**Superintendent Reykdal’s K-12 Education Vision**

**& McCleary Framework**

**Introduction**

* The primary goal of Washington’s education system is preparing every student for post-secondary aspirations, careers, and life.
* Washington state reinvests just under 3% of our Gross Domestic Product (GDP) into education, while the national average is 3.6%. That difference of 0.6% equals about **$4 billion**.
* Baker, Bruce, Danielle Farrie, Monete Johnson, Theresa Luhm, and David G. Sciarra. *Is School Funding Fair? A National Report Card*. Rep. no. 6. Rutgers/The Education Law Center, Jan. 2017.

**Phase III (2021-23): Comprehensive K-12 Redesign**

* Universal early learning access for all 3- and 4-year-olds.
* Grades K-8 redesign:
* Expand the school day by 30-60 minutes and the school year by approximately 20 days.
* *Prisoners of Time*. Rep. Denver: Education Commission of the States, 1994.
* Rocha, Elena. "More Than Just Moments in Time." Center for American Progress, 13 Feb. 2006.
* Require research-based time allotments for lunch and recess breaks.
* "The Crucial Role of Recess in School." *American Academy of Pediatrics* (2013): 183-88.
* Begin dual language acquisition (local districts choose which language).
* Norman, Kaytie. "When Is the Best Time for Your Child to Start Learning a Second Language?" *Brainscape*. Bold Learning Solutions, 15 Oct. 2015.
* "The Second Most Spoken Languages Around the World." Olivet Nazarene University, 07 Apr. 2015.
* Adopt a High School and Beyond Plan (HSBP) for all middle schoolers.
* Grades 9-12 redesign:
* Two-thirds of all jobs require less than a baccalaureate degree, yet we have created an almost singular university-for-all path to graduation.
* Carnevale, Anthony P., Nicole Smith, and Jeff Strohl. *Help Wanted: Projections of Jobs and Education Requirements Through 2018*. Rep. Washington, D.C.: Georgetown U Center on Education and the Workforce, 2010.
* Reshape our academic focus so students’ core proficiency phase is grades 9-10, and their pathways phase is grades 11-12.
* Move the 11th grade high-stakes exit exam to a 10th grade basic proficiency assessment and use results to inform each student’s HSBP.
* Of the students who do not graduate high school, 63% drop out in their senior year.
* "Dropout and Graduation Reports." Washington State Office of Superintendent of Public Instruction.

**Phase II (2019-21): Research & Policy Transition**

* 20% of our students don’t graduate on time, and 30% of our graduates don’t attend college within their first year of graduating.
* "OSPI Performance Indicators – Data and Analytics." Washington State Office of Superintendent of Public Instruction.
* "High School Feedback Report." Washington State Education Research and Data Center.

Dual credit fees paid for all students.

* 24 credit graduation requirement becomes a 12+12 system, with students taking 12 credits in the core phase and 12 in the pathways phase.
* Use 21st century tools to better engage parents and guardians.
* Implement a new, simpler salary schedule for educators that values growth and development such as advanced degrees in subject areas, the ability to speak more than one language, instructional leadership and mentorship, and National Board Certification.

**Phase I (2017-19): Performance Improvements & McCleary Framework**

* Focus state-funded turnaround dollars on schools with large performance gaps and multiple gaps across several student demographics.
* Provide a clear, statutory definition of basic education and basic education compensation.
* Tie to inflation.
* Revise salaries based on market factors every 4 years.
* Hybrid funding model:
* Retain the prototypical school model as the foundation, and
* Provide student-weighted, per pupil allocations for investments in low-income, bilingual, and Highly Capable programs.
* Increase beginning teacher salary to $45,100.
* Add professional development days: 3 days phased in every year for the next 3 years.
* Provide additional supports to beginning teachers by fully funding the Beginning Educator Support Team (BEST) mentoring program.
* Establish a state-based salary enhancement fund to attract and retain high-quality educators in targeted, high-poverty communities or schools in need of turnaround.