



Generations of Progress II

## Where we are going...

- How a world-class education system affects our economy, our community and opportunities for all.
- How public schools are making progress.
- Why additional resources are needed to make sure ALL students have the basic skills they need, including math and science.
- What you can do to help.



In this short presentation, we will address three main points:

**[CLICK]** How a world-class education system affects our economy, our community and opportunities for all.

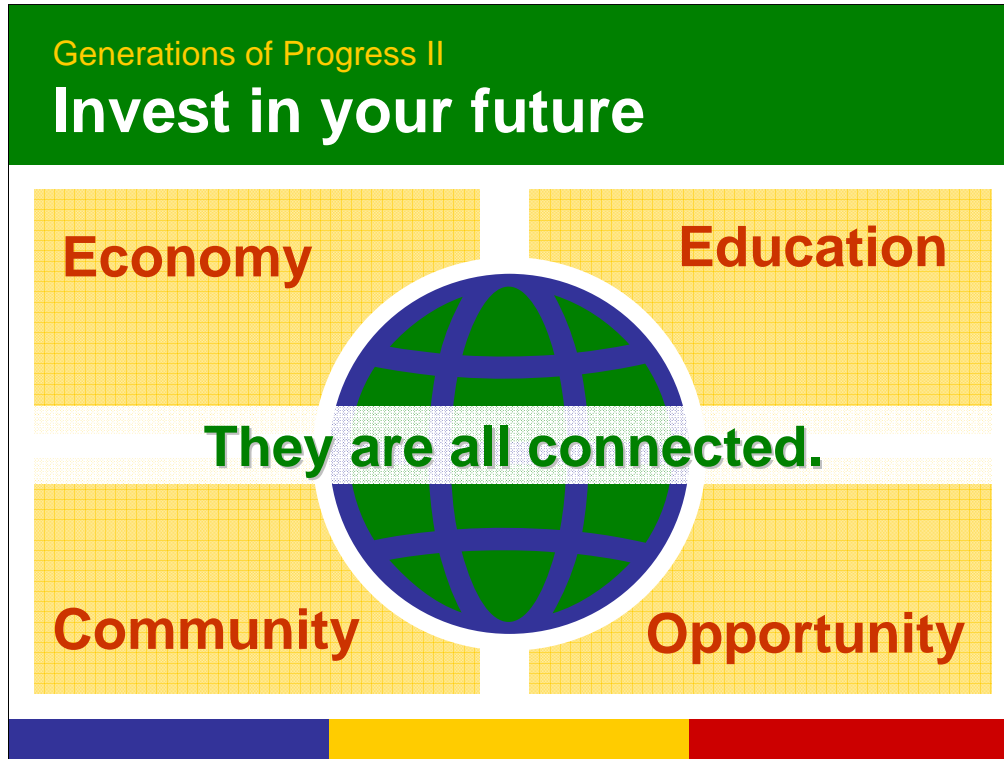
**[CLICK]** How public schools are making progress.

**[CLICK]** Why additional resources are needed to make sure ALL students have the basic skills they need, including math and science.

**[CLICK]** And then we'll touch on **what you can do to help**.

**\*\*NOTE\*\***

Depending on the size of your audience, you may wish to just have the audience read each bullet silently instead of reading them out loud.



They are all connected: the economy, [CLICK] education, [CLICK] our community [CLICK] and opportunity.

One out of three jobs in Washington is trade dependent, making us the most trade-dependent state in the nation. Our state is one of ten identified as global challenge states in a Washington Learns report, which illustrates how heavily we rely on global business and opportunities to feed our economy.

How we educate our students directly affects the opportunities available to both students and citizens.

**We need a world-class education system that will prepare Washington's students to succeed in today's global economy. Your future depends on it.**

OPTIONAL TALKING POINT—Global challenge states

The term “global challenge states” stems from a “New Economy Index,” published by the Progressive Policy Institute in 2002. The report ranked states based on their potential for success in the new economy—which requires innovation, entrepreneurship and commercialization of new technologies—all of which rely on educated citizens. The ten global challenge states include the eight states that topped the New Economy index as well as two other states with economic characteristics similar to Washington state.

Invest in your future

## World-class schools because...

- A knowledge-based economy requires K-12 investments.
- Washington firms report difficulty finding qualified applicants.
- Washington businesses are importing too many highly educated workers.
- **We must ensure our students have the skills that Washington needs.**

Our economy has moved from one rooted in industry and manufacturing to one based in knowledge.

Our economic growth is driven by technology and science and **Washington employers—technology-based and otherwise—report difficulty in finding educated workers locally.**

**[CLICK]** 67 percent of Washington firms attempting to hire workers with a vocational associate's or bachelor's degree reported difficulty finding qualified applicants.

**[CLICK]** Washington businesses are importing too many highly educated workers from other states and nations.

**[CLICK]** **We must ensure our students can do the jobs Washington businesses need them to do.**

OPTIONAL TALKING POINT: Pull in a local example of how industry has changed in your area.



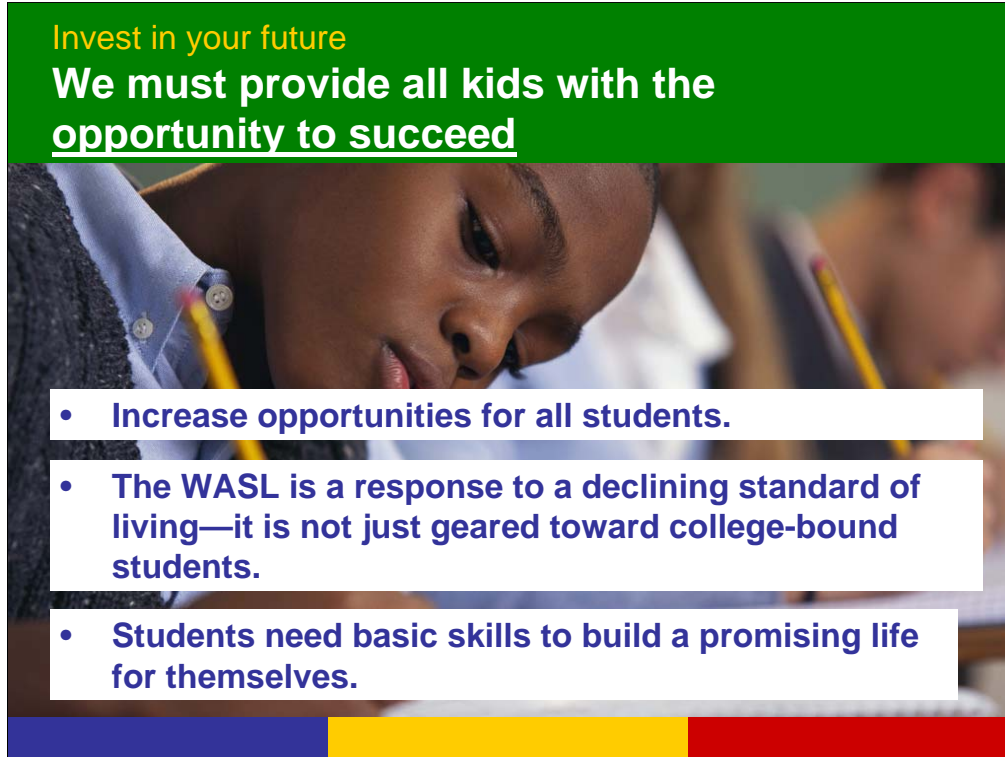
**“To remain competitive, we must build an education system that allows our children to compete and collaborate with the best minds in the world.”**

Leonard K. Peters, Battelle  
Science and Technology International

Leonard Peters is the director of the Pacific Northwest National Laboratory for Battelle Science and Technology International.

He stated our needs plainly when he said:

**[READ QUOTE]** “To remain competitive, we must build an education system that allows our children to compete and collaborate with the best minds in the world.”



**Invest in your future**  
**We must provide all kids with the opportunity to succeed**

- **Increase opportunities for all students.**
- **The WASL is a response to a declining standard of living—it is not just geared toward college-bound students.**
- **Students need basic skills to build a promising life for themselves.**

We must provide all kids with the opportunity to succeed.

**[CLICK]** Increasing opportunities for all students is a driving force behind education reform in Washington state.

**[CLICK]** The Washington Assessment of Student Learning, also known as the WASL, is a direct response to community concern about the declining standard of living for low-skilled workers—it is not just geared toward college-bound students.

**[CLICK]** There are fewer low-skill jobs today than there were in the past. Students need basic skills to build a promising life for themselves.

**Invest in your future**  
**Strong schools strengthen communities**

**Lower crime rates**

**Lower dependence on public assistance**

**Higher levels of civic participation**

**Better health outcomes**

Education benefits everyone.

Research has shown that the better educated a community,

**[CLICK]** The lower the crime rate

**[CLICK]** The lower the dependence on public assistance

**[CLICK]** The higher the level of civic participation, and

**[CLICK]** The better the health outcomes.


**Today's kids will impact your life.**

Generations of Progress II  
**Schools are making progress**

**Accountable**

**Effective**

**Efficient**



The impressive gains schools and students across the state are making must not be overlooked.

Schools are held more accountable and are more transparent than ever.

**[CLICK]** In terms of effectiveness, Washington taxpayers get more value per dollar from public schools than most other states, and

**[CLICK]** Operational efficiencies are continually refined.

(OSPI analysis of *Quality Counts 2005*)

Washington state schools are making progress  
**Our schools are accountable**

- **Annual state and district report cards to the community** (<http://reportcard.ospi.k12.wa.us/>)
- **Washington Assessment of Student Learning** (<http://reportcard.ospi.k12.wa.us/waslTrend.aspx>)
- **State and private audits**
- **School improvement plans**
- **District improvement plans**
- **No Child Left Behind/federal accountability requirements** ([www.ed.gov/admins/lead/account/stateplans03/wacsa.pdf](http://www.ed.gov/admins/lead/account/stateplans03/wacsa.pdf))

Annual district, school and individual report cards are important in ensuring an open and transparent school system. Federal requirements provide additional accountability for schools by providing another measure to ensure they are meeting the needs of ALL students.

Measures of accountability include:

- Annual state and district report cards
- **[CLICK]** The Washington Assessment of Student Learning
- **[CLICK]** State and private audits
- **[CLICK]** School improvement plans
- **[CLICK]** District improvement plans
- **[CLICK]** The No Child Left Behind and other federal accountability requirements.

OPTIONAL WASL TALKING POINT: Since 1992 and the adoption of the education reform act, schools have become results-oriented and based on student outcomes—that is, what students should know and be able to do at each grade level is clearly outlined. Administering the Washington Assessment of Student Learning at multiple grade levels allows teachers to assess student strengths and weaknesses and refine their teachings to more accurately address individual student needs.

OPTIONAL WASL TALKING POINT REGARDING VALIDATION: The validity of Washington's assessments was confirmed by an outside research group in 2003. In fact, the report states that the WASL "emphasizes more advanced content—such as informational topics and critical reading—than other states' tests."

Washington state schools are making progress  
**Our schools are effective**

- ★ Top average SAT test scores,\*  
four years in a row
- ★ Fourth, nationally, in increased  
percentage of students demonstrating  
college level mastery of AP\*\* courses
- ★ Among the top five average scores for  
11 consecutive years on the American  
College Test (ACT)

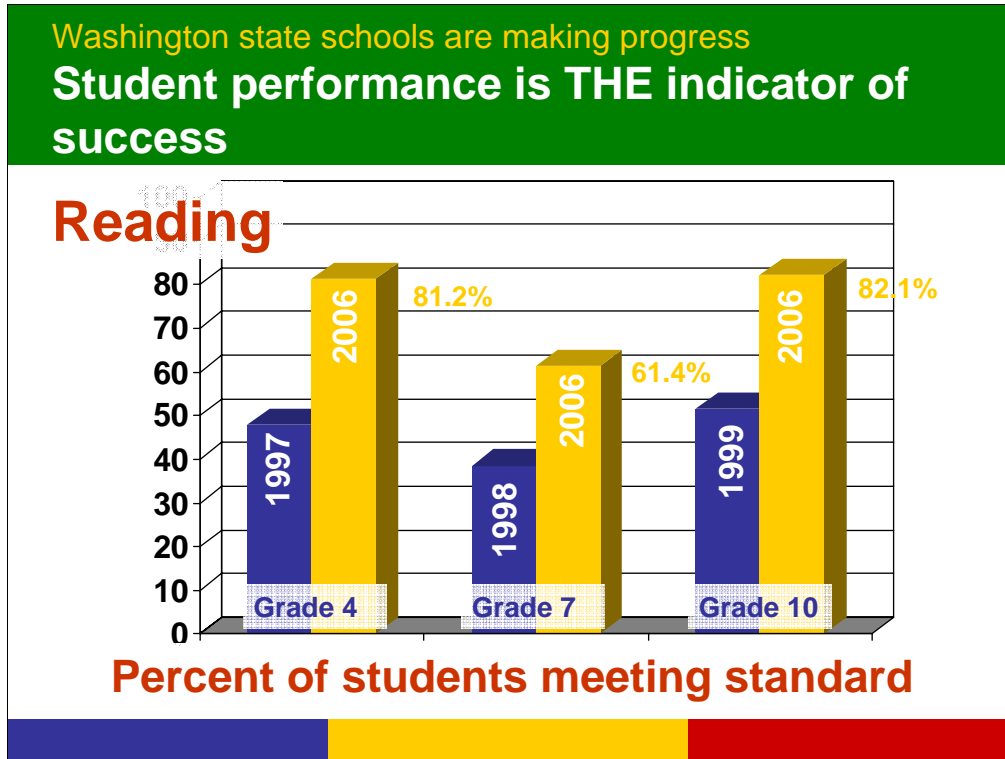
\* Among states where at least half the students took the test. \*\* Advanced Placement

Student achievement is proof of our effectiveness and observable in many ways.

Washington **topped** average test scores on the SAT (Scholastic Aptitude Test) **four years in a row**—among states where at least half the students took the test.

**[CLICK]** Washington ranks fourth in increased percentage of students demonstrating college level mastery of Advanced Placement courses.

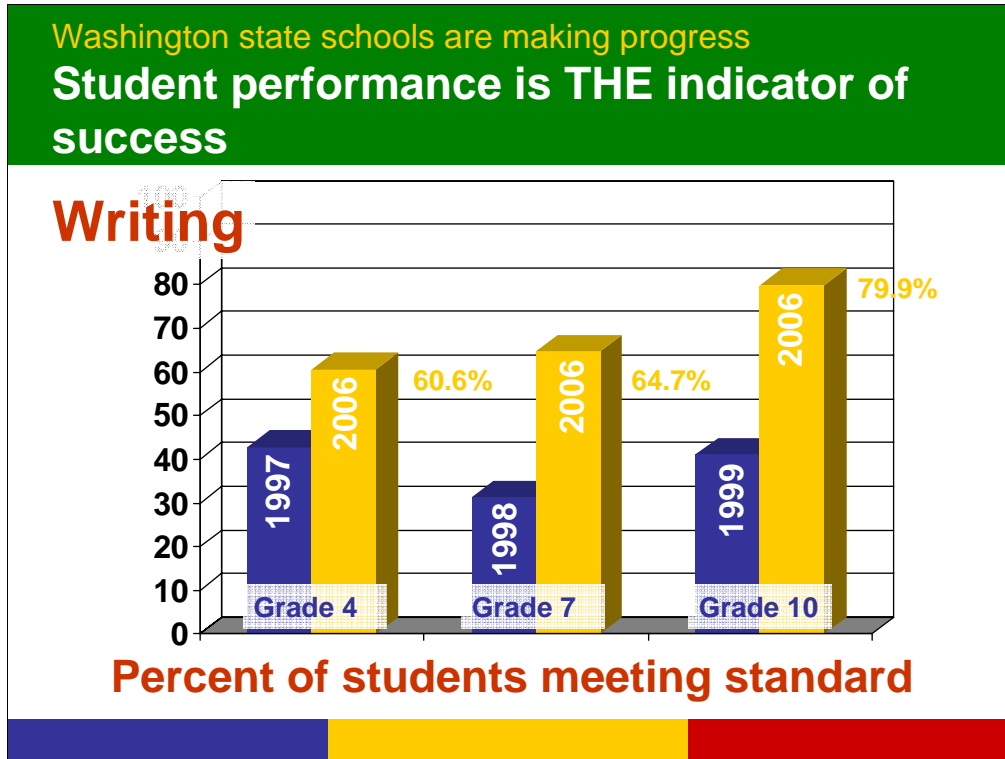
**[CLICK]** Washington continues to have a dominating presence on the American College Test, scoring in the top average test score for 11 consecutive years.



Two years ago, few believed schools would make the dramatic progress we are seeing today, but student performance is proof of our effectiveness.

In every subject, students are performing better than when testing began.

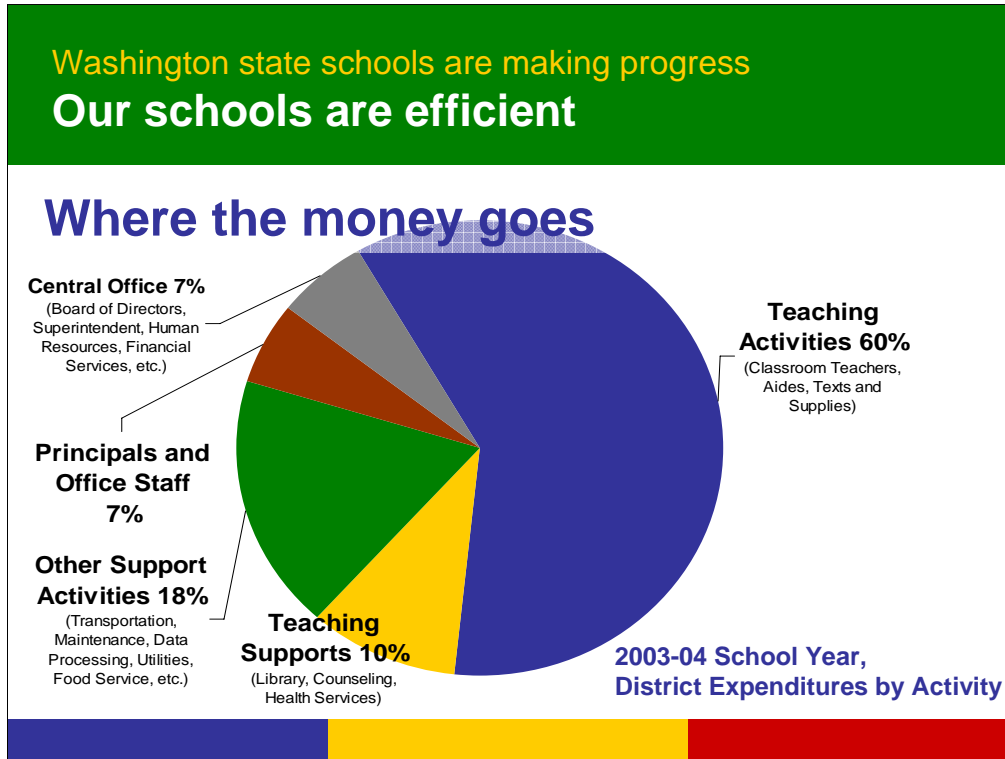
In Reading, 81.2 percent of fourth graders met the standard in 2006. That is 33 percent more since testing began. Nearly 23 percent more seventh graders are meeting standard than those who first took the test in 1998. And there were 30.6 percent more tenth graders meeting standard in the 2005-06 school year.



The same stories can be told in writing.

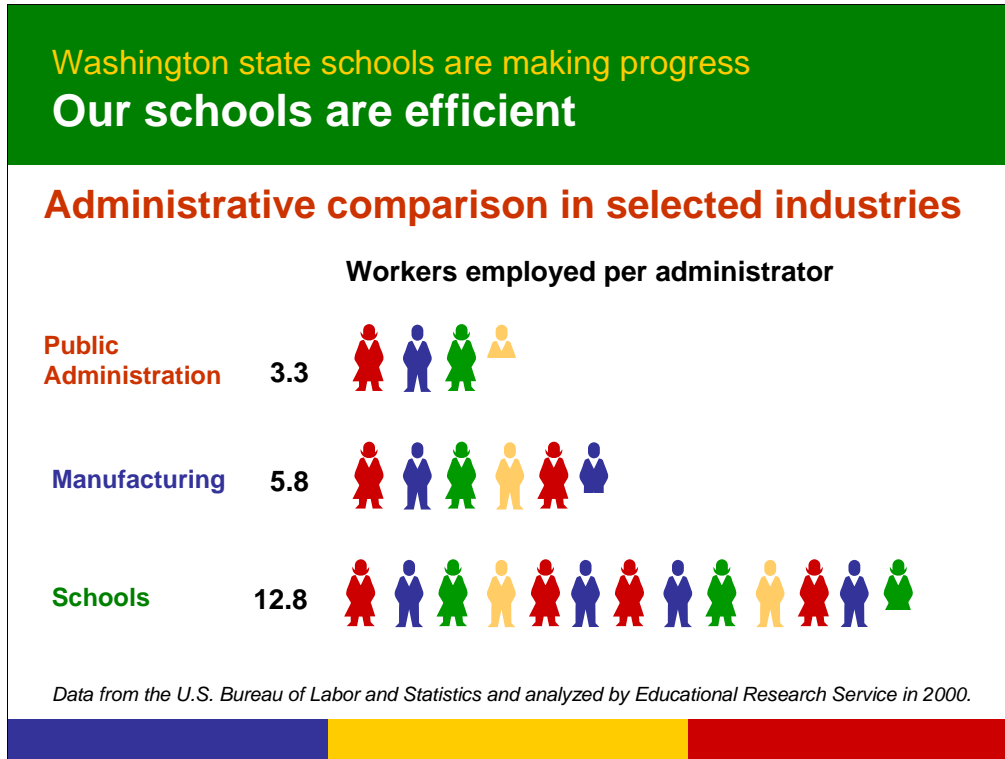
**OPTIONAL**

In Writing, 60.6 percent of fourth graders met the standard in 2006. That is nearly 18 percent more than when testing began. The number of seventh graders meeting standard has more than doubled since the test was first taken in 1998, to 64.7 percent in 2006. And there were close to 39 percent more tenth graders meeting standard.



Sixty percent of school district spending was for teaching in the 2003-04 school year, plus an additional ten percent went to teaching supports. Feeding, caring for, transporting and maintaining healthy learning environments for children claimed another 18 percent of the average district budget.

Source: JLARC analysis of OSPI's State Summary School District Financial Reports 03-04, available at [www.k12.wa.us/safs/PUB/FIN/0304/FinSum2.pdf](http://www.k12.wa.us/safs/PUB/FIN/0304/FinSum2.pdf)



In terms of an efficiency comparison, consider the number of people employed per executive or administrator in different industries.


**[CLICK]** On average, public administration agencies employ 3.3 persons per executive, administrator or manager.

**[CLICK]** In the manufacturing industry, 5.8 persons are employed per administrator.

**[CLICK]** But in schools, 12.8 persons are employed for every administrator and/or manager hired, according to data from the U.S. Bureau of Labor and Statistics.


*Source: SIRS Leadership Information, Summer 2003, p. 26. Data from the U.S. Bureau of Labor and Statistics and analyzed by Educational Research Service in 2000.*

Washington state schools are making progress  
**Efficient—Schools are not top-heavy**



**From 1974-2006, the number of district administrators per 1,000 students decreased 23.4 percent.**

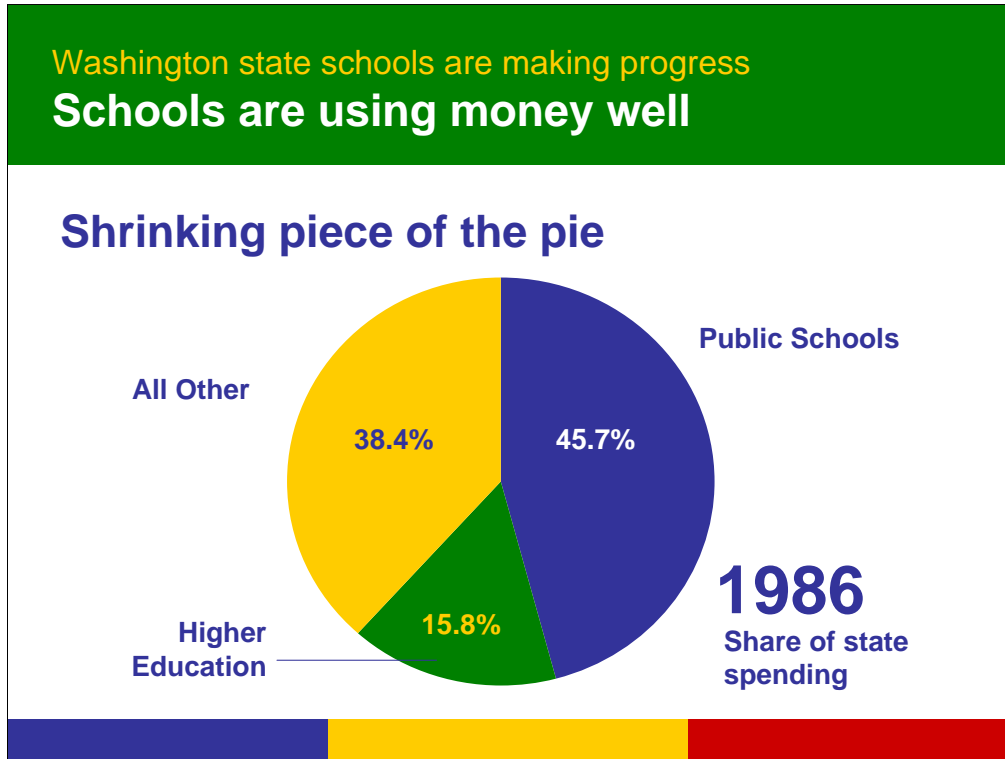
**During this same period, the salary distribution for this group decreased by 33.1 percent.**



Historical data shows that the number of administrators in a district per 1,000 students has been declining for the past 30 years.

**[CLICK]** In addition to having fewer administrators per student, the percentage of funding provided by the state for administrative staff has steadily decreased.

*Source: Historical data from SPI Personnel Report, 2005-2006 K-12.*



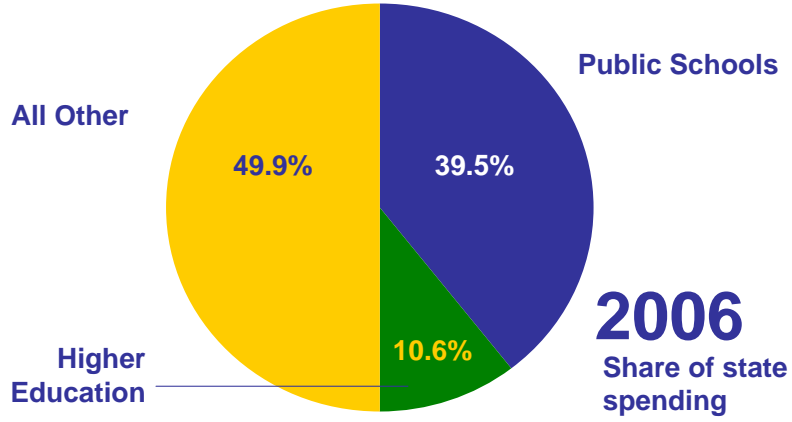
And while schools are making the most of the monies they receive, they are working with a smaller piece of the pie.

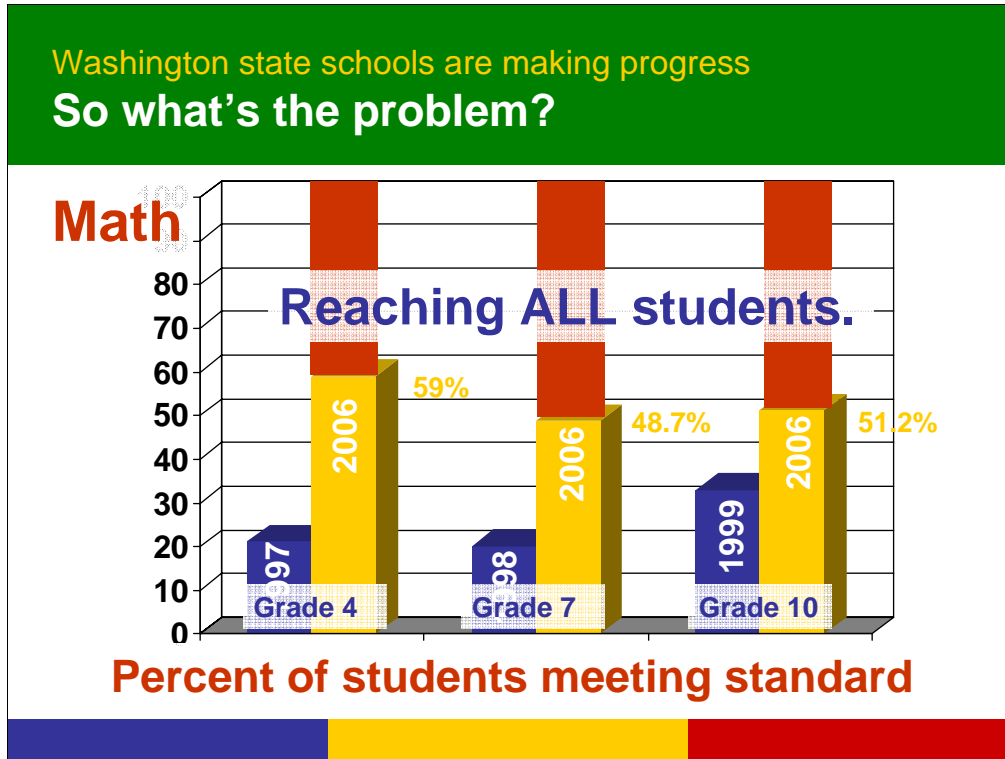
The Office of Financial Management has shown that education's share of the state budget has actually decreased by over six percent in the last ten years. **[CLICK]**

*Source: Washington Learns presentation by Ann Daley, 2006*

Washington state schools are making progress  
**Schools are using money well**

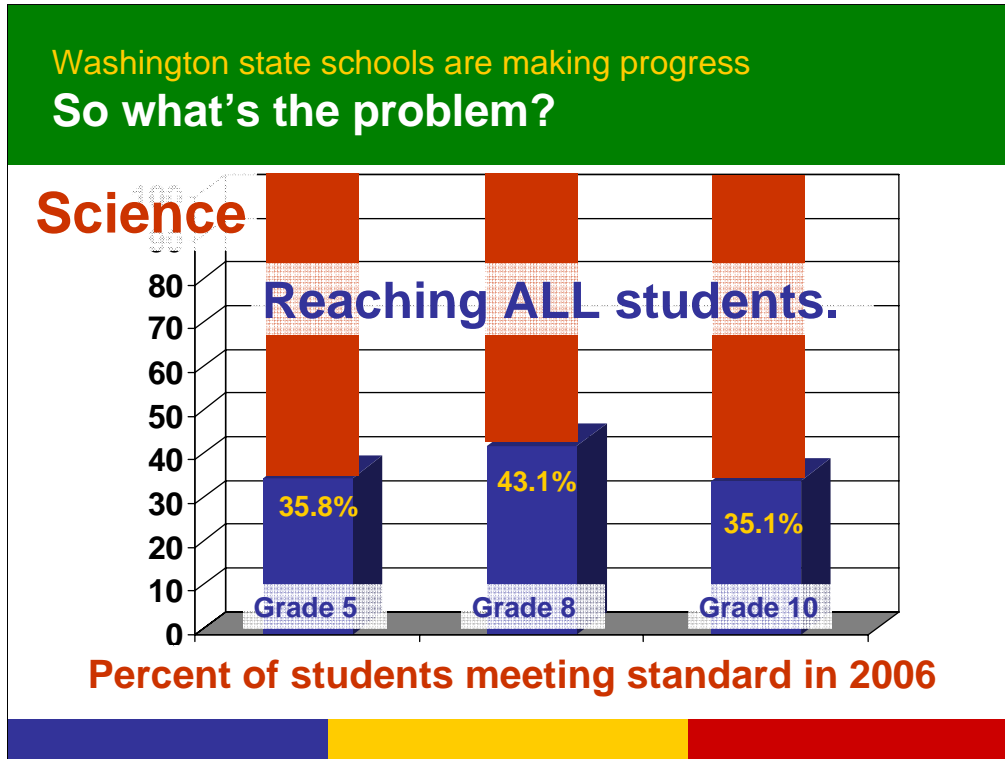
**Shrinking piece of the pie**





**So what's the problem?**

While we have made impressive gains in math and in other areas, there is a lot of work to be done in terms of helping **[CLICK]** ALL students in Washington state get the skills they need to find a good job or pursue a post-secondary education.




We must redouble our efforts in math and science as we continue our growth in reading and writing.

Generations of Progress II  
**Additional funding is needed**

**You can only stretch a rubber band so far...**

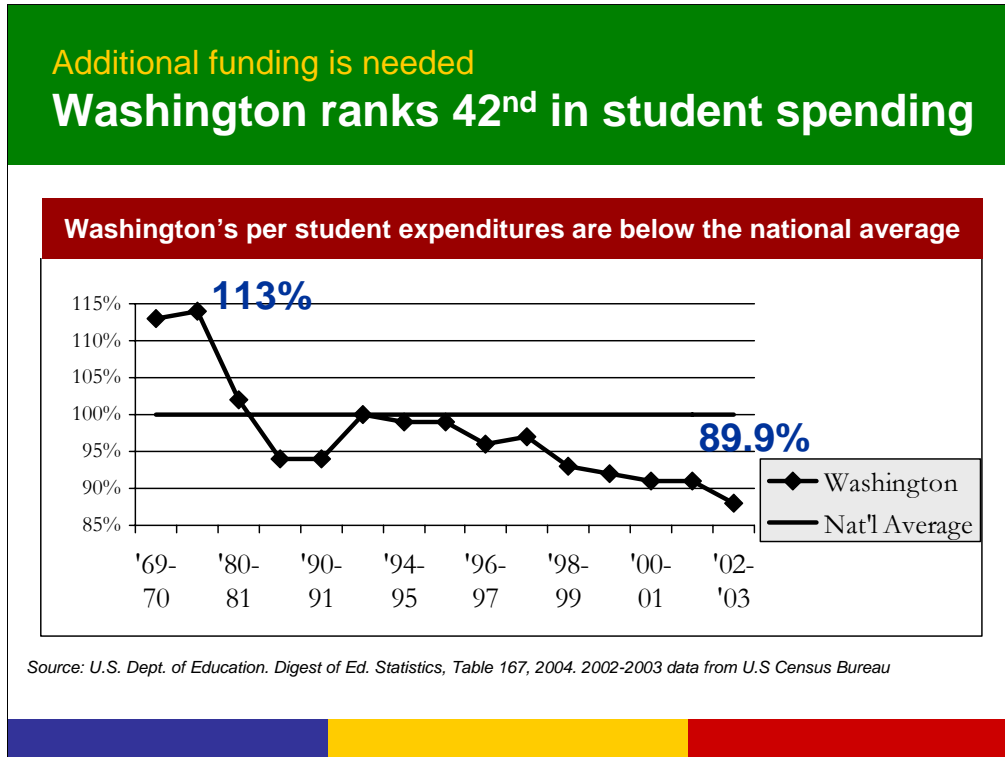
**Mathematics and science**



In the midst of the progress being made, many schools are reaching a breaking point. Costs are higher than ever. Our funding formulas are not equitable and do not cover the costs of 21<sup>st</sup> century basic needs like computers.

Operational efficiencies have been maximized, budgets and staff trimmed to the bone, and many districts have no recourse but to turn to the state for a funding resolution.

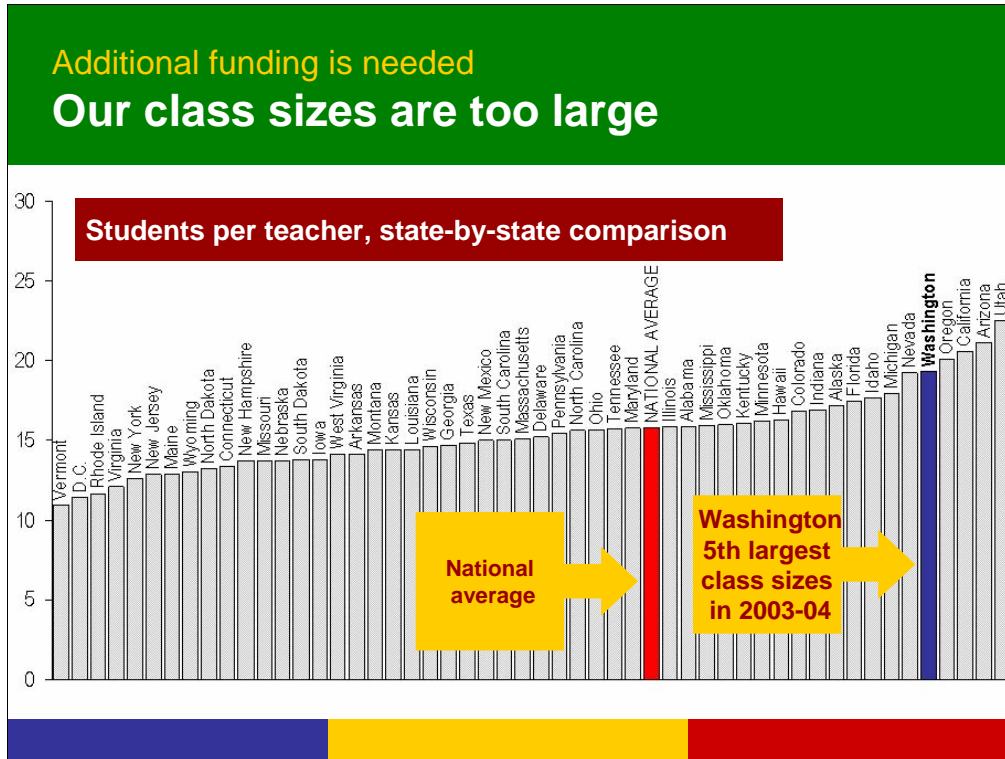
**[CLICK]** The challenge ahead is to replicate the gains made in literacy in other subjects, math and science in particular. But a system already stretched to the limit cannot achieve this goal without sufficient additional resources.



While we aim to provide all children in Washington with a first-rate public education, state funding has dropped dramatically in the last 25 years, to where we are now spending less than 90 percent of the national average per pupil.

The numbers speak for themselves. Washington ranks 42<sup>nd</sup> in per pupil expenditures.

Source: "Quality Counts 2005: No Small Change: Targeting Money Toward Student Performance," U.S. Department of Education, National Center for Education Statistics, 2001-02. U.S. Dept. of Education. Digest of Ed. Statistics, Table 167, 2004. 2002-2003 data from U.S Census Bureau

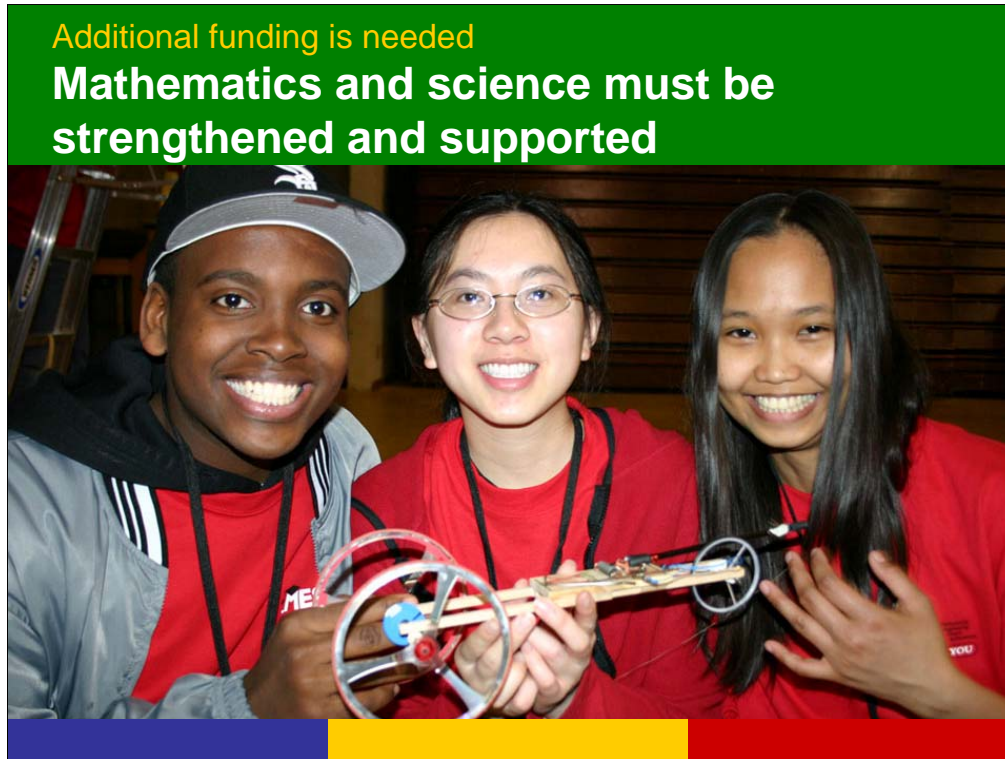


Washington state ranks 46<sup>th</sup> in the nation in class size.

Amid higher expectations and great academic demands, Washington state's investment in public education has actually *decreased*.

Source: "Quality Counts 2005: No Small Change: Targeting Money Toward Student Performance," U.S. Department of Education, National Center for Education Statistics, 2001-02. U.S. Dept. of Education. Digest of Ed. Statistics, Table 167, 2004. 2002-2003 data from U.S Census Bureau

Source: National Education Association. From Washington Learns presentation, "Establishing a Baseline," August 19, 2005.



Schools need additional funds to build the same achievements in math and science that we have seen in reading and writing.


We must change the way we think about math and science, and incorporate a “we can do it” approach that extends to every child—in the same manner that has been done with reading and writing.

Generations of Progress II  
**Know the facts and share them**

**Communicate**  
*Talk about schools*

**Communicate**  
*With friends and family*

**Communicate**  
*Your barista and postal worker*

An illustration of a radio tower on a green globe, with a blue target symbol in the sky above it. The background is white with several black stars. The entire graphic is set against a yellow grid background.

So what can you do?

Know the facts and share them.

**[CLICK]**      Talk about schools.

**[CLICK]**      With friends and family...

**[CLICK]**      ... your barista and postal worker—and anyone else you can think of.

We need to get the word out that schools are making great progress but that additional resources are necessary to ensure EVERY child has the opportunity to succeed.

Generations of Progress II

## Be a voice for public education

- ➔ A world-class education system is critical to Washington's economy.
- ➔ Washington schools are making great progress! They are accountable, effective and efficient.
- ➔ But schools need additional resources to make sure ALL students have the basic skills they need, including math and science.
- ➔ **Your future depends on public education.**

A world-class education system is necessary to prepare students to succeed in today's global economy. How we educate our students directly affects our state economy, our community and the opportunities available to both students and citizens.

**[CLICK]** Through state and federal standards, school reports and regular reporting, schools are continually held accountable. The great progress schools are making in reading and writing are proof of their effectiveness, and their impressive gains with minor additional monies speak to their efficiency.

**[CLICK]** But you can only stretch a rubber band so far and schools must have additional resources to make sure the progress continues.

**[CLICK]** Your future depends on public schools.



Thank you for supporting Washington's public schools.