

## K-8 Redesign Study

# 2018 Supplemental Budget Decision Package

**Agency:** Office of Superintendent of Public Instruction (OSPI)

**Decision Package Code/Title:** SL/K-8 Redesign Study

**Budget Period:** 2018 Supplemental

**Budget Level:** PL

### Agency Recommendation Summary Text:

The Superintendent is requesting \$100,000 in FY 19 for a study on the impact of increasing the length of the school day and/or school year in grades K-8 to improve student outcomes by providing more time for instructional support and programs. Achievement and opportunity gaps are evident in school and district data. As a result of this study, the state will understand how lengthening the school day and/or school year will impact student outcomes and be able to determine if this effort will effectively close opportunity gaps. OSPI recommends that an educational research group conduct the study.

### Fiscal Summary:

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
Fund 001-1 (Program 010)	\$0	\$100,000	\$0	\$0
<b>Total Cost</b>	<b>\$0</b>	<b>\$100,000</b>	<b>\$0</b>	<b>\$0</b>
Staffing	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
FTEs	0	0	0	0
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
Obj. A	\$0	\$0	\$0	\$0
Obj. B	\$0	\$0	\$0	\$0
Obj. C	\$0	\$100,000	\$0	\$0
Obj. E	\$0	\$0	\$0	\$0
Obj. G	\$0	\$0	\$0	\$0
Obj. J	\$0	\$0	\$0	\$0
Obj. N	\$0	\$0	\$0	\$0

### Package Description:

#### Background:

The goal of Washington's public education system is to prepare every student for post-secondary aspirations, careers, and life. Education in the 21st century brings on new demands and requires new ways of thinking. We must embrace an approach to education that encompasses the whole child while being open to systemic changes that will result in positive outcomes.

Many students in Washington State are graduating, attending school, receiving discipline referrals, or performing academically at disproportionately lower rates than their peers. Research has proven that providing underserved students with more opportunities can help close the achievement gap. Additional academic and non-academic supports are currently provided to some, but not to all students through district-led initiatives, afterschool programs, summer programs, and other public/private organizations, etc. On average, all students, irrespective of age, gender,

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socio-economic status, and race, lose academic skills over the summer. This is even more true for low-income students. The Office of Superintendent of Public Instruction (OSPI) aims to identify and implement strategies that effectively close these opportunity gaps.

An effective, statewide approach to addressing the opportunity gap is paramount. If lengthening the school day and/or school year effectively improves student outcomes and reduces the opportunity gap, more students will graduate and be prepared for the citizenship, career, and education responsibilities and demands they will experience after high school.

### **Current Situation:**

As our state and country become more diverse and more globally interdependent, there is a growing need for all of our students to learn a second language. Research shows it is easier to learn another language when we are young because our brains are laying down the foundations for thinking, learning, language, attitudes, and other characteristics. Yet with current requirements on students and teachers, there is not enough time in the day for a student to begin learning a second language.

In his K-12 Education Vision, Superintendent Reykdal outlines how additional instructional time could allow for intensive student supports for students who are falling behind, universal second language instruction, research-based time allotments for recess and lunch, while also providing the necessary collaboration time for K-8 educators to focus on individual student supports and school-wide improvement plans. More flexibility in the school day could also provide teachers more time for planning/reflection, for the review of student data, for ongoing professional development, for research and tool development, and for collaborative problem solving and planning with colleagues, including special education teachers and those who teach English Learners.

OSPI and schools throughout the state are currently using data more efficiently to increase capacity at the district level to serve the needs of students. The state is poised to examine the option of expanding the K-8 school day and/or school year to accommodate for additional time for students' learning and to begin second language acquisition in grades K-8. In order to understand the efficacy of these approaches, OSPI recommends a thorough analysis of options supported by research.

### **Proposed Solution:**

The Superintendent requests that the 2018 Legislature fund a study to determine the efficacy of extending the school day and/or school year to improve student outcomes in grades K-8. The added time could provide for intensive student supports, adequate time for universal second language instruction in grades K-8, and the necessary collaboration time for K-8 educators within a school to implement a systemic approach to individualized student learning. At the conclusion of the study, a research group will submit a report to the Legislature that identifies the findings from the study, a recommendation related to school day expansion including opportunities to begin second language acquisition, and potential costs to the state. An interim report will be available on or before January 2019 and a final report by June 2019.

### **Contact Person:**

- Kathe Taylor, Assistant Superintendent of Learning and Teaching, [kathe.taylor@k12.wa.us](mailto:kathe.taylor@k12.wa.us).

**Base Budget: If the proposal is an expansion or alteration of a current program or service, provide information on the resources now devoted to the program or service.**

N/A

### **Decision Package expenditure, FTE and revenue assumptions, calculations and details:**

Funds for this request will support a one-time study to conduct research, writing, and reporting on a critical education issue.

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**Decision Package Justification and Impacts**

**What specific performance outcomes does the agency expect?**

The agency expects that this study is the first step in more effectively addressing the opportunity gap. As a result of the findings, OSPI will determine opportunities to implement new strategies in districts most impacted by these gaps.

**Performance Measure detail:**

Research Study - Legislative Report

**Fully describe and quantify expected impacts on state residents and specific populations served.**

N/A

**Distinction between one-time and ongoing costs:**

All costs are expected to be one-time costs.

**What are other important connections or impacts related to this proposal?** Please complete the following table and provide detailed explanations or information below:

Impact(s) To:		Identify / Explanation
Regional/County impacts?	<b>No</b>	Identify:
Other local gov't impacts?	<b>No</b>	Identify:
Tribal gov't impacts?	<b>No</b>	Identify:
Other state agency impacts?	<b>No</b>	Identify:
Responds to specific task force, report, mandate or exec order?	<b>No</b>	Identify:
Does request contain a compensation change?	<b>No</b>	Identify:
Does request require a change to a collective bargaining agreement?	<b>No</b>	Identify:
Facility/workplace needs or impacts?	<b>No</b>	Identify:
Capital Budget Impacts?	<b>No</b>	Identify:
Is change required to existing statutes, rules or contracts?	<b>No</b>	Identify:
Is the request related to or a result of litigation?	<b>No</b>	Identify lawsuit (please consult with Attorney General's Office):
Is the request related to Puget Sound recovery?	<b>No</b>	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections		

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**Please provide a detailed discussion of connections/impacts identified above.**

N/A

**What alternatives were explored by the agency and why was this option chosen?**

In order to be accountable to the public, the proposal allows for a transparent and research-based approach to considering options for addressing the opportunity gap. If an increase of time to the school day is considered, many systems will be impacted. This proposal is the first step in identifying real solutions to significant problems in our education system; such changes require a legitimate and comprehensive study of research- and evidence-based practices.

**What are the consequences of not funding this request?**

The opportunity gap will persist if research-based approaches to improve student learning are not implemented.

**How has or can the agency address the issue or need in its current appropriation level?**

The agency has utilized existing resources to identify the opportunity gaps through statewide data collection and to create a vision for addressing those gaps. In order to expand thinking and understanding on how best to close those gaps, a more extensive study is necessary.


**Other supporting materials:**

- Superintendent Reykdal's Vision: [http://www.k12.wa.us/AboutUs/Priorities/SuptReykdalVision\\_Narrative.pdf](http://www.k12.wa.us/AboutUs/Priorities/SuptReykdalVision_Narrative.pdf)

**Activity Inventory:**

Activity Inventory Item	Prog	Staffing			Operating Expenditures		
		FY 2018	FY 2019	Avg	FY 2018	FY 2019	Total
A019	010	0	0	0	\$0	\$100,000	\$100,000
<b>Total Activities</b>		0	0	0	\$0	\$100,000	\$100,000

**Information technology:** Does this Decision Package include funding for any IT-related costs, including hardware, software, services (including cloud-based services), contracts or IT staff?

No 

Yes Continue to IT Addendum below and follow the directions on the bottom of the addendum to meet requirements for OCIO review.)