	0	0	100.0%	0	0
Issaquah	King	121	61.3%	27.6%	3.7%	7.4%	0	0	0	0
Kahlotus	Franklin	123	0	14.6%	8.5%	0	76.8%	0	0	0

Appendix C: Summary of Statewide I-728 Expenditures by District*

District Name	County	ESD	% K-4 Class Size Reduction	% 5-12 Class Size Reduction	% Extended Learning	% Professional Development	% Early Assistance for Pre-K	% Facilities Improvement	% Other	% Carry Over
Kalama	Cowlitz	112	41.5%	45.7%	8.4%	1.3%	0	0	0.9%	2.2%
Keller	Ferry	101	0	0	100.0%	0	0	0	0	0
Kelso	Cowlitz	112	66.2%	9.0%	0	0	0	24.9%	0	0
Kennewick	Benton	123	52.3%	27.1%	3.2%	12.7%	4.7%	0	0	0
Kent	King	121	42.0%	6.1%	28.5%	21.7%	0	0	0	1.6%
Kettle Falls	Stevens	101	22.2%	67.9%	0	10.0%	0	0	0	0
Kiona-Benton	Benton	123	8.3%	34.4%	4.4%	2.1%	0	0	0	50.8%
Kittitas	Kittitas	105	0	0	0	0	0	0	0	100.0%
Klickitat	Klickitat	112	16.6%	83.4%	0	0	0	0	0	0
La Center	Clark	112	13.6%	47.7%	0	0	0	0	0	38.7%
La Conner	Skagit	189	100.0%	0	0	0	0	0	0	0
LaCrosse	Whitman	101	0	0	67.4%	24.9%	7.0%	0	0.7%	0
Lake Chelan	Chelan	171	11.3%	11.3%	11.3%	22.1%	0	0	0	44.1%
Lake Stevens	Snohomish	189	25.0%	29.5%	0	8.5%	0	32.3%	0	4.7%
Lake Washington	King	121	43.2%	10.7%	0	19.9%	12.2%	0	0	14.0%
Lakewood	Snohomish	189	0	2.3%	18.3%	0.2%	0	0	0	79.1%
Lamont	Whitman	101	77.3%	0	22.7%	0	0	0	0	0
Liberty	Spokane	101	47.8%	0	0	20.8%	0	0	0	31.4%
Lind	Adams	101	0	13.0%	31.9%	0	55.1%	0	0	0
Longview	Cowlitz	112	22.6%	8.5%	10.6%	9.1%	0.9%	0.1%	0	48.1%
Loon Lake	Stevens	101	100.0%	0.0%	0	0	0	0	0	0
Lopez Island	San Juan	189	100.0%	0.0%	0	0	0	0	0	0
Lyle	Klickitat	112	42.7%	28.4%	6.7%	0	0	0	0	22.2%
Lynden	Whatcom	189	24.9%	22.5%	1.2%	16.1%	0	0	0	35.2%
Mabton	Yakima	105	0	38.2%	0	21.6%	12.7%	0	27.5%	0
Mansfield	Douglas	171	0	0	0	83.8%	0	16.2%	0	0
Manson	Chelan	171	0	27.2%	15.6%	57.2%	0	0	0	0
Mary M. Knight	Mason	113	17.0%	17.0%	20.3%	16.3%	0	29.3%	0	0
Mary Walker	Stevens	101	83.4%	16.6%	0	0	0	0	0	0
Marysville	Snohomish	189	4.3%	11.4%	32.1%	4.8%	0.1%	16.9%	11.0%	19.4%
McCleary	Grays Harbor	113	92.1%	0	7.9%	0	0	0	0	0
Mead	Spokane	101	5.4%	60.4%	0	24.3%	0	0	9.9%	0
Medical Lake	Spokane	101	41.0%	5.1%	21.7%	14.0%	0	0	0	18.3%
Mercer Island	King	121	27.9%	26.1%	0	22.3%	0	11.1%	0	12.5%
Meridian SD	Whatcom	189	0	6.6%	24.1%	17.4%	26.6%	0	0	25.4%
Methow Valley	Okanogan	171	23.9%	72.0%	0	0	0	0	4.1%	0

Appendix C: Summary of Statewide I-728 Expenditures by District*

District Name	County	ESD	% K-4 Class Size Reduction	% 5-12 Class Size Reduction	% Extended Learning	% Professional Development	% Early Assistance for Pre-K	% Facilities Improvement	% Other	% Carry Over
Mill A	Skamania	112	51.7%	48.3%	0	0	0	0	0	0
Monroe	Snohomish	189	1.5%	41.4%	6.7%	23.3%	0	12.3%	0.2%	14.5%
Montesano	Grays Harbor	113	54.5%	33.8%	0	3.8%	0	0	0	7.9%
Morton	Lewis	113	100.0%	0	0	0	0	0	0	0
Moses Lake	Grant	171	33.8%	20.4%	13.3%	0	0	22.2%	0	10.1%
Mossyrock	Lewis	113	0	0	18.1%	20.4%	0	0	60.5%	1.0%
Mount Pleasant	Skamania	112	100.0%	0	0	0	0	0	0	0
Mount Adams	Yakima	105	9.2%	19.2%	62.9%	1.1%	0	0	0	7.6%
Mount Baker	Whatcom	189	22.7%	0.6%	5.0%	9.0%	0	11.2%	0	51.6%
Mount Vernon	Skagit	189	24.5%	33.5%	4.1%	11.2%	0	0	5.0%	21.8%
Mukilteo	Snohomish	189	28.0%	24.1%	24.3%	23.7%	0	0	0	0
Naches Valley	Yakima	105	0	12.9%	27.6%	11.4%	0	23.4%	0	24.7%
Napavine	Lewis	113	30.8%	44.6%	0	10.0%	0	0	0	14.5%
Naselle-Gray River Valley	Pacific	112	76.8%	23.2%	0	0	0	0	0	0
Nespelem	Okanogan	171	76.8%	0	0	23.2%	0	0	0	0
Newport	Pend Oreille	101	0	65.0%	25.0%	10.0%	0	0	0	0
Nine Mile Falls	Spokane	101	31.2%	22.9%	5.5%	0	0	3.4%	5.1%	31.8%
Nooksack	Whatcom	189	38.0%	35.5%	0	0	0	0	0	26.4%
North Beach	Grays Harbor	113	0.8%	0	73.2%	0	0	20.3%	0	5.8%
North Franklin	Franklin	123	0	12.1%	11.4%	22.5%	0	15.3%	3.6%	35.0%
North Kitsap	Kitsap	114	37.5%	29.8%	7.0%	10.9%	6.1%	0	0	8.7%
North Mason	Mason	114	12.0%	48.9%	2.1%	9.0%	0	0	0	28.1%
North River	Pacific	113	0	0	0	100.0%	0	0	0	0
North Thurston	Thurston	113	49.8%	37.4%	12.8%	0	0	0	0	0
Northport	Stevens	101	0	100.0%	0	0	0	0	0	0
Northshore	King	121	29.1%	28.3%	7.0%	17.3%	1.1%	0	0	17.1%
Oak Harbor	Island	189	52.3%	21.2%	1.2%	11.5%	0	0	13.7%	0
Oakesdale	Whitman	101	0	100.0%	0	0	0	0	0	0
Oakville	Grays Harbor	113	64.5%	0	0	0	0	0	0	35.5%
Ocean Beach	Pacific	112	0	98.2%	0	0.7%	0	0	1.1%	0
Ocosta	Grays Harbor	113	54.6%	0	0	0.3%	0	0	0	45.1%
Odessa	Lincoln	101	39.2%	0	24.9%	19.2%	2.9%	0	0	13.8%
Okanogan	Okanogan	171	21.2%	78.8%	0	0	0	0	0	0
Olympia	Thurston	113	56.9%	37.4%	3.4%	2.2%	0	0	0	0
Omak	Okanogan	171	43.6%	23.1%	0	0	10.4%	0	7.7%	15.1%

Appendix C: Summary of Statewide I-728 Expenditures by District*

District Name	County	ESD	% K-4 Class Size Reduction	% 5-12 Class Size Reduction	% Extended Learning	% Professional Development	% Early Assistance for Pre-K	% Facilities Improvement	% Other	% Carry Over
Onalaska	Lewis	113	0	0	100.0%	0	0	0	0	0
Onion Creek	Stevens	101	72.6%	0	18.9%	8.4%	0	0	0	0.1%
Orcas Island	San Juan	189	45.5%	29.6%	0	0	0	0	24.9%	0
Orchard Prarie	Spokane	101	75.0%	25.0%	0	0	0	0	0	0
Orient	Ferry	101	0	55.8%	28.4%	11.4%	0	0	0	4.4%
Orondo	Douglas	171	52.6%	0	0	0	47.4%	0	0	0
Oroville	Okanogan	171	70.1%	14.8%	0	6.0%	0	0	0	9.2%
Orting	Pierce	121	0	42.7%	3.6%	17.1%	0	0	0.4%	36.3%
Othello	Adams	123	8.7%	23.2%	0.4%	0	0	54.1%	11.0%	2.6%
Palisades	Douglas	171	0	0	76.5%	0	0	0	0	23.5%
Palouse	Whitman	101	0	8.2%	38.9%	4.7%	20.5%	0	1.6%	26.1%
Pasco	Franklin	123	15.3%	0	34.5%	0	0	39.5%	0	10.7%
Pateros	Okanogan	171	97.3%	0	0	0	0	1.7%	0	1.0%
Paterson	Benton	123	0	0	100.0%	0	0	0	0	0
Pe Ell	Lewis	113	0	14.2%	0	0	0	0	0	85.8%
Peninsula	Pierce	121	30.0%	20.4%	7.2%	3.1%	0.1%	9.6%	0	29.6%
Pioneer	Mason	113	100.0%	0	0	0	0	0	0	0
Pomeroy	Garfield	123	6.0%	24.3%	3.3%	6.8%	0	0	4.6%	55.0%
Port Angeles	Clallam	114	0	97.3%	0	2.7%	0	0	0	0
Port Townsend	Jefferson	114	33.4%	17.1%	26.8%	0	0	14.8%	3.3%	4.6%
Prescott	Walla Walla	123	62.0%	0	16.1%	22.0%	0	0	0	0
Prosser	Benton	123	42.5%	8.7%	13.3%	31.4%	0.0%	0	0.1%	3.9%
Pullman	Whitman	101	16.1%	76.1%	2.6%	1.4%	0	0	0.9%	3.0%
Puyallup	Pierce	121	19.7%	8.9%	8.7%	22.3%	0	0	7.3%	33.1%
Queets-Clearwater	Jefferson	114	0	0	100.0%	0	0	0	0	0
Quilcene	Jefferson	114	73.7%	0	0	0.9%	6.4%	0	0	19.0%
Quillayute Valley	Clallam	114	29.5%	62.6%	0	6.9%	0	0	0	1.0%
Quinault Lake	Grays Harbor	113	63.0%	31.1%	0	5.9%	0	0	0	0
Quincy	Grant	171	44.4%	24.5%	4.6%	6.3%	0	0	0	20.3%
Rainier	Thurston	113	32.4%	22.4%	0	45.2%	0	0	0	0
Raymond	Pacific	113	0	0	84.2%	11.9%	3.9%	0	0	0
Reardan-Edwall	Lincoln	101	0	57.1%	0	27.1%	0	0	0	15.8%
Renton	King	121	39.7%	20.4%	18.9%	20.3%	0	0.7%	0	0
Republic	Ferry	101	4.8%	64.9%	7.3%	11.4%	0	0	0	11.6%
Richland	Benton	123	23.5%	27.0%	36.6%	4.3%	0	0	0	8.6%

Appendix C: Summary of Statewide I-728 Expenditures by District*

District Name	County	ESD	% K-4 Class Size Reduction	% 5-12 Class Size Reduction	% Extended Learning	% Professional Development	% Early Assistance for Pre-K	% Facilities Improvement	% Other	% Carry Over
Ridgefield	Clark	112	10.9%	21.8%	45.4%	1.0%	20.6%	0	0	0.4%
Ritzville	Adams	101	0	0	37.3%	4.3%	28.5%	0	0	29.9%
Riverside	Spokane	101	0	50.1%	23.9%	19.9%	0	0	0	6.2%
Riverview	King	121	0	15.4%	0	22.6%	0	0	23.4%	38.6%
Rochester	Thurston	113	52.3%	24.3%	1.8%	4.1%	0	0	0	17.6%
Roosevelt	Klickitat	112	0	0	0	100.0%	0	0	0	0
Rosalia	Whitman	101	44.6%	13.5%	42.0%	0	0	0	0	0
Royal	Grant	105	25.1%	0	0	0	0	74.9%	0	0
San Juan Island	San Juan	189	23.4%	29.9%	11.6%	31.4%	0	0	0	3.7%
Satsop	Grays Harbor	113	0	0	1.7%	6.4%	0	0	0	91.9%
Seattle	King	121	29.5%	39.2%	1.6%	5.0%	0.2%	0.4%	2.0%	22.3%
Sedro-Woolley	Skagit	189	29.5%	31.0%	17.0%	20.6%	0	1.4%	0	0.6%
Selah	Yakima	105	0	21.5%	9.1%	33.0%	0	0	13.4%	23.1%
Selkirk	Pend Oreille	101	61.0%	39.0%	0	0	0	0	0	0
Sequim	Clallam	114	11.4%	11.7%	3.4%	0	0	0	0	73.5%
Shaw Island	San Juan	189	0	0	83.7%	16.3%	0	0	0	0
Shelton	Mason	113	12.8%	21.0%	10.6%	31.2%	18.5%	0	0	5.9%
Shoreline	King	121	25.4%	8.5%	0	3.3%	2.1%	0	0	60.7%
Skamania	Skamania	112	22.4%	22.4%	47.4%	0	0	0	0	7.9%
Skykomish	King	121	0	0	45.3%	0	0	0	0	54.7%
Snohomish	Snohomish	189	0	71.3%	7.0%	10.2%	0	0	1.2%	10.3%
Snoqualmie	King	121	0	0	0	0	0	0	0	100.0%
Soap Lake	Grant	171	0	100.0%	0	0	0	0	0	0
South Bend	Pacific	113	44.3%	0	9.0%	0.5%	13.9%	25.5%	0	6.7%
South Kitsap	Kitsap	114	0	60.8%	17.2%	12.4%	0	0	0	9.6%
South Whidbey	Island	189	57.1%	41.7%	0	1.0%	0	0	0	0.2%
Southside	Mason	113	100.0%	0	0	0	0	0	0	0
Spokane	Spokane	101	31.4%	38.1%	0	0.4%	0	0	9.9%	20.3%
Sprague	Lincoln	101	87.7%	0	12.3%	0	0	0	0	0
St. John	Whitman	101	0	0	100.0%	0	0	0	0	0
Stanwood	Snohomish	189	3.2%	82.4%	0	3.7%	0	7.8%	3.0%	0
Star	Franklin	123	0	0	0	100.0%	0	0	0	0
Starbuck	Columbia	123	0	0	100.0%	0	0	0	0	0
Steilacoom	Pierce	121	33.5%	28.6%	22.2%	8.9%	6.9%	0	0	0
Steptoe	Whitman	101	0	0	23.0%	0	77.0%	0	0	0

Appendix C: Summary of Statewide I-728 Expenditures by District*

District Name	County	ESD	% K-4 Class Size Reduction	% 5-12 Class Size Reduction	% Extended Learning	% Professional Development	% Early Assistance for Pre-K	% Facilities Improvement	% Other	% Carry Over
Stevenson-Carson	Skamania	112	55.0%	18.1%	10.2%	0	10.1%	0	0	6.7%
Sultan	Snohomish	189	52.2%	24.1%	5.5%	18.2%	0	0	0	0
Summit	Stevens	101	0	0	0	2.0%	0	0	0	98.0%
Sumner	Pierce	121	9.2%	0	22.5%	66.8%	0	0	0	1.5%
Sunnyside	Yakima	105	7.2%	38.4%	4.4%	14.8%	0	17.4%	10.4%	7.3%
Tacoma	Pierce	121	17.4%	29.0%	5.9%	40.1%	0	0	4.9%	2.7%
Taholah	Grays Harbor	113	0	0	100.0%	0	0	0	0	0
Tahoma	King	121	38.2%	42.4%	6.7%	12.7%	0	0	0	0
Tekoa	Whitman	101	0	42.7%	46.1%	11.2%	0	0	0	0
Tenino	Thurston	113	8.0%	63.2%	16.7%	3.3%	0	0	0	8.8%
Thorp	Kittitas	105	83.6%	0	1.6%	9.7%	0	0	5.1%	0
Toledo	Lewis	113	0	80.9%	13.4%	5.7%	0	0	0	0
Tonasket	Okanogan	171	34.6%	0	0	21.6%	0	0	0	43.8%
Toppenish	Yakima	105	9.0%	81.4%	2.5%	0.7%	0	0.8%	5.6%	0
Touchet	Walla Walla	123	0	76.2%	23.8%	0	0	0	0	0
Toutle Lake	Cowlitz	112	0	58.5%	20.9%	20.6%	0	0	0	0
Trout Lake	Klickitat	112	0	0	86.1%	0	0.4%	0	0	13.5%
Tukwila	King	121	52.6%	23.3%	0	12.1%	0	0	7.7%	4.3%
Tumwater	Thurston	113	21.8%	50.1%	10.4%	11.8%	0	0	0	5.9%
Union Gap	Yakima	105	62.6%	12.5%	22.1%	2.8%	0	0	0	0
University Place	Pierce	121	19.3%	25.3%	17.7%	10.3%	0	8.8%	0	18.6%
Vader	Lewis	113	84.0%	16.0%	0	0	0	0	0	0
Valley	Stevens	101	24.1%	16.1%	0	5.5%	0	43.8%	6.8%	3.7%
Vancouver	Clark	112	33.9%	26.2%	17.2%	17.8%	1.8%	3.2%	0	0
Vashon Island	King	121	0	65.0%	1.3%	10.2%	10.1%	0	0	13.4%
Wahkiakum	Wahkiakum	112	64.8%	33.7%	0	0	0	0	0	1.5%
Wahluke	Grant	105	13.0%	10.1%	0	0	0	77.0%	0	0
Waitsburg	Walla Walla	123	43.5%	34.2%	8.3%	10.7%	0	0	0.9%	2.6%
Walla Walla	Walla Walla	123	42.3%	8.7%	17.4%	17.5%	0	0	0	14.2%
Wapato	Yakima	105	0	0	17.0%	32.2%	0	0	0	50.8%
Warden	Grant	171	40.2%	34.7%	20.7%	0	0	0	4.4%	0
Washougal	Clark	112	4.2%	27.9%	32.7%	35.1%	0	0	0	0
Washtucna	Adams	101	0	0	2.6%	5.0%	82.1%	0	10.3%	0
Waterville	Douglas	171	0	0	0	0	0	17.0%	3.1%	79.9%
Wellpinit	Stevens	101	88.2%	0	0	11.8%	0	0	0	0

Appendix C: Summary of Statewide I-728 Expenditures by District*

District Name	County	ESD	% K-4 Class Size Reduction	% 5-12 Class Size Reduction	% Extended Learning	% Professional Development	% Early Assistance for Pre-K	% Facilities Improvement	% Other	% Carry Over
Wenatchee	Chelan	171	5.7%	31.0%	10.6%	35.1%	0	0.3%	17.3%	0
West Valley (Yakima)	Yakima	105	22.7%	41.3%	12.6%	12.0%	8.9%	2.5%	0	0
West Valley Spokane	Spokane	101	42.3%	36.8%	19.2%	0	0	1.7%	0	0
White Pass	Lewis	113	84.8%	0	0	6.5%	0	0	0	8.7%
White River	Pierce	121	5.0%	0	14.8%	9.9%	0	0	0	70.3%
White Salmon Valley	Klickitat	112	0	53.2%	5.7%	14.7%	15.9%	0	0	10.4%
Wilbur	Lincoln	101	0	100.0%	0	0	0	0	0	0
Willapa Valley	Pacific	113	43.8%	0	0	0	31.6%	0	0	24.7%
Wilson Creek	Grant	171	38.3%	38.3%	0	0	23.3%	0	0	0
Winlock	Lewis	113	2.6%	64.1%	4.9%	16.0%	0	0	0	12.4%
Wishkah	Grays Harbor	113	0	0	4.3%	67.5%	0	0	0	28.2%
Wishram	Klickitat	112	0	0	100.0%	0	0	0	0	0
Woodland	Cowlitz	112	19.1%	75.1%	5.8%	0	0	0	0	0
Yakima	Yakima	105	0	0	41.4%	12.2%	0.9%	45.4%	0	0.0%
Yelm	Thurston	113	30.3%	9.2%	5.0%	1.6%	0	28.8%	9.8%	15.2%
Zillah	Yakima	105	0	38.5%	3.3%	20.0%	0	38.2%	0	0

*It should be noted that the data provided represent unaudited I-728 expenditures.

Appendix D: Descriptions of Case Study Districts (A-I)

District A: Long-Term Planning for Full-Day Kindergarten.

District A has been impacted in recent years by a depressed local economy and increasing student mobility. The district serves a growing number of limited English-speaking students.

District A decided to use the bulk of I-728 funds to offer full-day kindergarten in all six of its elementary schools. However, in order to create a sustainable program, the district decided to put aside more than half of the monies received in the first year for implementation of the program in the 2002-03 year. District A did worry about the public perception of carrying over a substantial portion of I-728 money into the second year, but they also found considerable community support for the full-day kindergarten program.

Additionally, in the first year of I-728 funding, nearly 30% of the district's appropriation was used for after-school tutorial programs for struggling students at the secondary level. Summer school was offered at the middle and high schools for students having difficulty with core subjects. Nearly five percent of the funding was used for professional development for educators, and five percent for enhancement of early childhood programs for preschool students. The district had projected that by saving the I-728 funds from the first year and combining them with the second year's allocation, they would be able to fund all-day kindergarten for at least three years.

The district had considered other options for use of I-728 funding such as reducing class-size district-wide, but district administrators indicated, "It would mean a half teacher per building if we were lucky, or calculating [a reduction of] 1.2 kids per class. It didn't feel like a significant change in improving learning." Given space in current facilities, the district ran into the problem of where to put additional teachers. The district concluded that wholesale class-size reduction was not a viable option.

One of the reasons District A chose to invest the resources primarily at the kindergarten level was due to the belief that early intervention would pay the biggest dividends and because they were currently piloting a program for full-day kindergarten in several schools. The district reported a high degree of success with the pilot programs, with the greatest area of achievement seen among non-English-language learners. In the past, the three schools in the district that offered full-day kindergarten had used a combination of federal money and miscellaneous grant funds. The first full-day kindergarten cohort was now in third grade and these schools were collecting their own data on student learning. The district planned to document student achievement with students in the all-day kindergarten program over the next five years to

determine whether student gains could be sustained over time. If evidence from the full-day kindergarten program showed enhanced student performance, the district indicated that they would try to keep the program going with local levy dollars or grants or other sources of funding, even if I-728 monies were no longer available.

District officials indicated that it was difficult to plan for the use of I-728 because of the uncertainty of funding. They felt they were fortunate to have planned carry-over from the first year. As in many districts where multiple funding streams are used to support programs and staff, the district indicated that I-728 monies have not meshed as well because of their restricted uses.

District B: Focusing on Early Learning and Prevention.

District B is located in a predominantly working class city where residents typically have low to mid-level incomes. In District B, data showed that the achievement of kindergarteners was low. According to a literacy skills measurement, fewer than 8% were ready for the learning expectations of first grade. Since the board had already established a goal for all students to attain literacy by third grade, district staff was highly concerned by the current skills measurement data.

The funds generated by I-728 allowed the district to act on their concerns about school readiness. The district developed a long term plan that allocated roughly two-thirds of I-728 funds on initiatives in the pre-K through 2nd grades (5% for pre-K; 40% for K-2 class size reduction; and 15% for professional development regarding early learning). A blend of I-728 and Title I funds enabled the hiring of one half-time specialized teacher at each elementary school to mentor pre-K teachers who are not employees of the district. Head Start teachers work in partnership with other kindergarten and first grade teachers to create curricula. In District B, at least one Head Start program feeds into each elementary school. I-728 funds also enabled an early child care and education group to meet monthly to evaluate curriculum materials for the district. This committee of curriculum development specialists assessed the literacy of students and selected low-performing students for participation in full day/every day kindergarten. Of the 409 students entering kindergarten in the fall of 2001, the district was able to serve 270 in full day programs. I-728 funds hired fourteen early education teachers in District B during 2001-2002, but the majority of expenditures that year involved professional development in the form of specialized teachers and improving assessments of curricula and student learning.

District B created an I-728 advisory board which involved members of the district staff and community who would serve for four years. Initially parents and teachers assumed that the primary purpose of I-728 was to reduce class size. However, the I-728 advisory board convinced the school board – with statistics on preschool achievement in the district – that the focus should be on pre-K education and the early grades. Wholesale class size reduction seemed extremely expensive; the process would involve new hires, new facility solutions, and new professional development opportunities to maximize the educational benefit of smaller class sizes. While District B did reduce class size, they targeted students before elementary school for literacy education. This approach was considered more effective and feasible for reaching the district’s literacy goal.

The advisory board hosted scholars and authors who educated them (and community members) on current research in professional development, pre-K assistance, class size reduction, and other topics included in the Initiative. They created task forces to evaluate and improve the progress of high-priority issues, and a protocol for evaluating their own effectiveness.

The district experienced significant interest from the public at school board meetings regarding how the I-728 money would be spent. Once the data on pre-K literacy emerged, most community members agreed that focusing funds on early childhood education and early literacy would be most beneficial for the district, although many still expressed concern that more money wasn’t spent on class size reduction. Some concerns emerged about the exclusive focus on early education, but the school board and the leadership from the teachers’ association fully supported the district’s choices.

District C: Conflicting Expectations of I-728.

District C is located in an agricultural area of the state and serves an ever-growing number of English language learners. A 25-member citizen’s council facilitates communication between the schools, the school board, the district office, and community members. This council developed recommendations for the school board’s consideration of I-728 allocations. Recent approval of a local levy enabled the district to pay cost of living allowances to all teachers not covered by I-732.

The council deliberated over the best possible use of I-728 funds and suggested that they focus their efforts on class size reduction. Preschool and after school enrichment programs came up as potential recipients of funding, but some outside community resources already existed for these programs. There was some debate about the use of I-728 funds for class size reduction, since this

would require additional facilities that were not available. The council and district administration debated about the feasibility of hiring instructional assistants to reduce the student/teacher ratio rather than to create new classrooms. The school board decided that the funds be divided between class size reduction in grades 5-12 (50% of the total amount) and professional development.

Prior to the implementation of I-728, District C had an agenda for curriculum development in place, with emphasis on schools analyzing their own assessment data to inform improvement strategies. A large part of the I-728 money slotted for professional development went toward the hiring of two specialized teachers. These district-level teachers worked with multiple schools to help teachers plan curriculum and effective assessments according to new district benchmarks and state EALRs. The specialized teachers also created supplemental curriculum materials, as well as a WASL workshop for parents of fourth graders. Hiring a team of specialized teachers, particularly in the area of science, was discussed as a likely next step.

District D: Investing in a Range of Strategies.

District D is located near an urban center and has experienced rapid growth in student enrollment in recent years. When District D received I-728 funds, it allocated the money in a variety of ways to accommodate many interest groups. The bulk of the funds were spent on math specialists at the elementary level and class-size reduction at the secondary level.

While the district is relatively small, the growth has caused strains on their existing facilities. From 2000-01 to 2001-02, student enrollment increased by almost seven percent. However, the district chose not to spend I-728 monies on facilities. The district leadership had considered using any potential ramp-up of I-728 funds in 2004-2005 for further class-size reduction, staff training, and eventually all-day kindergarten.

District D's decision making process was initiated by a symposium of teachers and administrators who were encouraged to "dream big." During their proceedings, they reviewed research on the best uses of I-728 money. Consequently, the review led them to focus the funding on class-size reduction. A smaller group of administrators and teachers followed up the larger symposium and made specific recommendations to the board. Some debate occurred, with some parents and community groups advocating for 0-period electives at the high school level. The 0-period elective classes enable high school students to add a class in the early morning that would not otherwise fit into the

regular school day. Other suggestions, such as all-day kindergarten, were not enacted but were being considered for potential funding in future years.

Since the district used previous federal monies to reduce class sizes in the elementary grades, they focused on class size reduction on the secondary grades. However, District D also dispersed the funding for other uses. Class size reduction at the secondary level required a few new hires. The district also hired additional math specialists for the elementary grades and provided additional district-sponsored in-service days. Smaller amounts of money also were used for specialized programs that met needs expressed by staff and interested community members (e.g., an enrichment program implemented during midwinter break for struggling students and 0-period elective classes). District D also decided to use some I-728 funds to support summer school and to hire teachers to target basic skills in elementary grades. Despite overcrowding in schools, the district hesitated to use I-728 money for portables because of the cost.

The district is not confident that the proposed I-728 increases will occur in the future. They are hopeful that the legislature will, at least, maintain the current funding level for I-728. This perspective has caused them to be cautious about making firm plans for the coming years.

District E. Reducing Class Size and Enhancing Teacher Development.

District E is located in metropolitan area. This district has experienced a high degree of support from the local community for its educational programs as evidenced by regularly approved levies and bond issues.

Prior to the receipt of I-728 funds, District E initiated a selection process for the I-728 committee. District staff, teachers, school administrators, and community members were involved in choosing a diverse group to lead the planning process. A cross-section of the community met with experts to decide upon the most feasible and effective way to improve student achievement with I-728 funds. The committee benefited from formal presentations on the six allowable uses of I-728 money. Of the six options, class size reduction in the elementary grades received the most attention. Class size reduction, in the general opinion of the committee and district leadership, required extensive professional development for teachers to maximize the learning opportunities afforded by smaller classes. District E divided I-728 expenditures across all areas except facilities, but class size reduction remained a clear focus for the district. District leadership presented to the committee ways of improving student learning that are substantiated by available research and current district data. The extensive collaboration that ensued between the committee and district leadership, and

between the committee and the community rendered positive feelings about the potential for future initiatives.

Philosophical differences over how to best enhance the quality of education emerged during committee meetings, primarily regarding whether more money should be spent on mentoring teachers or reducing the teacher/student ratios at the elementary level. There was considerable controversy surrounding the purpose of the I-728 funding, and whether the initiative was intended more for class size reduction than for staff development. The collaboration between district leadership and committee members, as well as the frequent conversations around this issue, built considerable trust between the community and district leaders.

In 2001-02, District E spent I-728 funds to hire approximately twenty new teachers in the elementary grades, three specialized teachers (with the help of Teacher Assistance Program funds) who serve as mentors for 62 teachers district-wide, and to create eight model classrooms for teachers to observe innovative curricula and teaching practice. The district had no problem attracting new teachers for their class size reduction efforts. I-728 funds also enabled the district to initiate a junior high program for behavioral and academic support, a credit recovery program in the high schools, and a summer program to boost literacy for younger students. Of total district I-728 funds, about one-quarter went to K-4 class size reduction, one-fifth for 5-12 class size reduction, one-tenth for the junior high program, and the remaining funds for extended learning, the Mentor program, professional development of certificated staff, and early assistance for pre-kindergarten.

Should the funding persist, District E would continue with their course of action, involving collaboration between the committee and district leadership. The district would continue to evaluate their progress and target the growing class sizes of the junior high schools. In addition, the district would provide mentoring opportunities for veteran teachers. Should the funding disappear, the district would need to reduce their teaching force, and consequently increase class size.

District F: Serving Multiple Needs with Declining Enrollment.

In recent years District F has faced severe economic downturn due to a loss of industrial and agricultural facilities. As a result, the district has experienced declining student enrollments as families have left the community. Regional economic instability has made long-term planning difficult; consequently the I-

728 funding meant that the district did not have cut staff due to declining enrollments.

For a number of years prior to the passage of I-728, this district has guaranteed small class sizes for teaching staff and under contract, provided a variety of options should student numbers exceed the proscribed limit. Funding for student-teacher ratios has been maintained out of local levy dollars and other sources. However with the sagging economy, declining enrollments have threatened to create a situation of a reduction in force. Initiative 728 dollars in 2001-2002 enabled the district to maintain smaller class sizes and retain teachers. District officials reported that without the I-728 dollars, they would be in crisis.

The 728 initiative in this community was largely understood as a class-size reduction measure. However, school staff was quick to point out concerns such as, "Where will it do the most good?" and "Within the parameters of the initiative, what is the greatest need?" Several indicated that the process stimulated district-wide conversations for staff. Despite public forum and school board meetings, the district had difficulty drawing the community into a discussion of these issues. In the end, the superintendent asked individual building administrators to contact their site councils in order to encourage community participation.

The first year of the funding was used to retain teachers, maintain small class sizes and target staff toward specific student needs. Primarily the money was spent for K-3 staffing, preschool programs, and some targeted tutoring for 9th graders who have not performed well on the WASL. The money funded staff (0.77 FTE) to reach thirteen additional preschool students who were not being served by existing programs. The thirteen students were integrated with the Early Childhood Education and Assistance Program (ECEAP), and Special Education and private preschool (Co-op) programs. These students did not meet the low-income or disability criteria for other programs, but were considered at risk. The funding also provided 3 certificated FTE at the K-3 level to maintain class size without a reduction in staff during declining enrollment. At the high school, the funding provided 2 FTE in certificated staffing to support additional classes in their block-scheduling program. Building space was not a problem due to declining enrollments.

The district chose to support and enhance existing programs rather than to create new programs. Early childhood educators appear to have lobbied hard and won considerable support from the superintendent and the school board. The preschool director provided research on the benefits of early childhood education and district administrators reported they used class-size reduction literature to support their recommendations. While the district's elementary

principals favored expanded full-day kindergarten programs rather than increased enrollments in existing pre-school programs, there was agreement that the funding should go primarily to the lower grades and levels. There was some discussion regarding the intent of the initiative which was reflected in questions such as, "Can additional services from I-728 be limited to some students (low achievers) or does it have to be open to all students?"

The district reported several concerns with the I-728 funding. The superintendent and others noted that recruitment of staff was difficult given the uncertainty of the funding. Administrators were particularly concerned that decisions made by the legislature as late as May would severely impact staffing decisions and their ability to be competitive in hiring.

District G: Reducing Class Size at All Levels.

Dropping enrollments in District G, due to a declining birthrate and a flat economy, have meant that District G expects nearly 10% fewer students in the next five years, translating into fewer state dollars. This district has taxed itself at its maximum allowable amount, and levies have been well-supported by the community.

In recent years the district has purposefully put more money into instructional programs. District G has significantly reduced positions in its administrative office through retirement, attrition or allowing those with teaching certificates to become instructors. The district has also chosen to increase certificated staff while reducing support staff positions. This district has no difficulty filling teacher positions, with the exception of some shortages in the area of math.

The district reported that money from Initiative 728 was utilized to honor the intent of the voters. Eighty-five percent of I-728 resources were utilized to support teaching positions. Nearly 80 percent was allocated directly to the schools to reduce class size. The elementary schools received additional teachers with some receiving 1 FTE and some receiving 2 FTE. Each of the middle schools received up to 3.0 FTE additional teachers; and the comprehensive high schools each received 3 FTE teachers, with the alternative high school receiving 2 FTE.

At the elementary level in schools where additional classroom space was available, teachers were utilized to reduce class size at specific grade levels. In other elementary schools, additional teachers were utilized as primary or intermediate team teachers. These teachers work on a rotating basis with specific classrooms or grade levels in order to reduce class size for instruction in targeted academic areas. Initiative 728, the Better Schools funding and the Title VI

Federal Class Size Reduction grant have also allowed some schools which missed the cut-off for Title I assistance to hire additional certificated staff to reduce class size. At the secondary level, additional teachers were used either to reduce class size in language arts or mathematics content areas, or to reduce class size for students at risk of not meeting the state standards by creating specialized programs at the individual school. District-wide, the numbers reflect a drop in class size by approximately one student, but ratios vary across the district.

Another long-term goal for District G has been to provide additional support to staff. Ten mentor teachers, representing ten percent of District G's I-728 allocation, were hired for the second year of I-728 implementation to provide additional support to new or struggling teachers. Mentors have a case load of 8 teachers with whom they work. This program also has been partially funded out of the state's Teacher Assistance Program dollars.

While schools have been given the freedom to utilize the additional teachers in the manner in which the site teams have determined will best serve their student populations, the new teachers are required to work with students, either as a regular classroom teacher or in a team teaching model. In this way, the additional resources serve students by decreasing the teacher to student ratio, though not always by adding additional classrooms. Some parents, however, were disappointed that class-size wasn't impacted more with the teaming model, though they didn't want the district to put kids "in closets" when there wasn't adequate space.

In order to make recommendations to the community regarding the use of I-728 monies, a joint task force was formed, which consisted of district administration (including principals and other staff), school directors and members of the teachers' association. The task force quickly reached consensus on targeting the money for class size reduction and professional development. District officials emphasized that they sought to be true to how the initiative was sold to the public and in so doing retain voter confidence. Consequently they chose to invest heavily in class size reduction. Their second concern was professional development in order to improve the quality of teaching. The district chose not to spend money on extended day programs because those programs are presently funded out of Medicaid match monies.

District officials indicated that the I-728 mandate is problematic because it carries conditions that take away the flexibility needed to meet unique conditions in each district. The district reported that sometimes new funding actually makes budgeting more difficult by paying only direct costs while failing to cover support costs.

District H. Targeting Class-size Reduction and Professional Development.

District H is located in an urban community that has been impacted by an economic downturn. The district also serves an increasing number of immigrant students. In the first year of I-728 implementation, District H spent about a fifth of the funds on class-size reduction at the K-4 level, primarily to maintain lower class sizes at the first grade level in specific schools. The money went to those elementary schools that had the facilities to accommodate class size reduction with some priority given to the Title I schools. Nearly six percent of the funding was spent for an expanded full-day kindergarten program in schools targeted for improvement.

Nearly a third of the funding was spent on targeted class size reduction 5-12 to assist with implementation of a newly adopted interactive mathematics program. At the high school level, the district chose to invest in targeted class size reduction to assist in specific content areas: math, foreign language, and science. A small portion of the funding was used to support the opening of a new school, with a focus on visual and performing arts.

The largest portion of the funding, however, provided professional development and planning time for staff with the goal of improving student learning and alignment with state standards. In particular professional development was associated the implementation of a new 6-9 math adoption.

District H sought community and staff input on the use of I-728 monies by creating a call-in phone survey. While the response rate was generally low, a majority of the callers expressed support for class-size reduction at the K-4 level.

District H's strategy appeared to tie I-728 monies into existing programs rather than the implementation of new programs. While the district selected multiple uses for their I-728 funding, they did focus on particular types of schools and students, as well as content areas, while reserving a substantial portion for professional development.

District I: Providing Full-Day Kindergarten and Other Early Learning Investments.

District I is situated in an agricultural region. A sizeable number of its students come from families that are working class, and speak languages other than English at home. The community is generally supportive of school levies.

District I formed an I-728 committee, including representatives from district office, schools and the community. Their discussions and decisions were driven by current research and district data. Extended day learning was not considered an option for I-728 funds because the district had already received \$1 million for this purpose from a local levy. The district had recently concentrated its efforts on literacy among early elementary students because data showed that youth were not reading and writing at proficiency in the third grade in either English or their native language. Consequently, class size reduction in grades 5-12 was not a priority for the I-728 expenditures, and discussions focused around current research and professional judgment regarding improving early childhood literacy. The committee came to the conclusion that expenditures should center primarily on augmenting the kindergarten program and Birth-5 educational assistance.

Consideration of the factors described above resulted in a district decision to allocate about a tenth for professional development activities which had been funded under Better Schools; with most of the remaining funds split between creating 27 new all-day, every day kindergarten classes and summer academies for low-performing students; and eight portable classrooms. Roughly 1% was spent on Birth-5 educational assistance, namely, preschool.

The primary debate among the I-728 committee members centered on two issues: 1) the allocation of funds for kindergarten support, and 2) the future of preschool improvement. In the broader district and community, some concern was expressed that the I-728 money was not split evenly between kindergarten and preschool. Others requested that I-728 money left over from the kindergarten enhancement be used to augment all teachers' salaries, or at least reduce class sizes in grades 5-12.

The all-day, every day kindergarten classes were created first in elementary schools with ample space. The district purchased some portables to accommodate the remaining students. In 2002-2003, the district broadened their focus, sending all students to all-day, every day kindergarten.

Should I-728 funds persist, District I would implement more ongoing professional development to support the district's literacy focus.