



A Review of Basic Education in the State of Washington and Associated Funding Enhancements in the 2013-15 and 2015-17 Biennium

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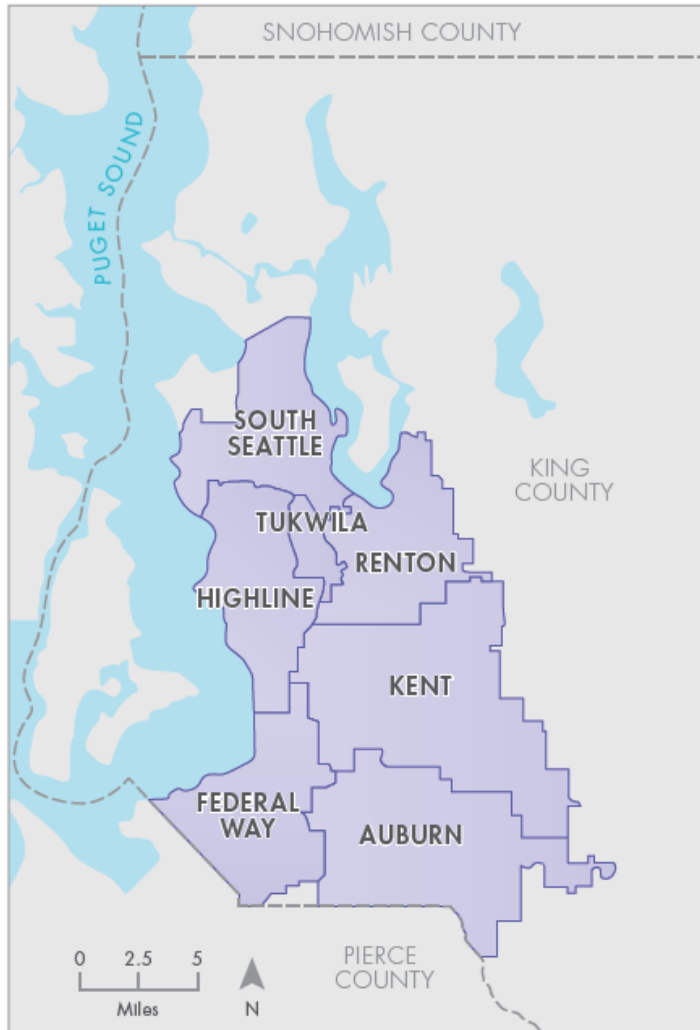
Sylvester Cann, Advocacy Director, Community Center for Education Results

About the Road Map Project

The Road Map Project is a collective impact initiative aimed at getting dramatic improvement in student achievement – cradle through college and career in South Seattle and South King County.



Road Map Project region



120,492

Students in Road Map
Project Region Schools

69%

Students of Color

59%

Low Income

19%

English Language
Learners

Why are we following the \$\$?

1. To become more informed and savvy advocates.
2. State Rationale: Uncover the biggest challenge to funding education in our state.
3. Local Rationale: Encourage districts to spend money on the things we know can close the opportunity gap.
4. Learn answers to questions such as:
 - How does the state decide how much money to send school districts?
 - How much additional money have districts received thanks to the *McCleary* ruling?
 - What are the sources of money school districts rely on?
 - Is the state fully funding basic education?

Who helped make this possible?



**ROAD MAP PROJECT
ALIGNED FUNDERS GROUP**

Introduction

- Article IX, Sections 1 and 2 of the State Constitution declares that: (1) it is the paramount duty of the state to make ample provisions for the education of the state's children; and (2) the Legislature is required to provide for a general and uniform system of public schools.
- In response to this statute, the Legislature and the Court system continue to redefine Basic Education in effort to meet its paramount duty.
- As a result, the Legislature has increased the state's funding of Basic Education in the past two budget cycles.
- Despite increased funding, state funding for Basic Education continues to fall short of a district's true costs.
- This funding gap has created an over-reliance on local levies and perpetuates inequities in per student funding.

Agenda

- The history of Basic Education funding
- How Basic Education funding works
- Additional Basic Education funding
- Is it enough? – The impact of local levies

What is the State's responsibility?

“It is the *paramount duty* of the state to make *ample* provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste or sex.”

Is there *Ample* Funding?

In August of 2015 the Legislature was held in contempt of court for failing to come up with a plan to adequately fund K-12 education and is currently being fined \$100,000 per day

Recent Court and Legislative History

The legislature and the court system continue to redefine Basic Education in effort to meet the state's paramount duty

Doran Decision I, 1977:

determines that the level of funding provided by the state was not sufficient to fund the program of Basic Education



1984:

legislature establishes the Highly Capable program and includes it in Basic Education



Substitute House Bill

2261, 2009: outlines a new system¹ for state funding of Basic Education and requires full implementation of the program by SY2018



The McCleary Decision,

2012: the court rules that the state has failed to “make ample provision for the education of all children residing within its borders”



Doran Decision III, 1988:

identifies the need for a type of “safety net” funding for special education to address any demonstrable underfunding; no action required



Doran Decision II, 1983:

determines that the legislature is statutorily committed to funding Special Education, TBIP, LAP, and Student Transportation



Substitute House Bill 2776,

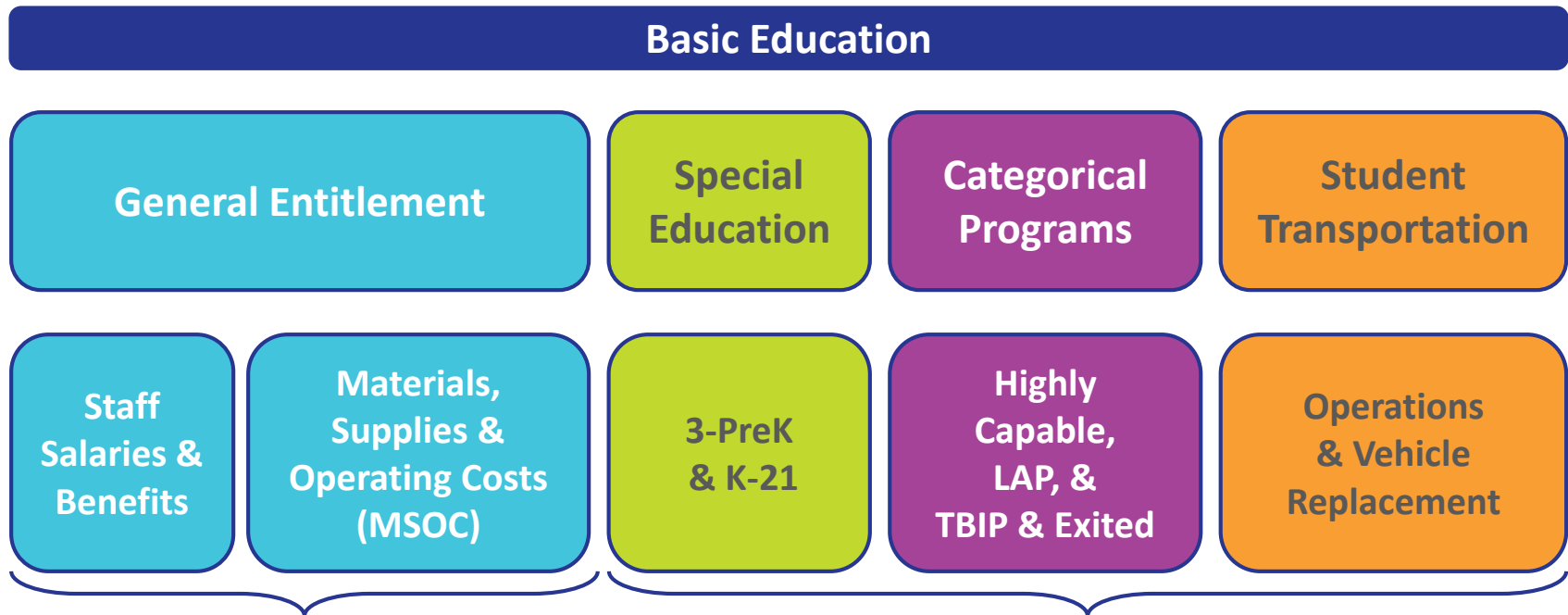
2010: authorizes the implementation for the funding system in 2261 and provides baseline values for the prototypical school model



1. Known as the prototypical school model
3/8/2016

Defining Basic Education

Substitute House Bill 2261 provides the most current definition of programs funded under the umbrella of Basic Education



- General Entitlement dollars are “allocations” only and are spent at the discretion of the district

- Funding for Special Education, Categorical Programs, and Student Transportation must be spent within each program
- Flexibility within each program, however, exists

Source: OSPI <http://www.k12.wa.us/default.aspx>

Full detail can be found in [RCW 28A.150.220](#)

3/8/2016

SHB 2261 Outlines the Funding Framework

Substitute House Bill 2261 redefines Basic Education, establishes new requirements, a funding timeline, and identifies the need for further work

2261 Does...

- Define new programs of Basic Education
- Adopt the “prototype schools” funding model
- Establish a timeline for full funding and a new funding formula for Pupil Transportation
- Create a roadmap for work groups to define the details of the funding formulas
- Establish the Quality Education Council to recommend phase-in to the Legislature

2261 Does Not...

- Establish values for the prototypical model
- Specify a new teacher compensation system
- Specify a new levy system, including levy lids and/or levy equalization issues
- Specify a new system for salary allocations
- Adopt an accountability system
- Specify the schedule of funding phase-in between now and the 2017-18 school year

SHB 2776 Defines the Funding Framework

Substitute House Bill 2776 provides baseline values to fund the prototypical school model and prioritizes fully funding four Basic Education areas by the start to the 2017-18 school year

School Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Full-Day Kindergarten	More Funding <i>Can Begin</i>	More Funding <u>Must</u> Begin	Continues to Ramp Up	Continues to Ramp Up	Continues to Ramp Up	Continues to Ramp Up	Must Be FULLY Funded
K-3 Class Size Reduction	More Funding <i>Can Begin</i>	More Funding <u>Must</u> Begin	Continues to Ramp Up	Continues to Ramp Up	Continues to Ramp Up	Continues to Ramp Up	Must Be FULLY Funded
MSOC	More Funding <i>Can Begin</i>	More Funding <u>Must</u> Begin	Continues to Ramp Up	Continues to Ramp Up	Must be Funded at New Level	<u>FUNDED AT NEW LEVEL</u>	<u>FUNDED AT NEW LEVEL</u>
Basic Transportation	More Funding <i>Can Begin</i>	More Funding <u>Must</u> Begin	Continues to Ramp Up	Must Be FULLY Funded	<u>FULLY FUNDED</u>	<u>FULLY FUNDED</u>	<u>FULLY FUNDED</u>

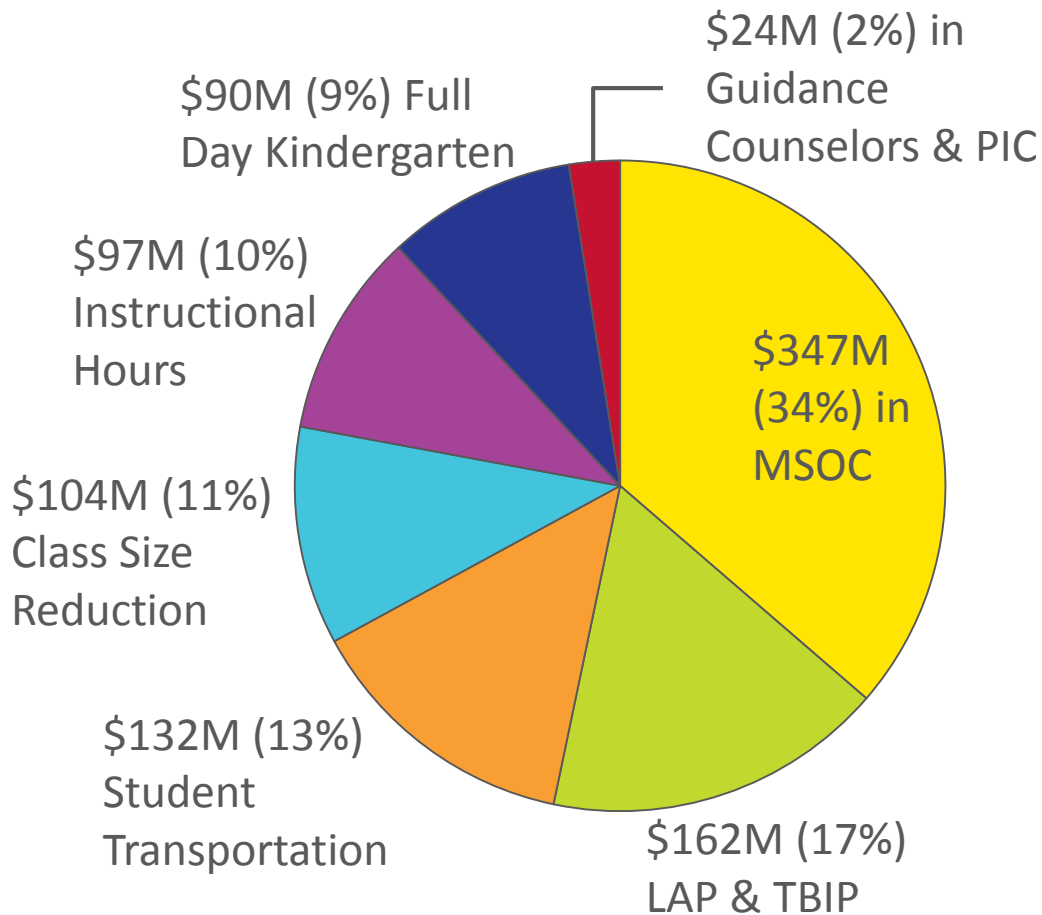
Full-Day Kindergarten, K-3 Class Size Reduction, and MSOC are funded under General Entitlement dollars

Full-Day Kindergarten and the K-3 class size reduction will be phased in starting with the schools with the highest poverty levels in the state

Source: OSPI <http://www.k12.wa.us/default.aspx>

2013-15 Operating Budget Enhancements

\$956 Million in funding enhancements were provided in the 2013-2015 operating budget

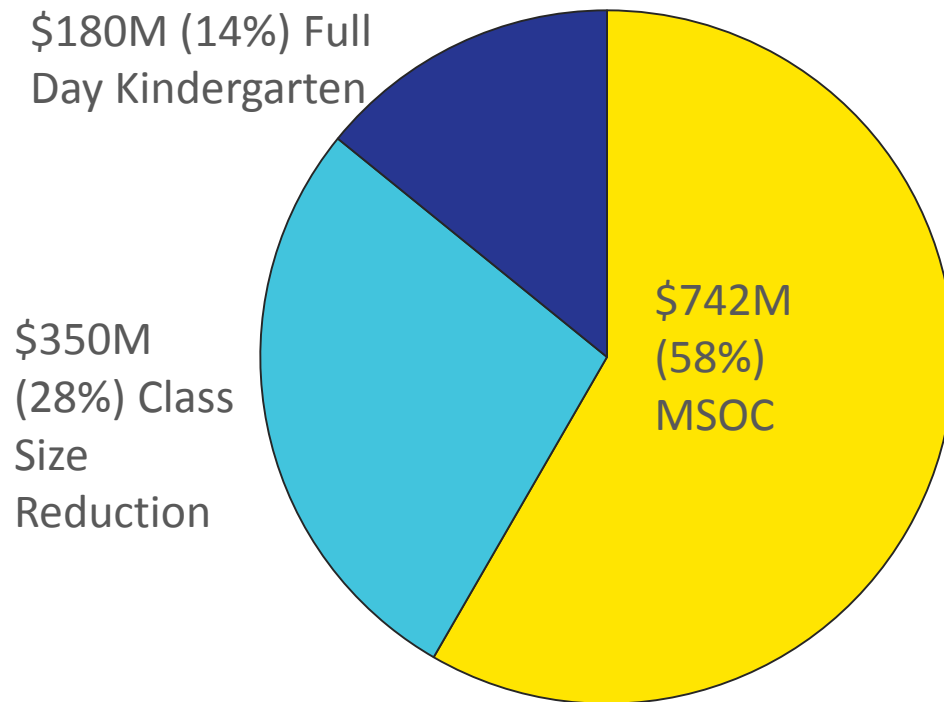


Key Takeaways

- All districts will receive additional MSOC dollars, funding for student transportation, and funds for LAP, TBIP Exited, Guidance Counselors and PICs
- Only districts that hire additional teachers to meet class size reduction ratios will receive this allocation
- Increased instructional hours applies to grades 7 - 12

2015-17 Operating Budget Enhancements

Approximately \$1.272 Billion in funding enhancements were provided in the 2015-17 operating budget



Key Takeaways

- Increasing MSOC BEA, Grades 9-12 increase, and Skills Centers' rates
- Class size reductions, prioritizing high poverty schools and grades k-3
- Increasing all-day kindergarten to 71.88% in 2015-16, up from 43.75% in 2014-15, and fully implemented by 2016-17
- In addition to Basic Education enhancements, \$407.7M was added in compensation enhancements: \$383.3M for the Educator COLA and \$24.4M for health benefits

Despite Increases, Funding Still Lags

Editorials

On state education funding, what's taking so long?

Originally published January 9, 2016 at 4:03 pm | Updated January 8, 2016 at 4:09 pm



The Seattle Times

Published 1/9/2016

Gabriel Campanario / The Seattle Times

Washington state legislative leaders are taking too long to study the state's education crisis. They need to find a solution soon.

By [Seattle Times editorial board](#)

The Seattle Times

Agenda

- The history of Basic Education funding

- How Basic Education funding works

- Additional Basic Education funding

- Is it enough? – The impact of local levies

What Determines Funding?

Basic Education funding is allocated in two ways: Calculations based on funding models or based on qualifying students

Model Based		Qualifying Students	
General Entitlement	<ul style="list-style-type: none">• Prototypical school model	Highly Capable	<ul style="list-style-type: none">• 2.314% total enrollment
Student Transportation	<ul style="list-style-type: none">• Regression model	Learning Assistance Program	<ul style="list-style-type: none">• % of students receiving FRPL
		TBIP¹	<ul style="list-style-type: none">• Total ELL students
		Special Education	<ul style="list-style-type: none">• # of Special Ed. students, capped at 12.7% of total enrollment

1. TBIP includes TBIP and TBIP exited students. TBIP exited students are those that pass the Level 4 WELPA exam, districts receive funding for a TBIP student for 2 year once they pass the Level 4 WELPA exam (i.e. Exit TBIP) Source: OSPI
3/8/2016

Funding General Entitlement

General Entitlement funding represents approximately 78% of Basic Education funding for the 7 Road Map districts

General Entitlement

Staff Salaries & Benefits

- The prototypical school model determines funding for school teachers and administrative and support staff
- Initial values were set by SHB 2776
- Student to teacher ratios determine classroom teacher allocations
- Funding for district wide support is also included in this allocation

Materials Supplies & Operating Costs

- Allocated to districts as a per student amount
- Different student groups qualify for different MSOC allocations
- Current MSOC subcategories are:
 - Basic Education Allocation
 - 9-12 Increase (Lab Science)
 - Career and Technical Education (Exploratory and Preparatory)
 - Skills Centers

MSOC Allocations

All MSOC subcategories are funded at different levels along the same categories

2015-16	MSOC BEA	9-12 Increase
	\$ 1,210.05	\$ 166.22
Technology	127.17	36.57
Utilities and Insurance	345.55	-
Curriculum and Textbooks	136.54	39.89
Other Supplies and Library Materials	289.88	83.11
Instructional Professional Development for Certificated and Classified Staff	21.12	6.65
Facilities Maintenance	171.19	-
Security and Central Office	118.60	-

What's Included in the Prototypical Model?

The Prototypical school model provides staffing levels for specific school positions at certain enrollment levels

Positions in the Prototypical School Model

Principals

Teacher Librarian

Guidance Counselors

School Nurses

Social Workers

Psychologists

Teaching Assistance

Office Support

Custodians

Student and Staff Safety

Parent Involvement
Coordinators

Determining Allocations for Positions

1. District enrollment and prototypical school model determine state allocated staff units for each position
2. Staff units are multiplied by state allocated salaries, benefits, and a district's staff mix factor¹
3. Position specific allocation is rolled up in a district's total General Entitlement allocation



Districts do not have to hire the specific positions in the prototypical school model and funding is for allocation purposes


1. Staff Mix Factor represents a district's average teacher tenure and experience, as placed on the state salary schedule

Funding Student Transportation

In 2013 a new funding model for student transportation was introduced

Student Transportation

- The state's funding model for student transportation is called the Student Transportation Allocation Reporting System (STARS).
- The model is a regression model and takes into account ridership, distance, and other pertinent factors for allocations.
- Districts receive funding for Transportations Operations and Vehicle Replacement.
- Funding for each line item within student transportation is restricted to each line item for expenditure.

 Beginning in school year 2014-15, the STARS model was fully funded by the state. The fully funded STARS allocations cover transportation operation costs for approximately 50% of the state's districts (in the 14-15 school year). STARS allocations do not, currently, cover the costs of transportation operations for *any* of the 7 Road Map districts.

Funding Special Education

Special Education funding is calculated from General Entitlement and must be spent within the program

Special Education

- Funding is in “excess” of the General Entitlement allocation and is based on a district’s average Basic Ed. Allocation per student (BEA Rate)
- Special Education funding increases when salaries, benefits, and MSOC rates increase

3 yr. - PreK

of qualifying students * BEA Rate * 1.15

K-21 yr.

of qualifying students¹ * BEA Rate * .9309

Safety Net Allocations

Available to school districts with a demonstrated capacity for funding in excess of the funding provided (state and federal)

General Apportionment

General Entitlement is provided to Special Education based on the average amount of time a student spends in Special Education

Source: OSPI

1. Number of students applied to this formula is the lesser of the # of qualify students and 12.7% of a district’s total enrollment

3/8/2016

Defining Categorical Programs

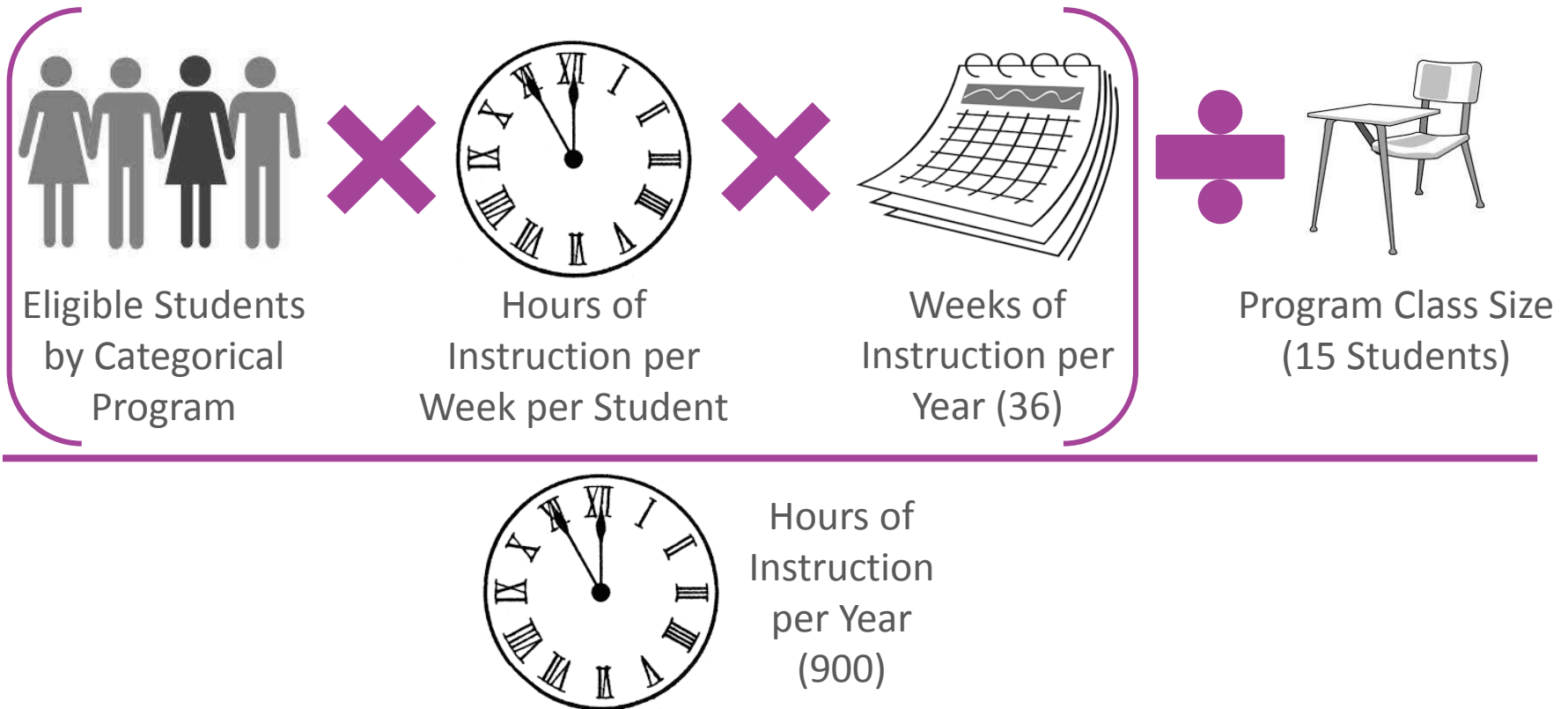
Categorical Programs reach specific student populations and funds must be spent within each category

Categorical Programs

- The Learning Assistance Program (LAP) provides remediation for students scoring below grade level in reading, math and language arts. The LAP allocations are based on students in poverty, measured by eligibility for Free or Reduced-Price Lunch (FRPL).
- The Transitional Bilingual Instruction Program (TBIP) funds school staff and training to teach English to students. The TBIP enrollment is forecast by the Caseload Forecast Council.
- The Highly Capable Program provides instruction, activities, and services that accelerate learning and offer unique academic challenge for learners identified as highly capable.
- All three programs operate in *addition* to core instruction

Funding Categorical Programs

Funding is determined by student eligibility and hours of instruction¹



Highly Capable, LAP, and TBIP and Exited are categorical programs and the funding formula allocates 2.159 hours, 2.3975 hours, 4.778 hours, and 3 hours respectively

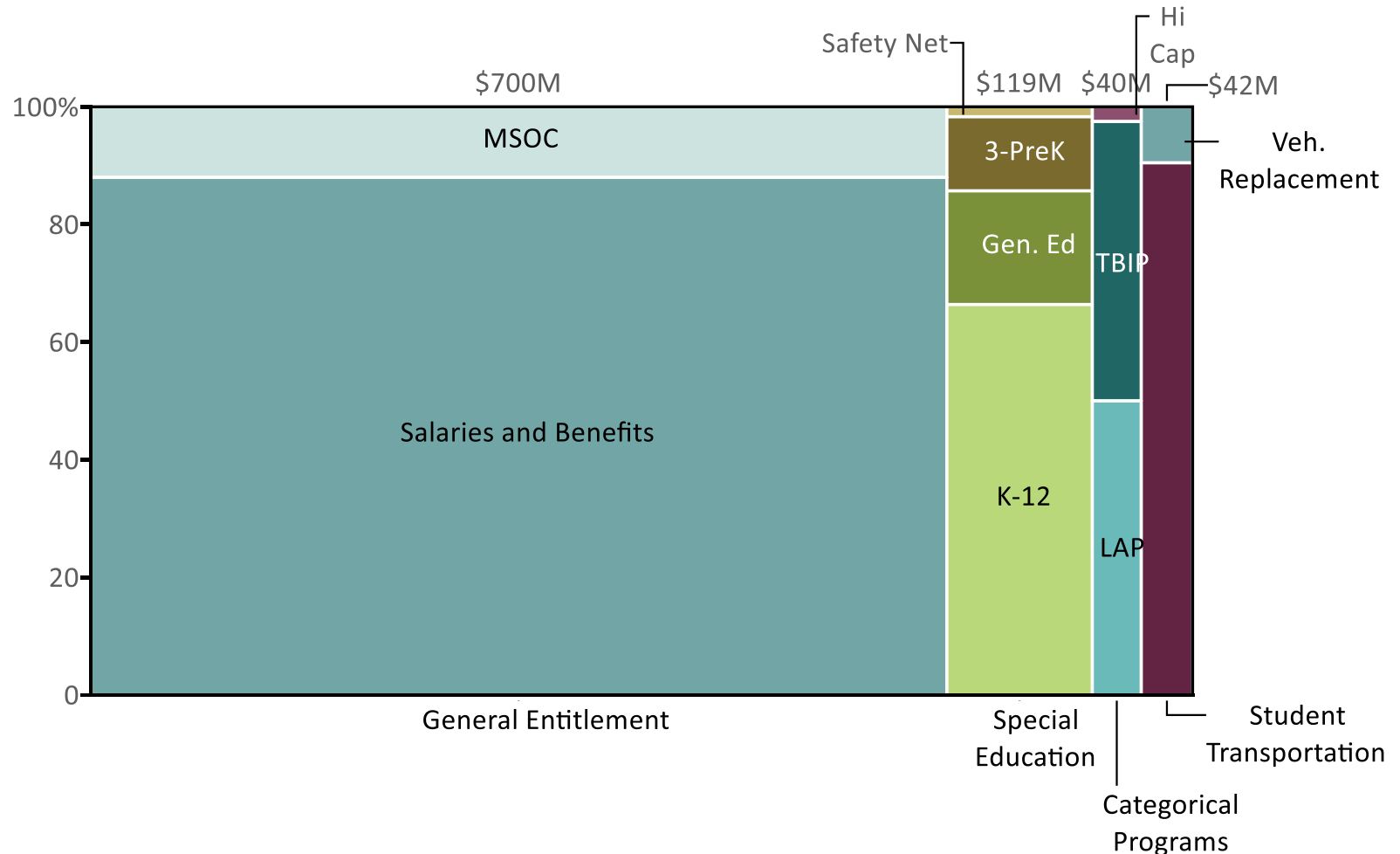
1. Funding formula on this slide represents the formula to determine FTE units per program. Source: OSPI

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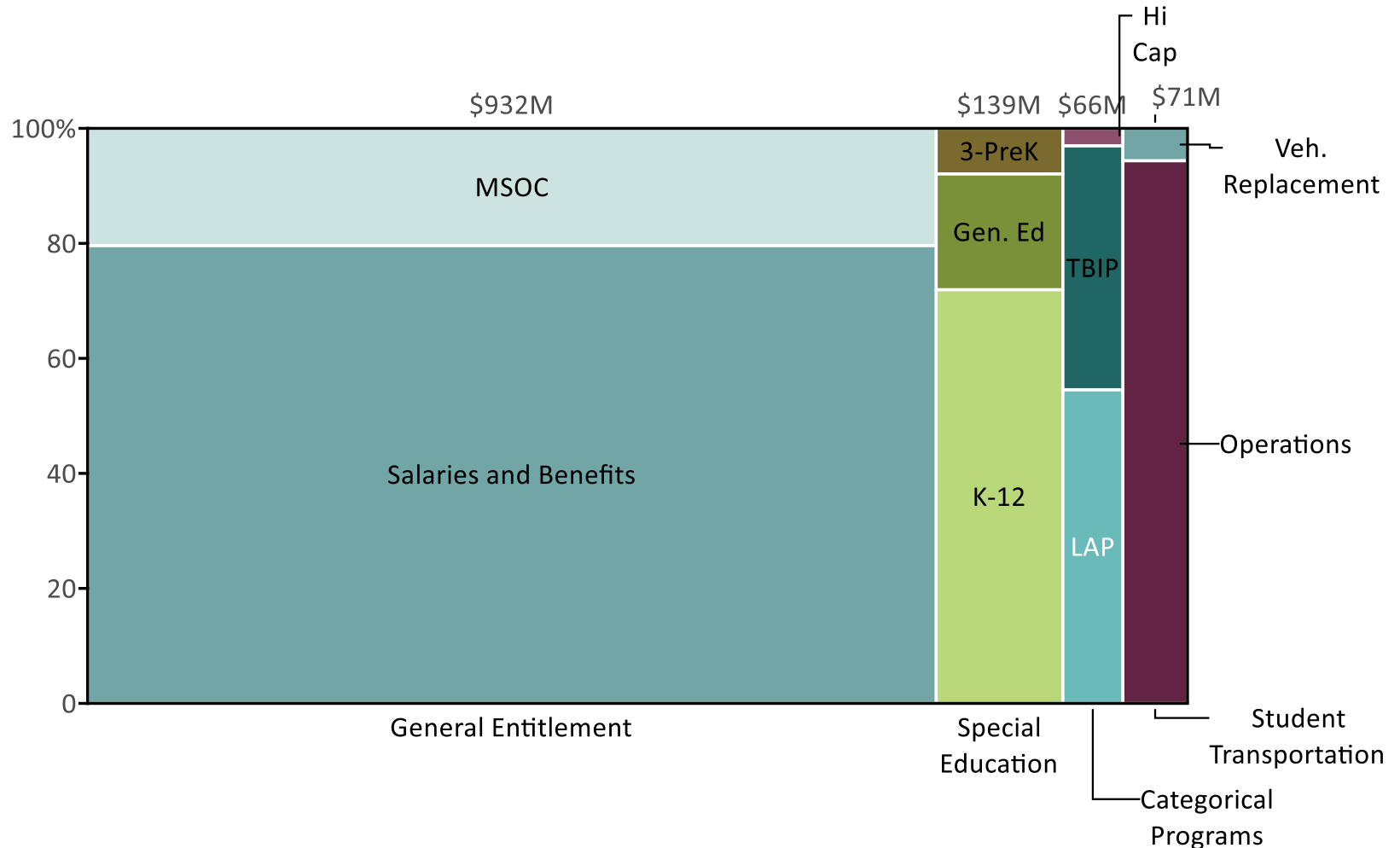
Road Map Districts in School Year 2012-13

In the 2012-13 School Year the 7 Road Map districts received approximately \$900M in state funding for Basic Education



Road Map Districts in School Year 2015-16

In the 2015-16 school year the 7 Road Map districts will receive a 34% increase to approximately \$1.2B in state funding for Basic Ed

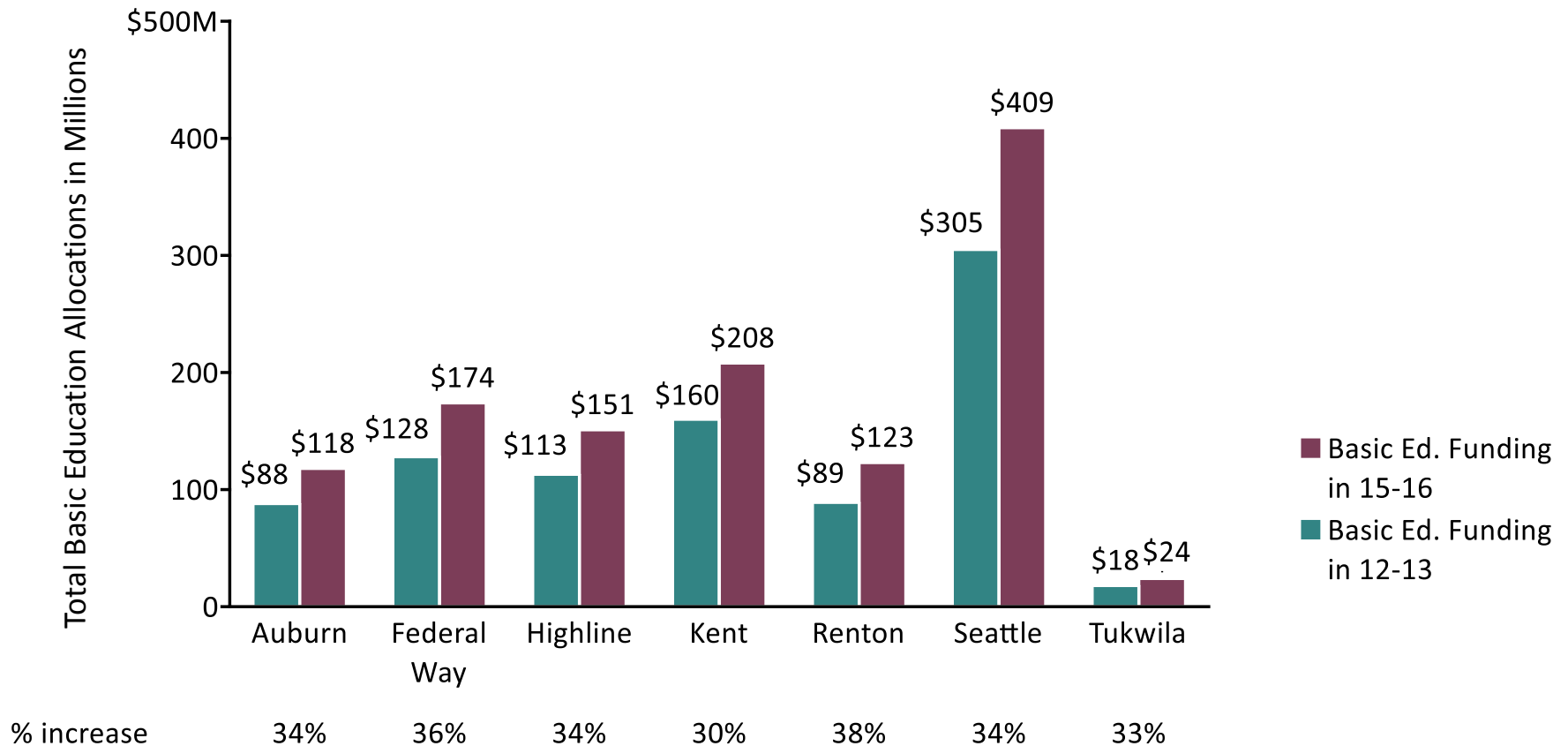


Source: OSPI

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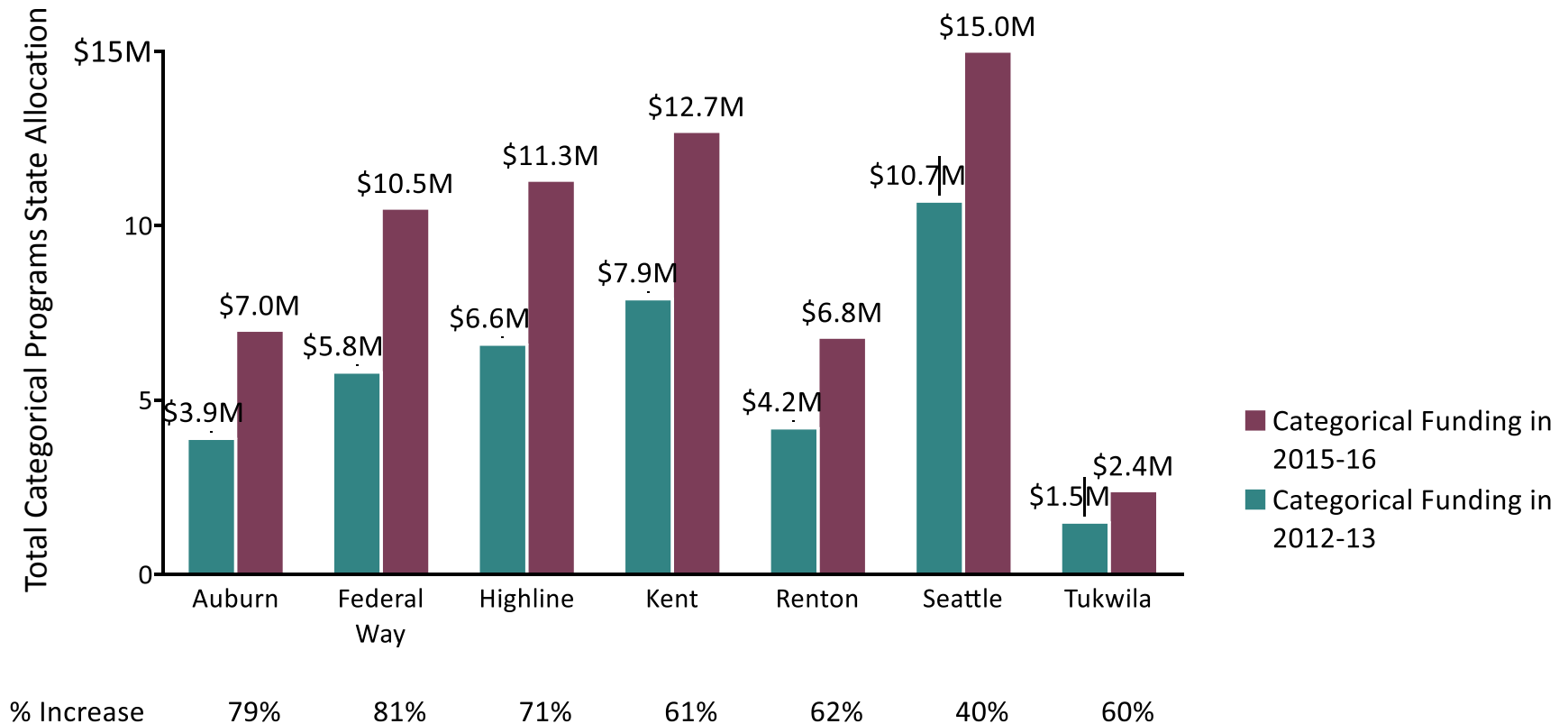
Comparing Districts, SY 2012-13 to 2015-16

Each district received varying amounts of additional state funding from SY 2012-13 to SY 2015-16 for Basic Education



Additional Money for Categorical Programs

Allocations for Categorical Programs increased by approximately ~\$25M from school year 2012-13 to school year 2015-16



Categorical Programs Per Student Allocations

Tying allocations to average staff tenure and experience results in inequities in per student categorical program dollars¹



1. Dollars per student on this slide represent the per student allocation produced by each program's respective formula. Actual per student amounts may vary slightly after year to year accounting adjustments are made at the state and district level. Source: OSPI

Advocate to invest in closing gaps

- 2012-2017 trend data available on district allocations for:
 - Highly Capable
 - Guidance Counselor
 - LAP
 - Parent Involvement Coordinators
 - Transitional Bilingual Instructional Program
 - Special Education
- For instance, Auburn has received an additional \$300K per year, on average, between 2014-2015 and 2016-2017 for high school guidance counselors.
- Next phase of Follow the Money will give us some insight on how districts spent money.

Agenda

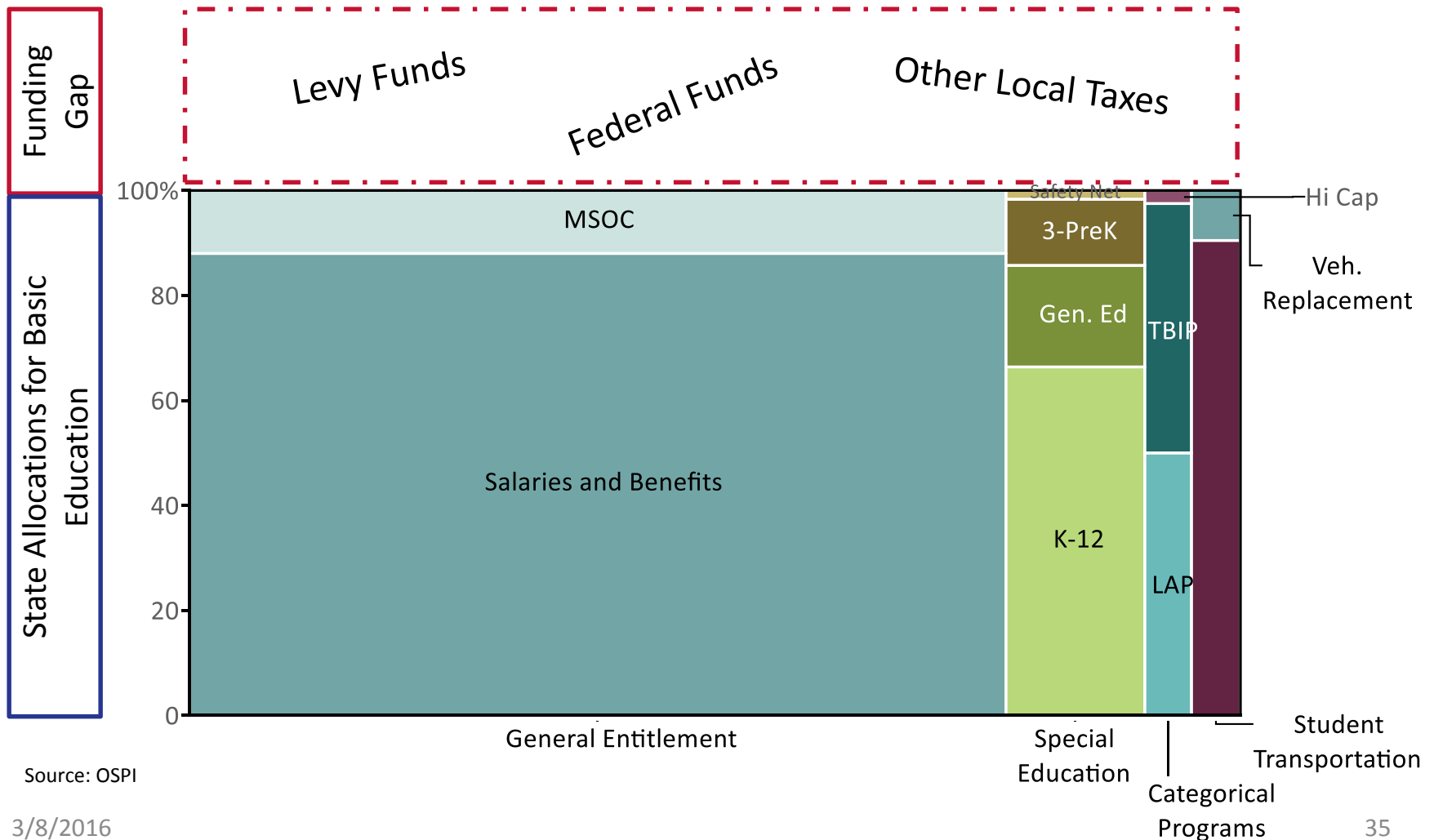
- The history of Basic Education funding
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Is there *Ample* Funding?

No

How big is the funding gap?

In school year 2013-14, state funding covered approximately *two-thirds* of the Road Map Districts' true Basic Education Costs



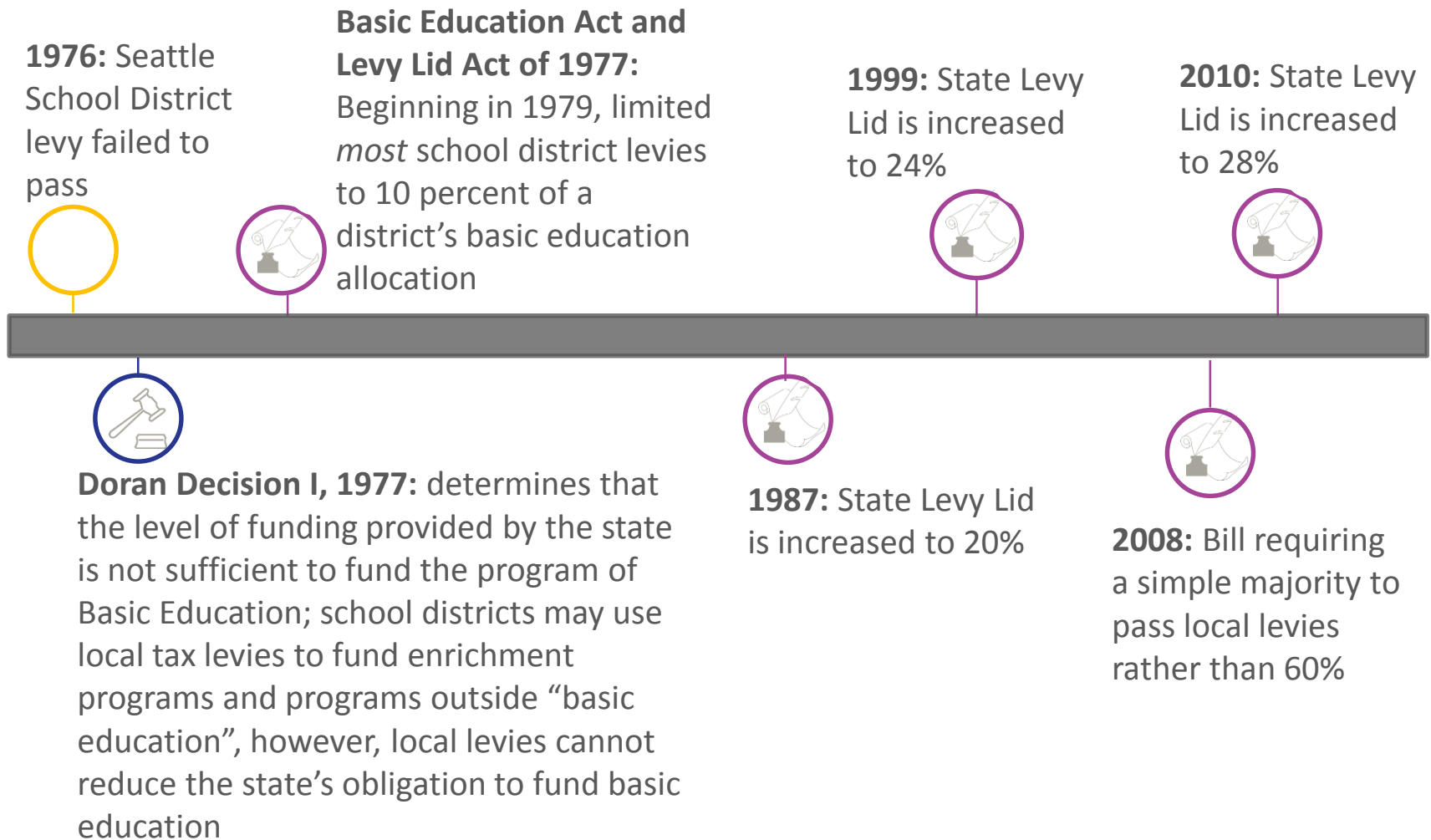
Understanding Local Levy Dollars

Local Levy dollars are voter approved Maintenance and Operating, M&O, levies and are in addition to property tax (regular levies)

- The amount, or authority, that can be raised per school district is limited by the state Levy Lid Act
- There are several types of school district levies - capital, tech, etc.
- M&O levies, however, are intended to be used for *enhancements to Basic Education*
- M&O levies are 1 or 4 years and voter approval is simple majority

Levy Court and Legislative History

The legislature and the court system continue to increase the levy lid in order to supplement education funding



Timeline overlay slide

The legislature and the court system continue to increase the levy lid in order to supplement education funding

1976: Seattle

levy fails



**Basic Education
Act and Levy
Lid Act of 1977**



1999: Levy Lid
increased to 24%



2010: Levy Lid
increased to 28%



1977 Doran Decision I



1987: State Levy Lid is
increased to 20%



2008: Bill requiring a
simple majority to pass
local levies



**1977
Doran
Decision I**



1984: HiCap
program

**2009
Substitute
House Bill
2261**



**2012 The
McCleary
Decision**



**1983 Doran
Decision II**



**1988 Doran
Decision III**

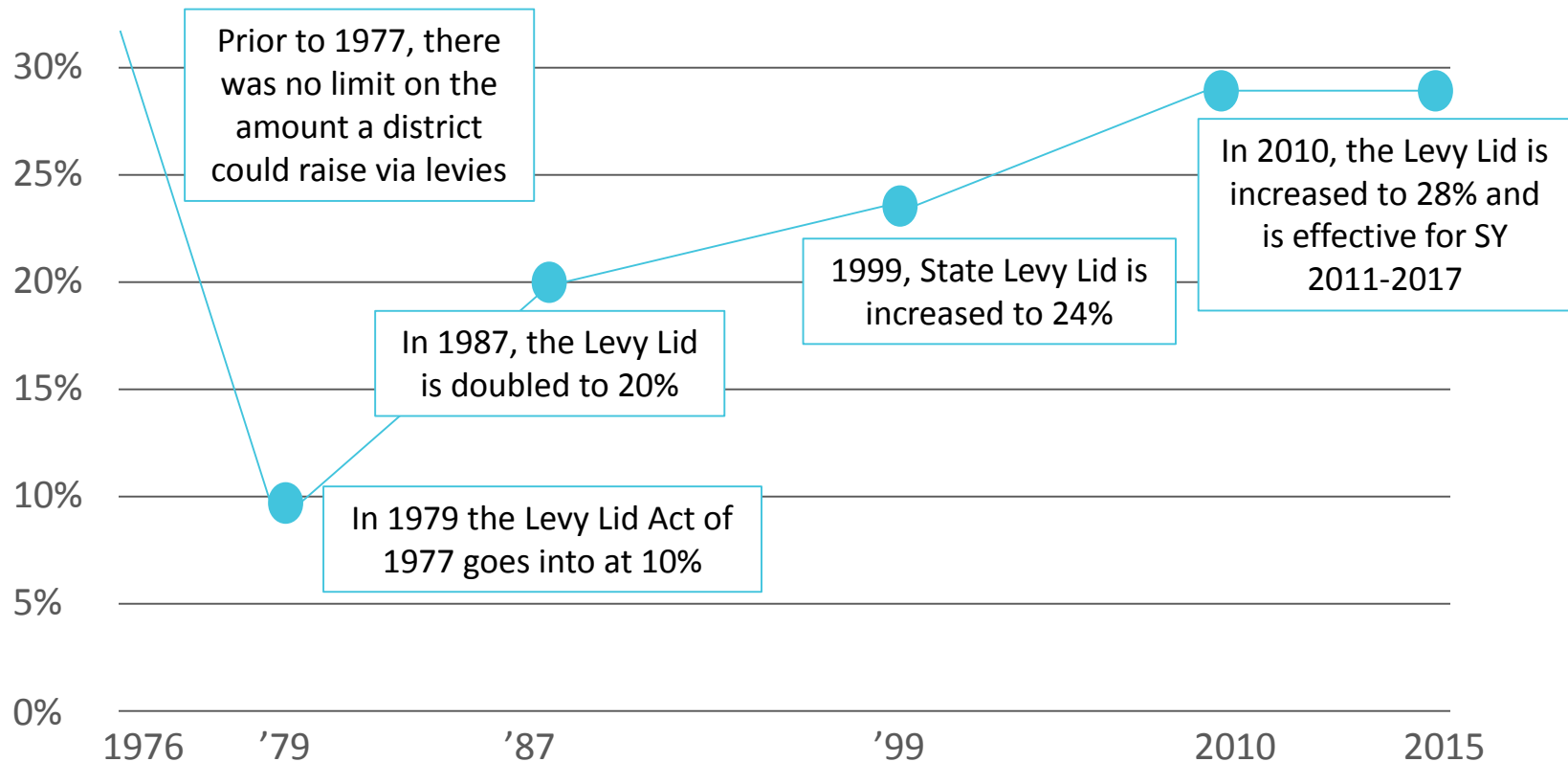


**2010
Substitute
House Bill
2776**



Levy Lid Continues to Rise

Despite increased mandates from the court for the state to “amply” fund Basic Education, the Levy Lid continues to rise



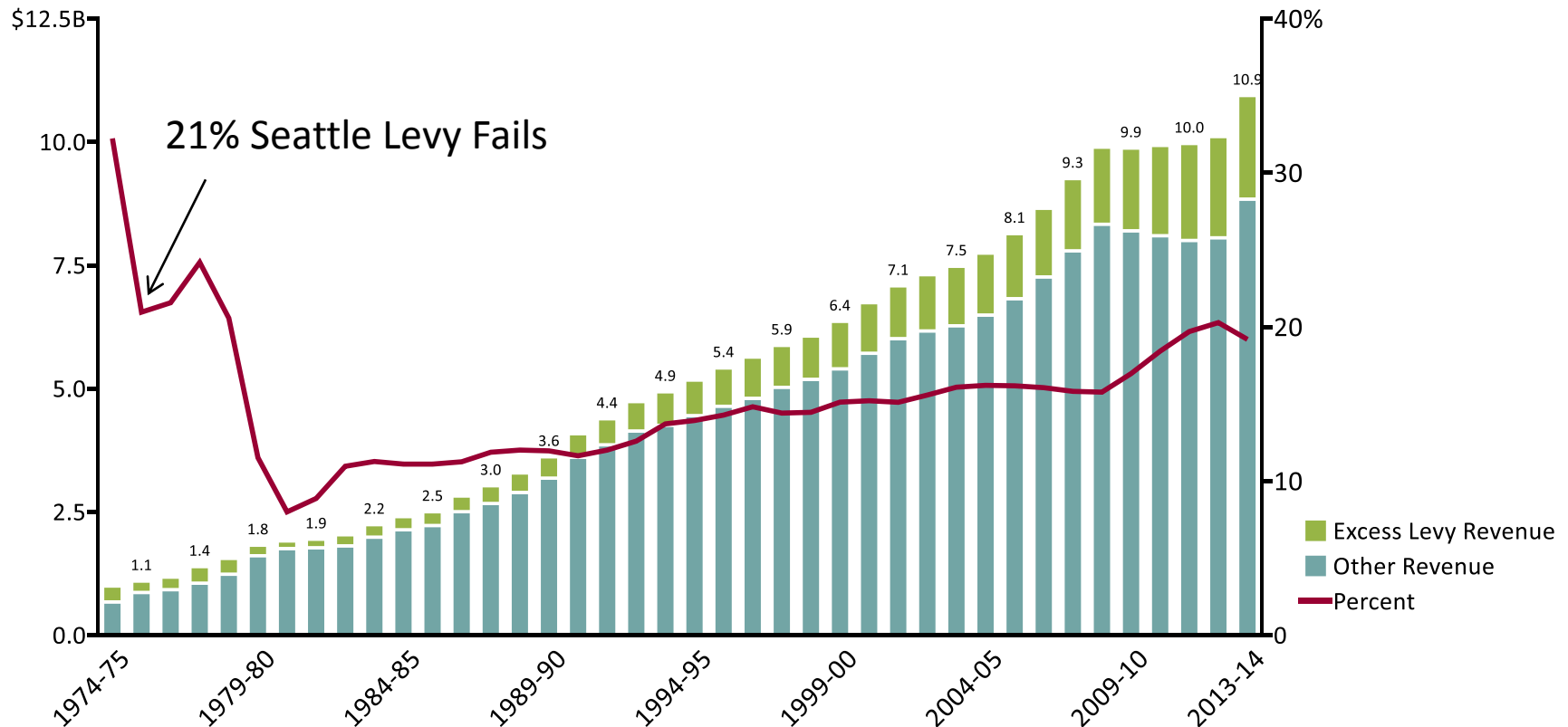
- The current Levy Lid ranges from 28.01% to 37.9%; several districts were grandfathered in at a higher rate than 10% in 1977, their rates continue to be higher than the levy lid
- In the 2018 school year the Levy Lid is set to revert back to 24%

Local levies as a percent of revenue

While school district revenues have grown, so have local levies; in the 2013-14 school year levies were ~19% of total revenues*

Total Revenue
Dollars in Billions

Levy % of Total Revenue



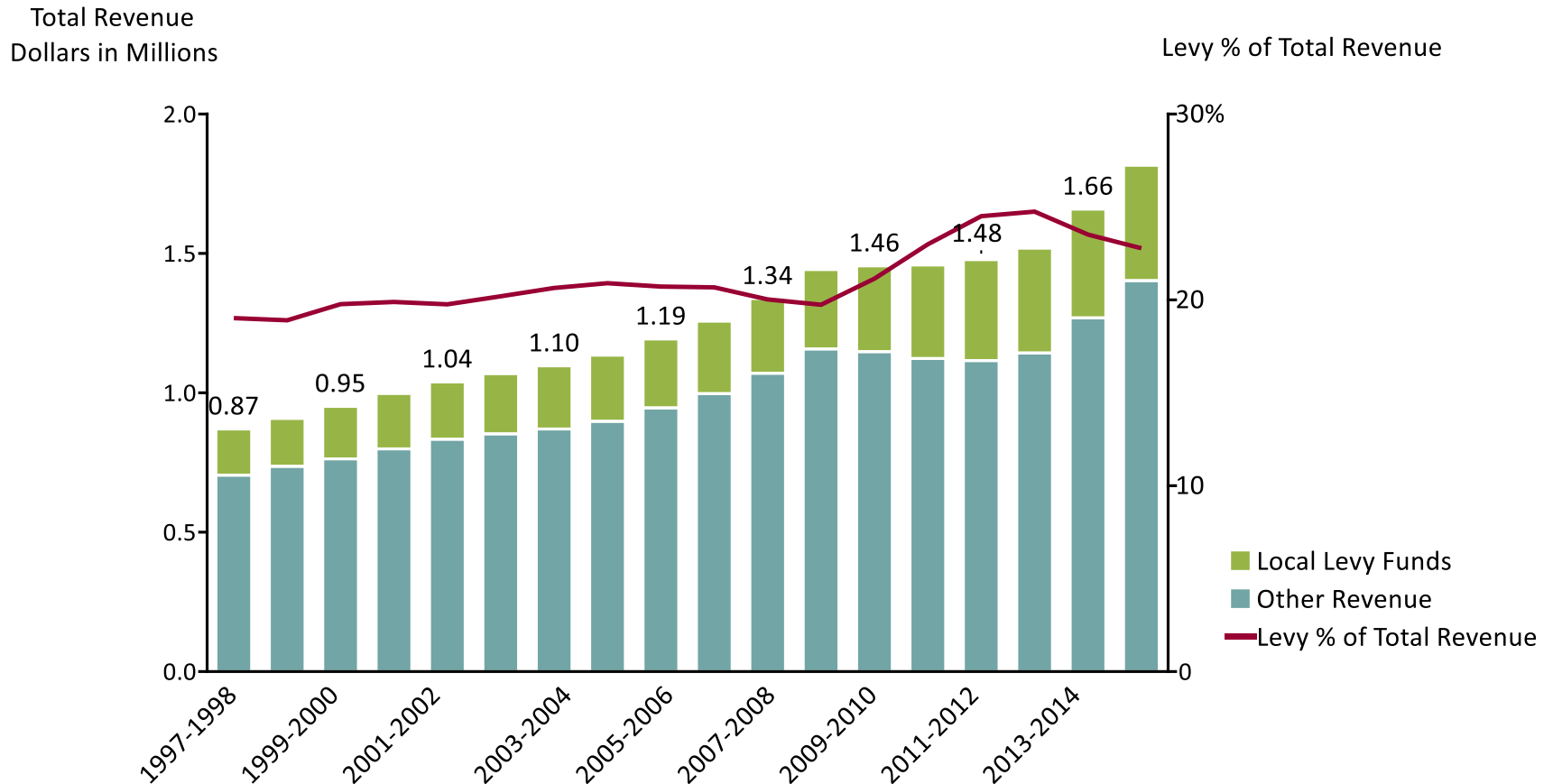
*Numbers represent the entire State of Washington

Source: OSPI

3/8/2016

Local levies in the Road Map region

In the Road Map Region, levies as a percentage of total revenue are higher than the state*



*Numbers represent the 7 Rod Map Districts
Source: OSPI

Why is this a problem?

It is easier for wealthier school districts to raise money via local levies



Poorer districts have to ask more of their voters and generate fewer dollars/per student

Key Take-Aways

1. When the state says they have “fully funded” education, that doesn’t mean they have “fully funded” education.
2. Compliance with *McCleary* ruling isn’t done by just putting more money into education.
3. Inequity exists in the way education funding works today.
4. More advocacy is necessary in the school district budgeting process because that is where the most flexibility exists.

Current Context

House Bill 2366 / Senate Bill 6195

1. Establish a task force to make recommendations on several important areas including compensation, local collective bargaining, district data reporting, revenue
2. Hire a consultant to collect data on compensation from districts
3. Take legislative action on local levies by the end of 2017 session

Thank you

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Appendix

Other Resources

Office of Superintendent of Public Instructions (OSPI):

<http://www.k12.wa.us/default.aspx>

State Office of Financial Management (OFM):

<http://www.ofm.wa.gov/>

Washington Association of School Administration (WASA):

<http://www.wasa-oly.org/>

Puget Sound Educational Service District (PSESD):

<https://www.psesd.org/>

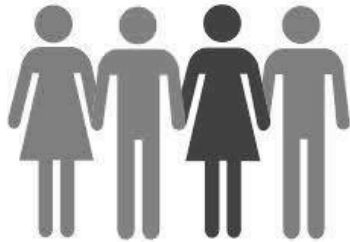
Your local school district's web site

State to District Funding

Funding flows from the state to districts uniformly and on the same schedule year over year

1

- Districts prepare budgets, which are submitted to OSPI in the summer
- Budgets use the previous year's enrollment with current funding formulas



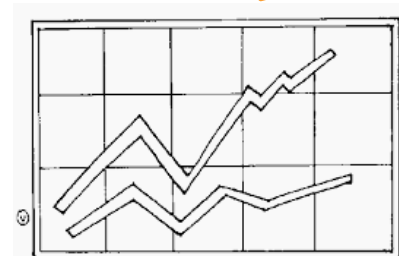
Recalculating allocations results in a variance between the prepared budget in the summer and final reported revenue in apportionment reports

2

- Districts receive allocations based on their budget reports in September thru December
- January allocations are adjusted to reflect current year enrollment and staff mix

3

- Expenditure reports from the previous school year are submitted to OSPI in November and is publicly available in the following calendar year



Current Prototypical School Model Staffing Units

	Elementary School 400 Students	Middle School 432 Students	High School 600 Students	Staff Type
Principals	1.253	1.353	1.88	Certificated Administration
Teacher Librarian	0.663	0.519	0.523	Certificated Instructional
Guidance Counselors	0.493	1.216	2.539	Certificated Instructional
School Nurses	0.076	0.060	0.096	Certificated Instructional
Social Workers	0.042	0.006	0.015	Certificated Instructional
Psychologists	0.017	0.002	0.007	Certificated Instructional
Teaching Assistance	0.936	0.700	0.652	Classified Staff
Office Support	2.012	2.325	3.269	Classified Staff
Custodians	1.657	1.942	2.965	Classified Staff
Student and Staff Safety	0.079	0.092	0.141	Classified Staff
Parent Involvement Coordinators	0.0825	0.000	0.000	Classified Staff

Classroom Teacher Funding

Classroom teachers are calculated based class size and planning time at each grade level as determined by the legislature

Class Size: Non-High Poverty

Grade	Class Size
K	22.00
1	23.00
2	24.00
3	25.00
4	27.00
5-6	27.00
7-8	28.53
9-12	28.74
CTE 7-8	26.57
CTE 9-12	26.57
Skills Centers	22.76

K-3 Class Size: High Poverty

Grade	Class Size
K	18.00
1	19.00
2	22.00
3	24.00

Grade	Planning Time
Grades K-3 (non-poverty and poverty) and 5-6	15.50%
Grades 7-12 and CTE and Skills Centers	20.00%

Actual class size compliance for both K-3 and K-3 high poverty subject to class size compliance calculations

Understanding the Prototypical School Model

Funding is generated based on a school district's reported enrollment by grade level

Example: Classroom teachers

In school year 14-15, the Auburn school district had 2,072.78 (based on a running 10 month average) middle school students

Classroom Teacher Allocation

$$\frac{\overset{\text{\# of students}}{2,072.78}}{\underset{\text{Class size}}{28.53}} \times \overset{\text{Middle School Planning time}}{(1 + .20)} = 87.183 \text{ State Funded Teacher Units}$$

Understanding the Prototypical School Model

Funding is generated based on a school district's reported enrollment by grade level

Example: Principals

In school year 14-15, the Auburn school district had 2,072.78 (based on a running 10 month average) middle school students

The diagram illustrates the calculation of state-funded middle school principals allocation. It features a horizontal line with a large blue 'X' in the center, representing multiplication. To the left of the line is the text 'Other School Staff Allocation'. Above the line, the number '(2,072.78)' is shown with a blue arrow pointing to it from the label '# of students'. To the right of the 'X', the number '1.353' is shown with a blue arrow pointing to it from the label 'Prototypical Middle School Principal Allocation'. Below the line, the number '432' is shown with a blue arrow pointing to it from the label 'Prototypical Middle School Size'. To the right of the line is an equals sign, followed by the number '6.491' and the text 'State Funded Middle School Principals'.

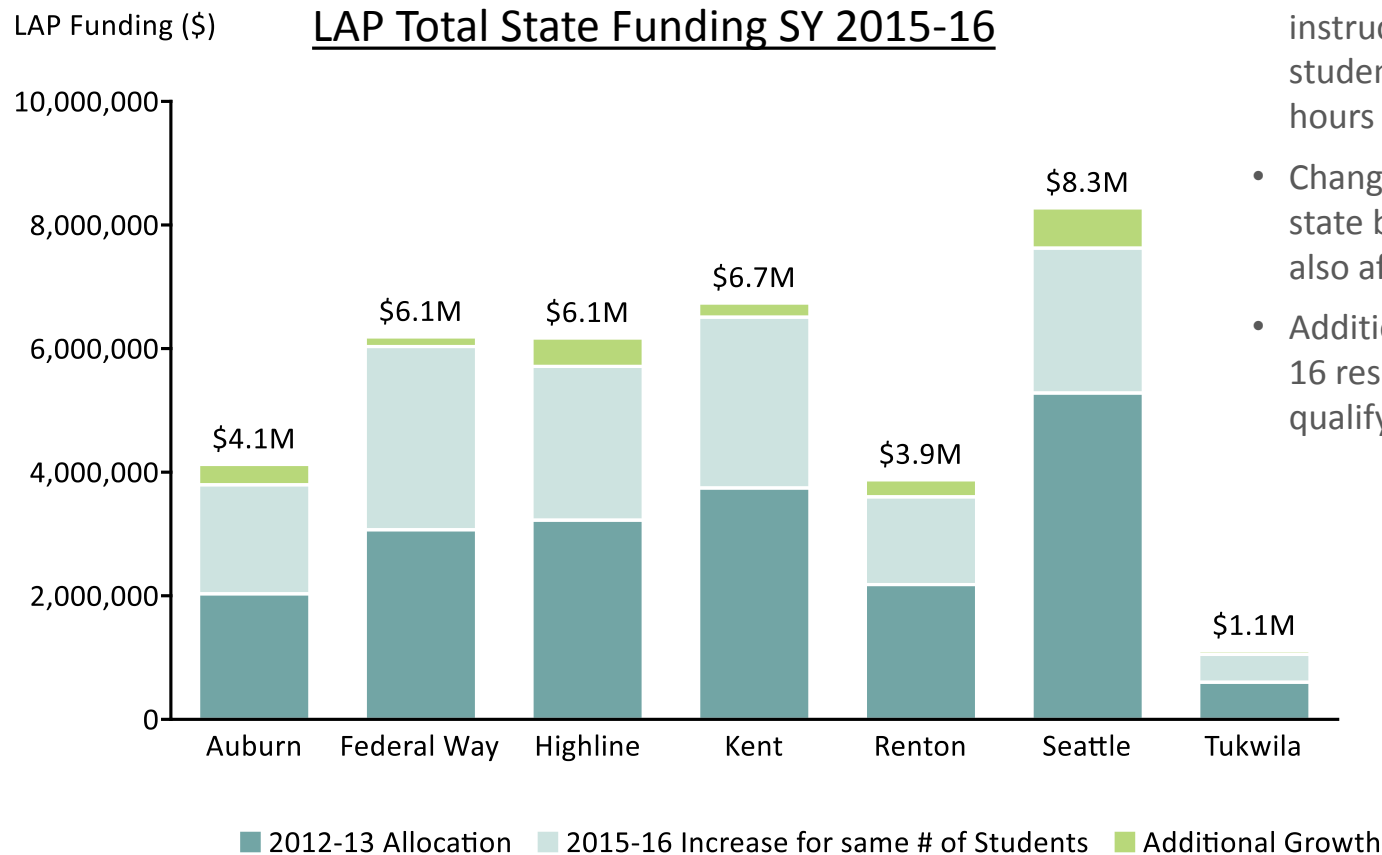
$$\text{Other School Staff Allocation} \times \frac{\text{\# of students (2,072.78)}}{\text{Prototypical Middle School Size (432)}} \times \text{Prototypical Middle School Principal Allocation (1.353)} = 6.491 \text{ State Funded Middle School Principals}$$

Staff units are multiplied by salary and benefits for total district allocation

CCER Phase 2A Presentation: Supplemental Slides

Additional Funding for LAP

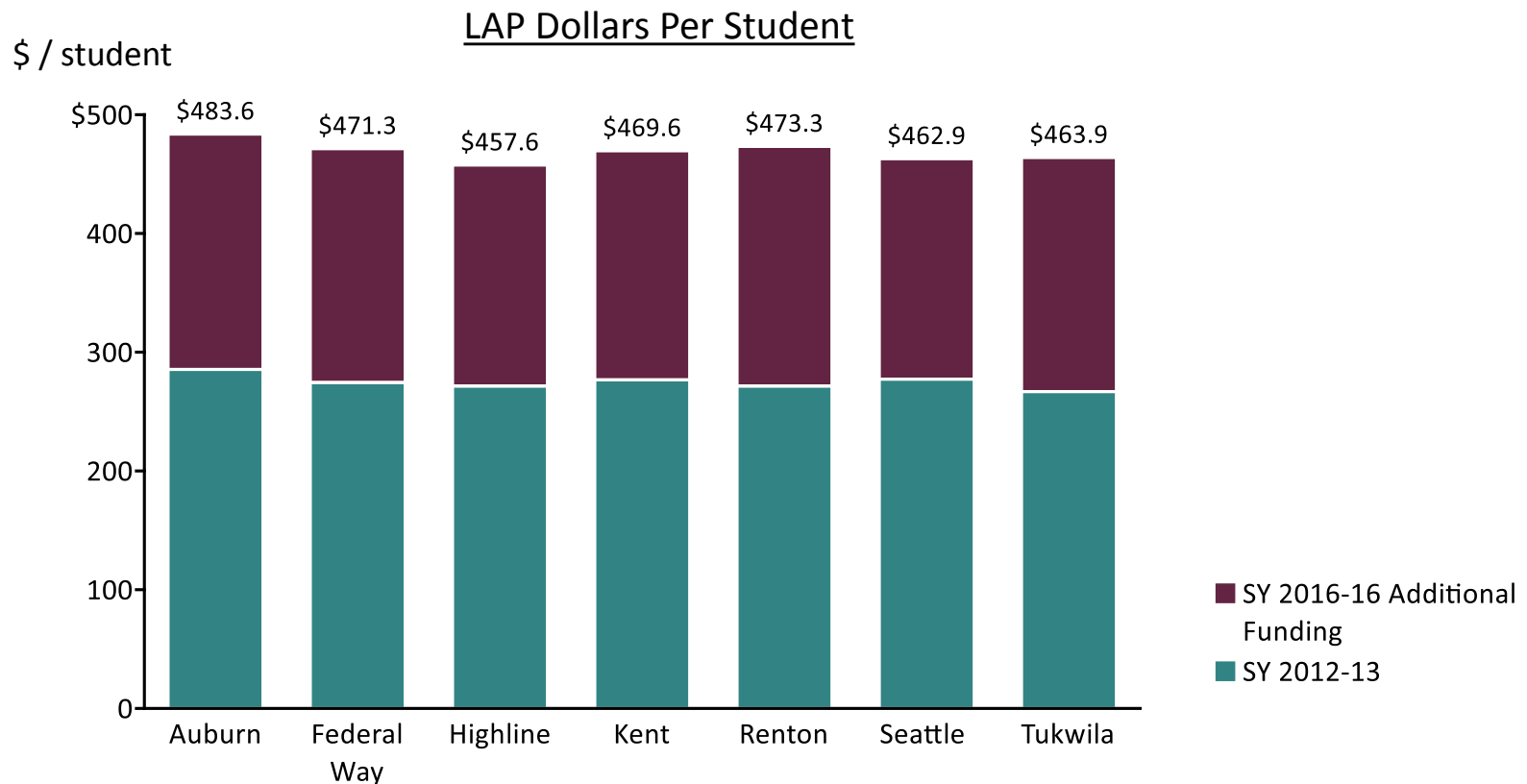
State funding for LAP has increased significantly between SY 2012-13 and SY 2015-16



- Growth in LAP funding was driven by an increase in hours of instruction per week for students from 1.5156 to 2.3975 hours in SY 2013-14
- Changes in staff mix factors, and state base salary and benefits also affects funding allocations
- Additional funding, in SY 2015-16 results from growth in qualifying students

Per Student Funding Increased for LAP

State funding for LAP funding, per student, has increased an average of 71% from SY2012-13 to budgeted allocation for SY2015-16*



Source: OSPI

*For the Road Map Region

3/8/2016

State guidance for LAP funding

State funding for LAP must be spent within the program; flexibility exists, however, within state guidance

High-level state guidance for the LAP program:

- School districts implementing a learning assistance program shall focus first on addressing the needs of students in grades K-4 who are deficient in reading or reading readiness skills to improve reading literacy. RCW 28A.165.005 (2)
- The LAP program consists of two components: services and disruptive behavior management

Allowable Activities:

- Professional Development
- Consultant Teachers
- Family Outreach
- Community Partnerships
- Partner with CBOs to deliver academic and non-academic supports (5% for Readiness to Learn)

Guidance Counselors & Parent Involvement Coordinators

Both staff positions in the prototypical school model had an increase in staffing unit allocations during the past two biennium

- In SY 2013-14, the Parent Involvement Coordinator (PIC) position was added to the prototypical school model. The allocation is 0.0825 full time equivalent staff per elementary school of 400 students
- In SY 2013-14 the legislature increased the allocation for middle school guidance counselors from 1.116 to 1.216 per 432 students
- In SY 2013-14 the legislature increased the allocation for high school guidance counselors from 1.909 to 2.009 per 600 students; in allocation was increased to 2.539 in SY 2014-15
- Elementary school guidance counselors has remained constant at 0.493 per 400 students from SY 2012-13 to SY 2015-16

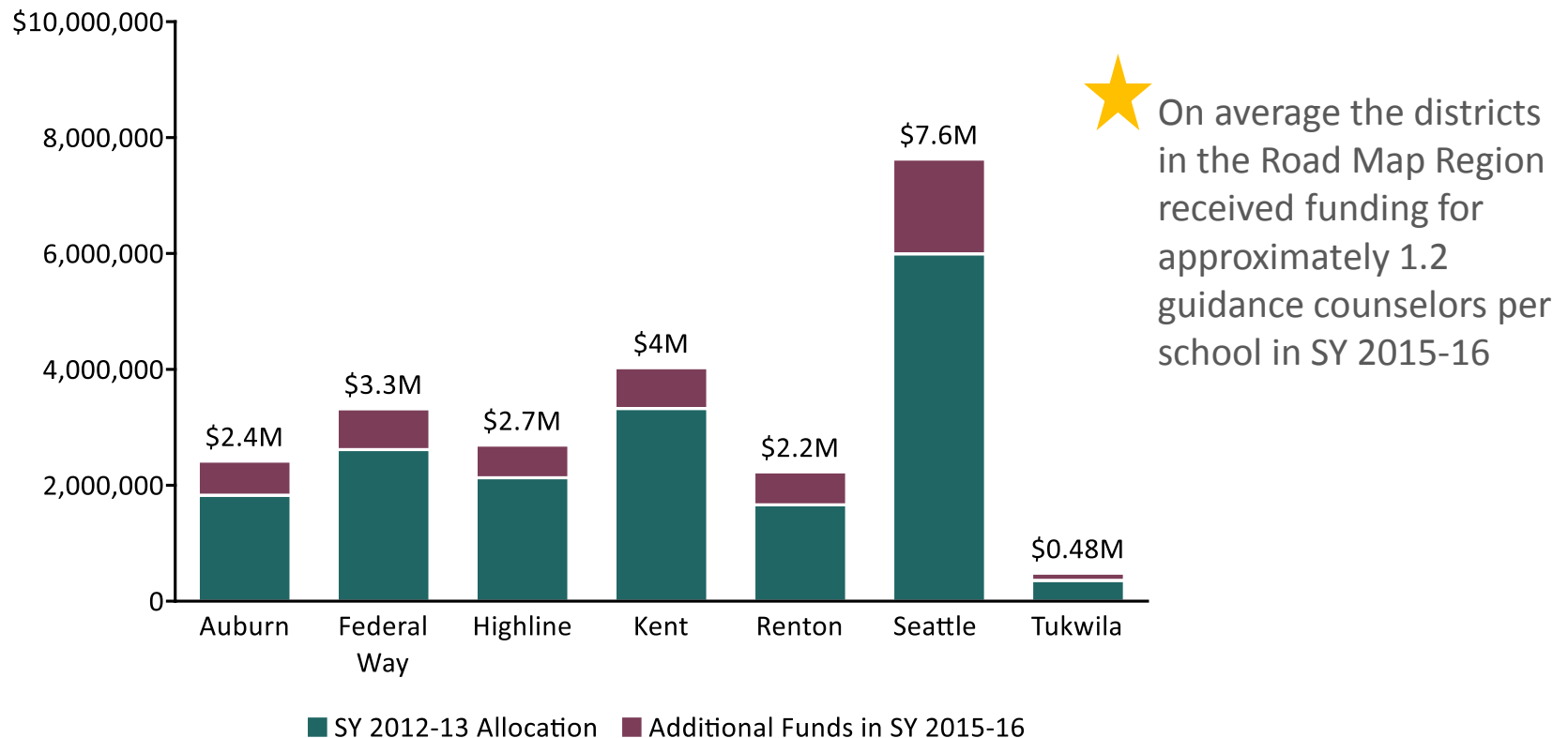


Funding for these staff positions are *allocations* only and do not have to be spent within these categories

Additional Funds for Guidance Counselor

Growth in funding for guidance counselors grew between 21% and 35% from the 2012-13 to 2015-16 school year

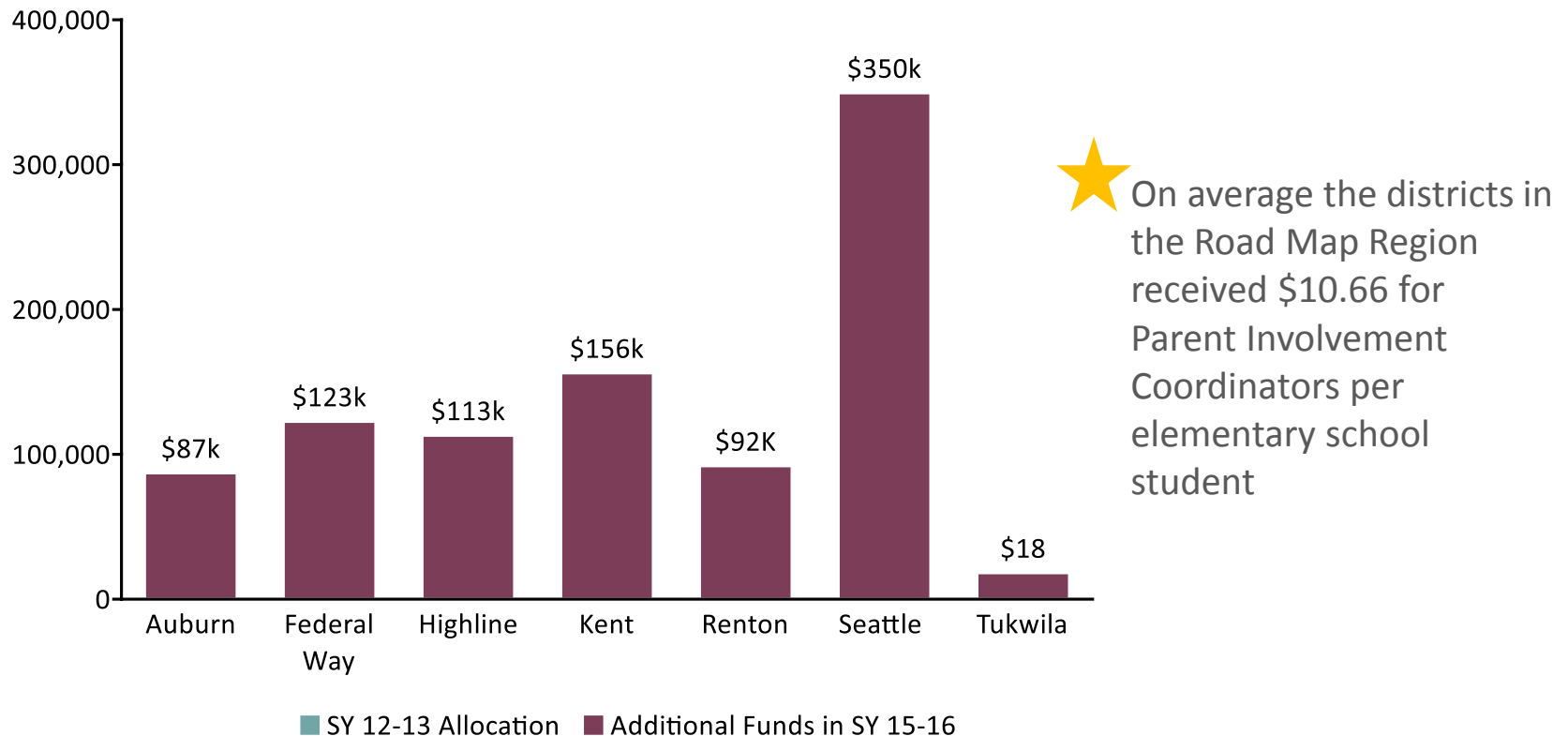
Total Allocation (All Guidance Counselor Sub-Categories)



Additional Funds for Parent Involvement

In school year 2012-13 there were no funds dedicated to Parent Involvement Coordinators in the prototypical school model

Total PIC Allocation



Follow the Money – Levy Edition

League of Education Voter's 6th Annual Activist Training
Presentation Date: January 23, 2016

Introduction

The Issue

- Local levy funds are intended to *enhance* basic education
- Local levy funds are being used to *pay for* basic education

Key Challenge

- The state continues to under-fund basic education
- Reliance on local levies is too variable and puts some districts at a disadvantage

The Result

- Educational opportunities vary across the state and funding is inequitable

Seattle Public Schools example

Funds from the Operations Levy are the second largest source of revenue in Seattle Public Schools' 2015-16 operating budget

Operating Resources by Source 15-16

State	\$416.8 M	55%
Federal	\$64.3 M	9%
Operations Levy	\$189.6 M	25%
Local Non-Tax	\$26.8 M	4%
Other	\$55.5 M	7%
Total	\$753.1 M	100%

“The operations levy pays for a portion of teacher, instructional assistant and support staff salaries, as well as textbooks, classroom supplies, safety and building security, bilingual and special education services, professional development and training, bus transportation, and student activities such as athletics, music, arts, extra-curricular and co-curricular activities.”

-Seattle Public Schools Levies Information
(Winter 2016)

Source: Seattle Public School Levies Information (Winter 2016)

How does the inequity work?

Hypothetical Example for School Year 2015 – 16

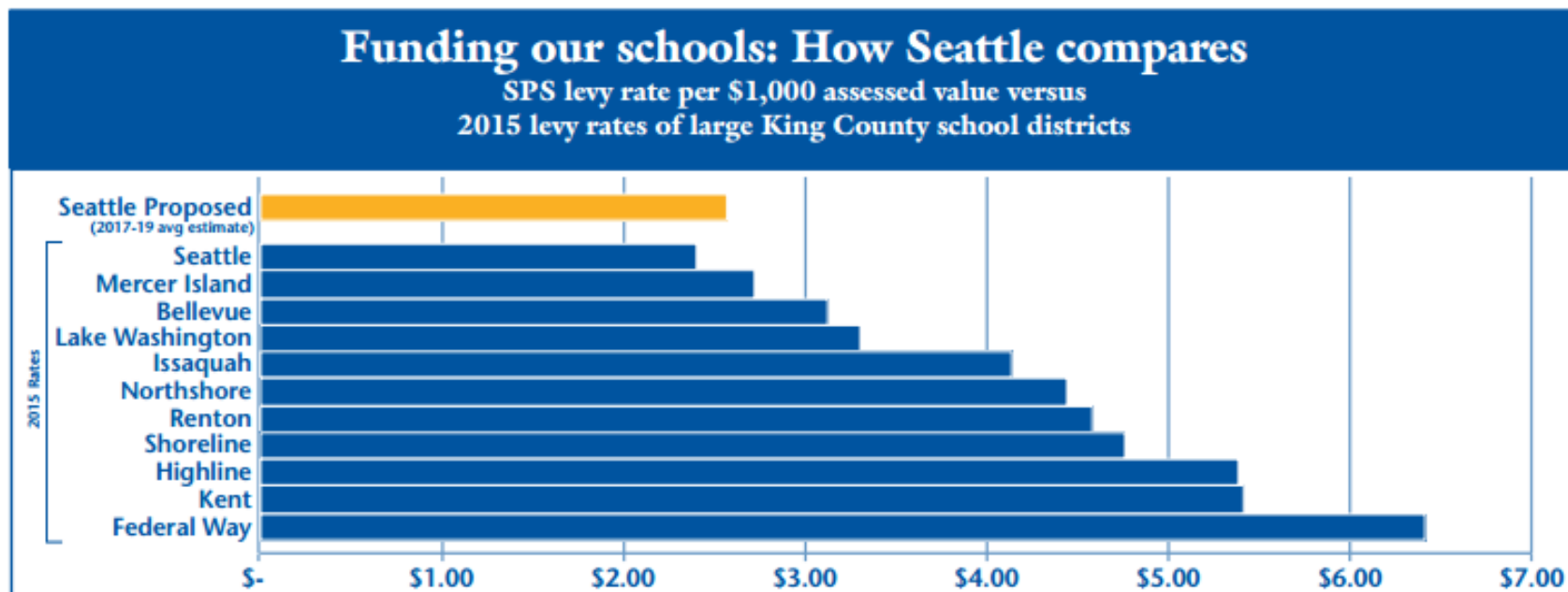
	District 1 (Wealthy)	District 2 (Rural)
Enrollment	15,000	15,000
Levy Base	\$155,000,000	\$155,000,000
14% levy amount	\$21,700,000	\$21,700,000
Approximate assessed land value	\$20,000,000,000	\$4,500,000,000
14% levy rate	\$1.09	\$4.82
Max LEA (Local Effort Assistance)	\$0.00	\$14,712,780

Statewide Average 14% Levy Rate [OSPI Calc.] = \$1.552

How does this affect taxpayers in the two districts?

Annual Tax Payer Impact	District 1	District 2
Prior to LEA (for a \$200,000 house)	14% levy rate = \$1.09	14% levy rate - \$4.82
	Annual Property Tax = \$218	Annual Property Tax = \$964
After LEA (for a \$200,00 house)	14% levy rate = \$1.09	Rate after LEA = \$1.55
	Annual Property Tax = \$218	Annual Property Tax = \$310

Current levies rates in the region



~71% of the Highline school district's student body qualifies for Free and Reduced Price Lunch compared to ~5% of Mercer Island's; yet Mercer Island tax payers pay less than half of what Highline tax payers do

Source: Seattle Public School Levies Information (Winter 2016) and OSPI

Supplemental LAP information

OSPI guidance for LAP services

Learning Assistance Program

Eligibility for LAP Services

Use **Multiple Measures** of Performance

Eligible students score **below standard** in ELA or math.

- K-2 Readiness Skills in ELA and Math
- K-12 English Language Arts
- K-12 Mathematics



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OSPI guidance for LAP services

Learning Assistance Program

Eligibility for LAP Services

Successful High School Completion

- Grade 8 Transition Services for students to enter high school successfully
- Grades 11-12 Graduation Assistance



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OSPI guidance for LAP behavior

Learning Assistance Program

LAP Behavior

Eligibility	
	Students must qualify for LAP services in ELA or math
	Below standard — based on multiple performance measures in ELA and math, or both

However...students can receive LAP Behavior supports **without** also receiving LAP services in ELA or math.



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