

# **Educational System Capacity to Accommodate Increased Resources**

**Report to the Legislature**



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**January 2011**



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## Executive Summary

As codified in RCW 28A.300.172, the Superintendent of Public Instruction is required to biennially make determinations on the educational system's capacity to accommodate increased resources in relation to the elements in the prototypical funding allocation model.

The focus of this capacity report was on the areas where resource increases are prescribed in SHB 2776 for the 2011-13 biennium or where resources may be increased based on the proposed increase of the graduation requirements by the State Board of Education, to provide students the opportunity for 24 credits, as adopted in ESHB 2261.

We found:

- The K-12 education system has capacity for increased MSOC allocations as outlined in SHB 2776
- The K-12 education system has capacity to accommodate increased resources for pupil transportation as outlined in SHB 2776.
- The K-12 education system has significant capacity for increased resources to implement full-day kindergarten and K-3 class size reductions, but the State may need to consider options to address facility capacity issues in some districts.
- The K-12 education system has limited capacity to implement increased requirements, such as increased graduation requirements, without providing basic resources as envisioned in SHB 2776. The state should consider only implementing additional requirements once it has provided funds to meet the basic needs of districts for materials, supplies and operating costs, classified staffing levels and salary allocations, certificated staffing levels and allocations, and administrative staffing allocations.
  - Increased graduation requirements may require changes to individual school schedules or school district collective bargaining agreements. Implementation of proposed changes to graduation requirements should provide ample time for districts for local capacity to be ensured.
- The K-12 education system has data and data system capacity sufficient for policy makers to make determinations regarding resource allocations to the K-12 system. Specific attention should be given to increasing the availability of facility data and its coordination with other K-12 data and data systems.

## **I. Introduction**

The 2009 and 2010 sessions of the Washington State Legislature passed two historic K-12 education funding bills. Engrossed Substitute House Bill 2261 (2009) outlined a bold new system for state funding of basic education, and created the Quality Education Council to develop and implement it. Substitute House Bill 2776 (2010) authorized the first steps for implementation of the new funding system.

The Legislature envisioned implementation of the new funding system and additional funding to be phased-in beginning in the 2011-13 biennium through the 2018 school year. In order to understand the capacity of school districts to utilize the additional resources and implement the new system of basic education funding, the legislation called for a capacity report.

As codified in RCW 28A.300.172, the Superintendent of Public Instruction is required to biennially make determinations on the educational system's capacity to accommodate increased resources in relation to the elements in the prototypical funding allocation model. System capacity was defined to include:

- The ability of schools and districts to provide the capital facilities necessary;
- The ability to provide the staffing levels necessary to support the increased instructional program; and
- The availability of data and a data system capable of helping the state allocate the additional resources.

The Office of Superintendent of Public Instruction focused its analysis for this report on the elements that have an established timeline for implementation of additional resources in SHB 2776 and where the QEC was considering the State Board of Education's request to implement changes to high school graduation requirements. While the statute does not require that the analysis be limited to these areas, state revenue forecasts indicate that the Legislature may not be in a position to add resources beyond those already identified in statute.

The Superintendent is committed to providing the Legislature additional capacity information for other areas of the prototypical model if the Legislature determines that this data will better inform the allocation of additional resources in the 2011-13 biennium.

## II. Scope and Process

The focus of this capacity report will be on the areas where resource increases are prescribed in SHB 2776 for the 2011-13 biennium or where resources may be increased based on the proposed increase of the graduation requirements by the State Board of Education, to provide students the opportunity for 24 credits, as adopted in ESHB 2261.

Within SHB 2776, there are four specific areas within the prototypical school model that were scheduled for funding increases in the 2011-13 biennium. The following chart illustrates the phase-in schedule as adopted:

	School Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
1	<b>Full-Day Kindergarten</b> Must be fully funded statewide by 2017-18 (\$158.3 Million) Phase-in based on FRPL	219 Schools	More funding <i>can</i> begin	More funding <i>must</i> begin	Continues to ramp up	Continues to ramp up	Continues to ramp up	Continues to ramp up	Fully Funded
2	<b>K-3 Class Size Reduction to 25.23 to 17 students</b> Must be fully funded statewide by 2017-18 (\$453.6 Million) Phase-in based on FRPL	\$0	More funding <i>can</i> begin	More funding <i>must</i> begin	Continues to ramp up	Continues to ramp up	Continues to ramp up	Continues to ramp up	Fully Funded
3	<b>Materials, Supplies, Operation Costs (MSOC)</b> Must be fully funded by 2015-16 (\$682.5 Million) \$ per student basis		More funding <i>can</i> begin	More funding <i>must</i> begin	Continues to ramp up	Continues to ramp up	Funded at new level	Funded at new level	Funded at new level
4	<b>Basic Transportation</b> Must be fully funded by 2014-15 (\$160.2 Million) % of formula funded basis		More funding <i>can</i> begin	More funding <i>must</i> begin	Continues to ramp up	Fully Funded	Fully Funded	Fully Funded	Fully Funded

As shown, SHB 2776 indicates that the phase-in for each of these four categories, full-day kindergarten, K-3 class size reduction funding, funding for materials, supplies and operating costs (MSOC), and basic transportation, shall begin in the 2011-13 biennium and will continue to be increased until target levels of funding are reached by specific years. The statute does not provide any minimum amounts of funding to be implemented in the 2011-13 biennium and also does not identify a specific schedule of increases in future years. SHB 2776 simply identifies the biennium in which the additional investments will begin and the dates when the new funding will be fully implemented.

Unlike these SHB 2776 requirements, the graduation requirement changes are not tied to specific implementation years in ESHB 2261. ESBH 2261 states that the instructional program of basic education provided by each school district shall include instruction that provides students the opportunity to complete twenty four credits for high school graduation, subject to a phased-in implementation as established by the legislature. The changes to the graduation requirements have been proposed by the State Board of

Education and, if implemented, would begin to have a fiscal impact beginning in the 2011-13 biennium. Statute also states that changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by the Office of the Superintendent of Public Instruction, shall take effect only if formally authorized and funded by the Legislature through the omnibus appropriations act or other enacted legislation.

As the Office of Superintendent of Public Instruction does not anticipate that additional investments in the prototypical school model will be made beyond those identified above, OSPI limited the scope of its review to these areas.

The methods used to determine educational system capacity differed for each individual component but included:

- a. Use of a school district survey – provided to all school districts in the state
- b. Review of current staffing research and reports from Professional Educator Standards Board and the Office of Superintendent of Public Instruction
- c. Review of F-196 financial reports provided by school districts for year ended 2009-10.
- d. Review of Data Governance Work Group 2010 report to the Legislature
- e. Interviews of staff within OSPI responsible for capital facilities

### **III. Findings**

#### **Capacity of the K-12 Education System to Accommodate Additional Pupil Transportation Resources**

The Pupil Transportation funding formula established in ESHB 2261 provides resource allocations based on the average predicted costs of transporting students to and from school, using a regression analysis. The methodology would then provide school districts with the lesser of the previous year's transportation expenses or the calculated predicted costs, or as prorated during the phase-in period.

Based on a thorough review of the allocation methodology and the regression analysis proposed, along with a review of the 2009-10 School District F-196 financial reports submitted by school districts, OSPI finds that the system currently is expending, at a minimum, the resources that would be allocated under the proposed funding formula. Therefore, the education system could accommodate the additional resources, even if fully implemented in the first year of the 2011-13 biennium.

However, one additional consideration is whether the education system would expand in certain areas if the new funding formula were fully instituted. Specifically, in school districts where the regression analysis found that the predicted cost of transportation were higher than the current actual costs – would districts increase services, and would they have the capacity to increase those services to what they determine is the appropriate and safe level.



In response to our capacity survey to school districts, thirty nine (39) districts responded that they would expand transportation services by providing transportation to more students within their district if additional funding was provided. Thirty three (33) of those districts indicated that they would increase services to K-6 students that are not currently served, but are not within a safe walking area. Twenty nine (29) indicated that they would expand services to secondary students (grades 7 through 12) who are not currently served, but are not within a safe walking area.

Twenty five (25) of the 39 districts indicated that they would require additional school buses to increase services. As the State does not provide resources for pupil transportation fleet expansion, school districts would be required to raise these resources locally. Six (6) of these districts indicated that they would consider running a transportation vehicle property tax excess levy, eleven (11) would consider using current vehicle replacement funds currently available in their transportation vehicle fund, and fifteen (15) would consider using available general fund revenue or utilizing non-voted debt. As districts could utilize multiple strategies, the number of districts selecting options will be greater than the total.

### **Capacity of the K-12 Education System to Accommodate Additional Materials, Supplies and Operating Costs (MSOC) Resources**

The allocations for materials, supplies and operating costs (MSOC) set in SHB 2776 for each school district were to be equivalent to the amounts provided in the 2008-09 school year adjusted for inflation. SHB 2776 then provides that, beginning in the 2011-13 biennium, increases will be provided such that in the 2015-16 school year allocations will be equivalent to the statewide average amount spent by districts in the 2008-09 school year adjusted for inflation. In short, the 2015-16 targets are intended to be equivalent to the average spending actually in place in school districts during the 2008-09 school year.

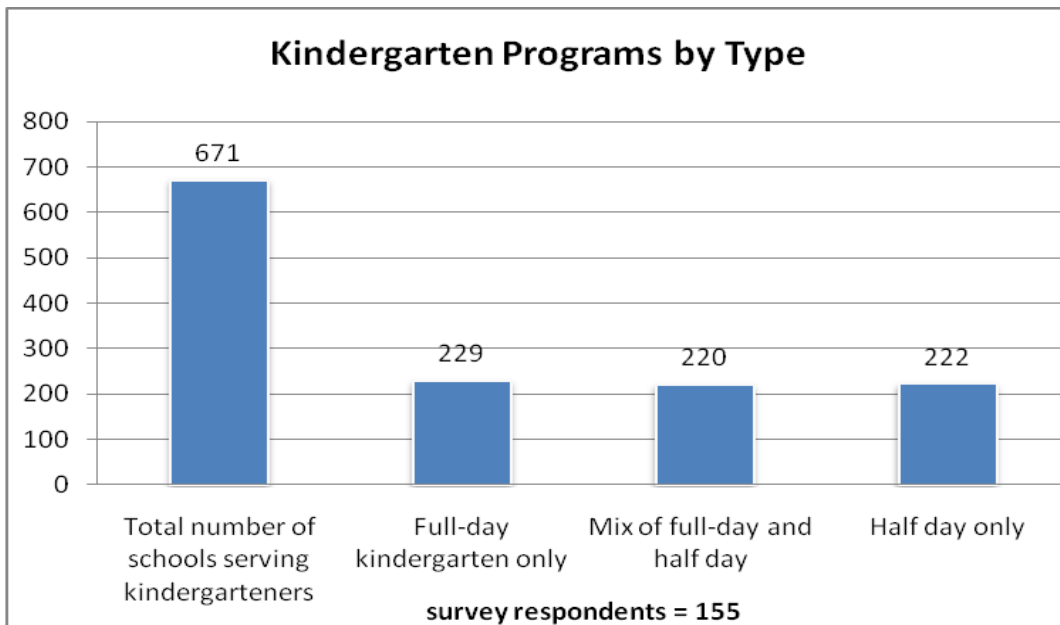
Since districts, on average, have spent the full amount of the target resources for MSOC in the 2008-09 school year, and based on a review of the 2009-10 school district F-196 financial reports, it is clear that the education system has the capacity to accommodate the additional allocations for MSOC, even if the allocations were to be fully implemented in the first year of the 2011-13 biennium.

The one recurring comment from school districts that should be noted is that they do not consider the level of spending from the 2008-09 school year to be an appropriate benchmark for actual need. Specifically, they contend that the actual need for resources in the MSOC areas related to curriculum and textbooks, facilities maintenance, and technology are much higher than the actual amount spent in prior years. School districts are appreciative of the planned increases in the resource – but they are concerned that uninitiated readers of SHB 2776 or other reports may misinterpret the funding targets as representing the actual need.

## Capacity of the K-12 Education System to Accommodate Full-Day Kindergarten Resources

SHB 2776 amended RCW 28A.150.315 to provide that during the 2011-13 biennium, funding shall continue to be phased-in each year until full statewide implementation of all day kindergarten is achieved in the 2017-18 biennium. ESHB 2261 provided that basic education would require a minimum of one hundred eighty school days for kindergarten (up from 180 half days) according to the implementation schedule under 28A.150.315. In short, as the funding is phased-in based on poverty, full-day kindergarten would become a basic education requirement for those schools.

Many school districts already offer full-day kindergarten. There were 155 survey respondent school districts and within that segment of the population, they had 671 schools that offered kindergarten. Two-thirds (67%) of those schools either offered exclusively full-day programs or a mix of full-day and half-day programs.



The full-day programs are currently offered through the use of several revenue sources, which may include state, federal, local funds. Some of the revenue used to fund these programs in the 2009-10 school year may not be available in the 2011-13 biennium such as student achievement funds or federal Title I, part A stimulus funds.

The capacity issues that school districts may face in terms of implementing full-day kindergarten in schools fall in two categories: staffing capacity and facility capacity.

In response to the OSPI capacity survey sent to school districts, four (4) out of one-hundred fifty five (155) respondents indicated that they would face a staffing capacity issue for full-day kindergarten implementation – specifically they indicated that they have a shortage of highly qualified kindergarten teachers in their local market. That means that 97% indicated they would not have a staffing capacity issue.

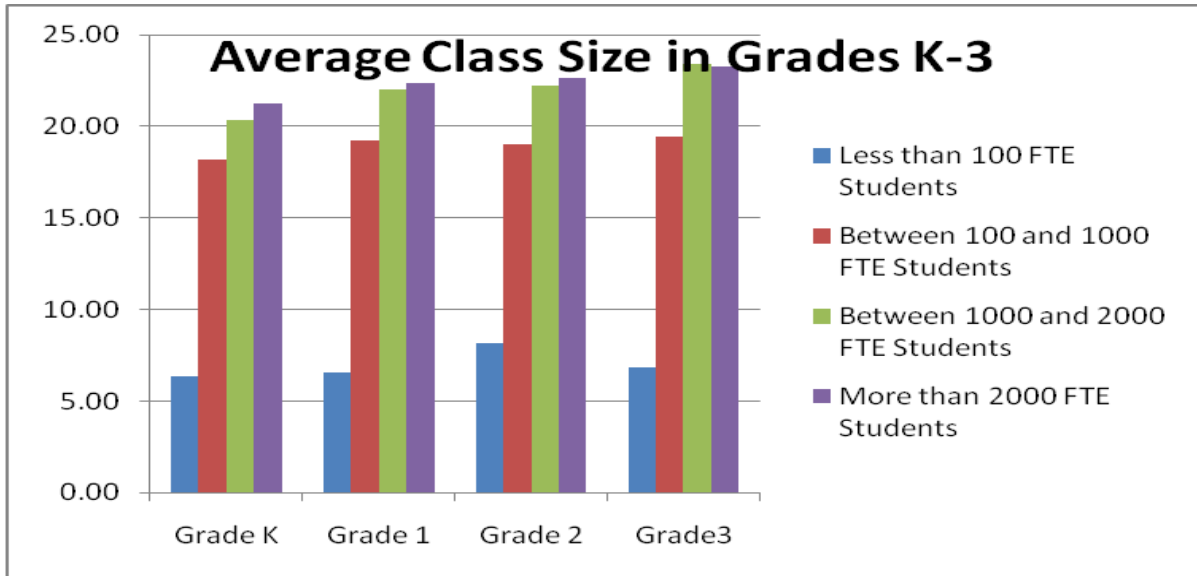
In terms of facility capacity, we received a much different response. Forty (40) of the 155 respondents indicated that they would face a facility related barrier to implementing state funded full-day kindergarten programs based on a phase-in schedule that evenly distributed the implementation based on poverty beginning in the 2011-12 school year. 75% of districts indicated that they have the facility capacity to implement state funded full-day kindergarten.

The 25% of respondents that indicated that they would face facility capacity issues (forty school districts) indicated that in order to fully implement full-day kindergarten based on their current class sizes; they would need an additional three hundred twenty five (325) new classrooms. There is currently no additional state funding resource to provide for these new classrooms.

### **Capacity of the K-12 Education System to Accommodate Resources to Lower Class Sizes to 17 students in grades K-3**

SHB 2776 provides that during the 2011-13 biennium, and beginning with schools with the highest percentage of students eligible for free and reduced price meals in the prior school year, the general average class size for grades K-3 will be reduced until the average funded is no more than seventeen (17) in the 2017-18 school year. This is a similar phase-in strategy that is used for the full-day kindergarten implementation, but state funded full-day kindergarten is already in place for approximately 20% of the state's kindergarteners.

Much like the full-day kindergarten analysis, it is important to understand current actual class sizes versus the funded class sizes shown in SHB 2776. While more funding may be distributed, a certain number of school districts already are at or below the targeted class size. Survey respondents provided a clear indication that District (and school) size was clearly a factor in determining current class sizes and the capacity for districts to meet the target with additional funds. Again, the number of respondents with schools having grades K-3 was 155.



This graph shows that districts with less than 1000 FTE are very close to the current target of 17 already. Of all survey respondents, just under 22% had class sized in grades K through 3 that were under 17, just under 37% have class sizes between 18 and 21 and the rest have class sizes of 22 and over.

Also, similar to full-day kindergarten implementation, the capacity issues for school districts fall into the two categories of staffing and facilities.

In response to the OSPI capacity survey sent to school districts, thirteen (13) out of one-hundred fifty five (155) respondents indicated that they would face a staffing capacity issue for kindergarten through 3<sup>rd</sup> grade class size reduction implementation. Four of these indicated that the shortage area would be focused in the need for dual language or bilingual teachers at these grade levels. The other eight districts indicated either that they have a shortage of highly qualified kindergarten through 3<sup>rd</sup> grade teachers in their local market or they expect that the demand caused by the additional resources would cause a system wide shortage. Even so, 92% of districts responding indicated they would not have a staffing capacity issue.

Not surprisingly, a large number of districts indicated that they would face facility capacity issues in meeting the target of lowering average class sizes to 17 in grades K- 3<sup>rd</sup> grade. Nearly half (47%) of the respondents stated that they would need more classrooms for all the affected grade levels. These districts reported that they would need approximately 500 additional classrooms statewide per grade level. However, half of the reported classrooms needed came from 10 survey respondents (large districts) and the other half were reported as necessary by the remaining 63 districts.

### **Capacity of the K-12 Education System to Accommodate Resources to Increase the Graduation Requirements**

As indicated above, ESBH 2261 states that the instructional program of basic education provided by each school district shall include instruction that provides students the

opportunity to complete twenty four credits for high school graduation, subject to a phased-in implementation as established by the legislature. As measured by district oral and written responses, this area is the most controversial of the potential changes covered in this report.

There are several factors to consider in determining school district capacity to implement the proposed graduation requirements and the capacity of the system to accommodate the increased resources provided for implementation. The most important factor is arguably the fact that state funds currently do not provide ample resources to meet basic education requirements. Districts are concerned that increasing state graduation requirements will simply increase the burden on local resources to meet basic needs.

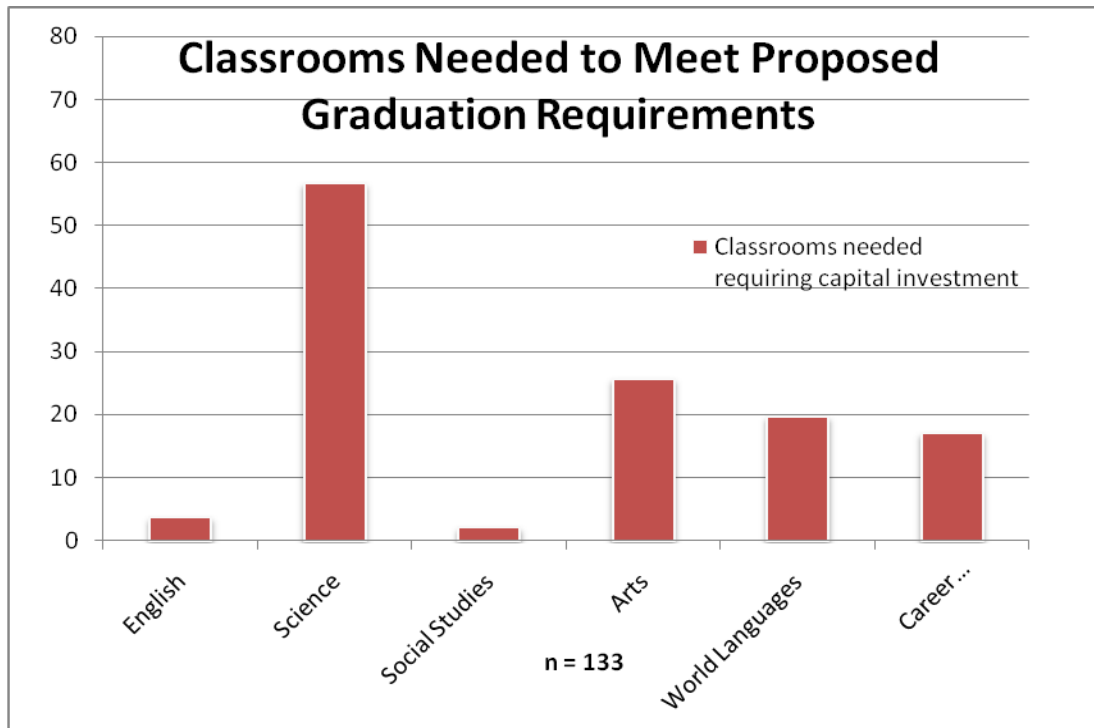
The simplest example of this concern is in the area of materials, supplies and operating costs (MSOC). SHB 2776 recognizes the need to increase MSOC funding to the level of average district spending from 2008-09 – and also recognized that it would take several years to implement that level of support. This means that while a district may be spending on average \$309 per FTE on utilities and insurance – the State will only be funding a little less than half of the need in the 2011-12 school year. The balance of the costs must be picked up by reducing program services or through local resources. The same is true for facilities maintenance, textbooks, and the other MSOC categories. Changes that increase student FTE – increase the costs of providing services in MSOC categories and therefore increase the pressure on local funding for their current share of the MSOC costs.

While MSOC is used as an example here, the same holds true for classified staffing, administrative staffing, and certificated staffing needs. Increased students requires increased staffing in all areas – and this increased staffing need is not fully funded by the State through the current funding formula.

OSPI was charged with determining the costs of the proposed changes to the graduation requirements. After completing this analysis, OSPI found that there were direct costs associated with the increased graduation requirements. However, the most significant costs and concerns that districts had, were a result of the systematic underfunding of the system that would simply be exacerbated by increased requirements without ample funding of the staffing and MSOC components of the new prototypical school formula.

In summary, the current funding levels of the basic education system – particularly in the areas of MSOC, classified staffing levels and salary allocations, certificated staffing levels and allocations, and administrative staffing allocations – all raise legitimate concerns regarding the system’s ability to increase requirements in any area prior to more resources being provided.

Beyond the funding issue, school districts also reported capacity issues regarding staffing capacity and facility capacity. This chart provides information on facility capacity:



As shown, the perceived need for additional science lab spaces was identified by the 131 districts responding to the survey (have a high school in their district). Just as we saw in the K-3 class size reduction, the need was focused in a few of the respondents – eleven districts were responsible for 28 of the reported 56 additional classrooms needed by the change. This shows that the facility needs will vary significantly among school districts based on current requirements, size of school and capacity and a variety of other factors.

Regarding staffing capacity, school district respondents also indicated that they would have difficulty in hiring highly qualified staff to meet the proposed requirements.

- 37% reported a potential shortage in qualified science teachers
- 19% reported a potential shortage in qualified art teachers
- 35% reported a potential shortage in world language instructors
- 7% reported a potential shortage in English teachers
- 6% reported a potential shortage in social studies teachers
- 19% reported a potential shortage in career concentration teachers

The districts overwhelmingly indicated that the shortages were due to local workforce supply issues.

Not to diminish the perception and experience of those in local districts who are actually recruiting and interviewing prospective teaching candidates regularly, other data was available regarding statewide staffing availability. Since the 2008-09 school year, the teaching workforce has been reduced by over 1000 FTE based on OSPI collected staffing data (S-275 reports). In addition, the PESB reports that of the total new teachers that graduated from in state teacher programs, only 27% were reported as working in the State in 2009-10 and only 8% were identified as working in the state in 2010-11. This data

seems to indicate that the supply of teachers may not be the issue in the State as a whole – but that the individual labor markets based on district and school location may have a significant impact on a district’s capacity to attract and retain a highly qualified workforce.

### **K-12 Education Data System Capacity**

This report is also required to provide information regarding the availability of data and data systems necessary for policy makers to make resource allocation determinations.

Washington State has one of the most comprehensive statewide K-12 longitudinal education data systems in the country. Washington is one of only 12 states to be recognized by the Data Quality Campaign (DQC) as having all 10 essential elements for a longitudinal data system.

Washington’s Comprehensive Education Data and Research System (CEDARS) includes the following data elements: Student enrollment and demographics, course catalog, student grade history, student and staff schedules, and program participation (e.g., gifted, bilingual and special education programs). CEDARS contains the records of two million students dating back to the 2002-2003 school year. The building blocks for this system were formed when the state legislature authorized the use of a unique student identifier in the 2003-2004 school year.

With implementation beginning in August 2009, CEDARS collects 13 data files submitted by each district at least monthly, but weekly by most. The system captures pre-kindergarten to grade 12 enrollment. Students’ statewide identification numbers and teachers’ certification numbers allow linking student course enrollment and outcome data to teacher preparation and assignment data. Teacher certifications, endorsements, and preparation history are all maintained with the unique certification number. Post assignment information such as salaries and National Board Certification status can also be tracked with the certification number.

The use of statewide course codes, based on the National Center for Education Statistics Secondary Classification of Education Data coding schema, was implemented as part of CEDARS in the 2009-2010 school year. This allows easier analysis of schools’ course offerings and students’ course taking patterns, in addition to analyses of teacher assignment data and determinations of Highly Qualified Teacher status.

CEDARS is on track for full implementation by 2013 as originally scheduled.

#### *Assessment Data*

Statewide assessment data are also maintained at the individual student record level, allowing longitudinal analyses of participation and performance, linked with enrollment and program participation history. Reasons for students not participating in the assessments, as well as the types of alternate assessments used, are maintained in the assessment files.

### *Fiscal Data*

Further, extensive fiscal data is currently available on the School Apportionment & Financial Services section of the K-12 website (<http://www.k12.wa.us/SAFS/default.asp>). Additional reports and financial data views will result from the work to implement SHB 2776 passed during the 2010 Legislative Session. Among the items included in SHB 2776 is a new formula for allocation general apportionment moneys to school districts. Various models showing staffing units funded under the prototypical school model, and crosswalk models between the current funding formula and the new formula under SHB 2776 can be found at: <http://www.k12.wa.us/safs/INS/2776/2776.asp>.

### *P-20 Data*

An important component of the statewide K-12 longitudinal education data system in Washington is the Education Data and Research Center (ERDC), which was created in 2007. The ERDC was established through legislation to integrate early childhood, K-12, post-secondary and workforce data for longitudinal research analysis and reporting. Each education agency, including OSPI, provides unit-level records to the ERDC. ERDC then matches and analyzes the data, emphasizing the transitions between systems. (i.e., from early childhood daycares to kindergarten, from high school to a two-year community college, from community college to employment or four-year university, and on to the workforce.) The ERDC collaborates with a variety of state agencies and institutions in its work.

### *Data Governance*

ESHB 2261, passed during the 2009 legislative session, set in motion several process and actions surrounding statewide K-12 longitudinal education data system. With the Data Governance Group and Data Management Committee meetings occurring on a regular basis more coordination across program areas is occurring. The data analysts funded through budget provisos connected to ESHB 2261 are mapping and linking data across various systems and extracting data for a variety of user ranging from the University of Washington, Education Northwest and the Education Research and Data Center in the Office of Financial Management. Data analysts have further worked on the reports required to be posted on the internet in ESHB 2261 to add to the thirteen reports currently available on the K-12 website.

### *Data Warehouse and Reporting Portal*

Using K-12 Statewide Longitudinal Data System grant funding from the federal Department of Education, technical infrastructure and a framework for a data warehouse will be built. The warehouse will be a repository for data that will be made available from a web portal with access for educator, administrators, policy makers, researchers and the general public to view reports, dashboards and alerts. Many states have already invested in these types of solutions and our approach is to secure a system that is already implemented in another jurisdiction.



While much work still needs to be done in building the capacity of data systems and the current projects continue to be implemented in accordance with state and federal directives, policy makers currently have a significant amount of reliable data available to assist them in making decisions regarding resource allocations.

One specific area of data that needs continued focus and effort is in the area of school facilities and construction. The State funded through its 2010 capital budget the first phase of the development of the School Facilities Inventory and Condition system. As policy makers continue to move forward with the implementation of SHB 2776 and the prototypical school model, it is critical that the facility data used is based on consistent and reliable information. The survey responses gathered to create this report give policy makers some insight as to the issues and general significance of capacity – but a fully implemented facility system would provide greater clarity regarding the number of classroom spaces available and the current condition of those classrooms.

#### **IV. Conclusion**

The educational system has significant capacity to receive additional resources consistent with the prototypical school model. As outlined in this report, immediate phase-in of additional resources for pupil transportation and MSOC, consistent with the targets identified in SHB 2776, could be accomplished. These funding streams do not come with additional needs for staffing or for facilities and simply are new formulas and amounts that should address current costs in the system. In the case of pupil transportation, the new formula may create an incentive to increase the school bus fleet, but there does not appear to be any significant capacity constraints inherent in the system preventing implementation.

In the areas of full-day kindergarten and resources to reduce class sizes in early grades, the capacity issue is clearly in the area of facilities, where the staffing capacity exists in all but a few unique circumstances. Facility capacity concerns exist regarding school districts ability to reduce class size and implement full-day kindergarten – and not surprisingly the extent of the capacity concern varies significantly based on district size.

For full-day kindergarten, capacity exists in most districts to proceed with phase-in as indicated in SHB 2776. Where capacity does not exist at the time schools become eligible, consideration should be given to special need based grants for facility expansion. Another option would be to allow allocations to be used to increase facility space where necessary to implement full-day kindergarten – similar language exists regarding the allowable uses of student achievement fund resources.

Regarding K-3 class size reduction, facility capacity may be an issue in statewide implementation based on poverty. Similar to full-day kindergarten, there are options available to allow phase-in, including those mentioned for full-day kindergarten. In addition, the Legislature could consider only providing funding to the extent that school districts are able to meet the funded ratios. This would provide an incentive for districts to adjust facility space within their schools to lower class sizes in the early grades.

Capacity to implement the graduation requirements is highly debated. OSPI is on record regarding the incremental costs associated with implementing the new graduation requirements. But those reported costs do not reflect the underfunding of the education system and the impact that this underfunding has on a school district's capacity to provide higher levels of service. Clearly, there are many school districts that have implemented a 24 credit requirement for graduation using currently available resources – and many have done so by changing the class schedule to allow for more classes per day. This option is available to some districts, and others may not have that ability due to locally bargained teacher caseload language. A phase-in of the new requirements, based on a timeline of additional resources provided for MSOC, staffing levels, and staffing allocations, would allow districts the time and resources necessary to create the capacity to implement these requirements – and would not increase the burden on local taxpayers for state decision on graduation requirements.

Finally, the data systems and data available to policy makers in the educational system are ample and continue to be improved through federal grants and collaboration among agencies and institutions. More work is necessary, but this area should not inhibit additional resource allocations to the K-12 education system.

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