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Convening Superintendents to Envision Ample and Equitable School Funding for Every Washington Child

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August 2024

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Acknowledgements

The authors would like to thank the following individuals who provided valuable feedback on an earlier draft of this report: Dave Larson, School Board Director, Tukwila School District, Melissa Bowen, Policy Manager, Equity in Education Coalition, and Pooya Alamsi, Assistant Research Professor, University of Washington.

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Executive Summary

On July 1 and 2, 2024, the University of Washington College of Education, including Dean Mia Tuan and Professors Anthony Craig and David Knight, hosted a group of 12 Washington superintendents to convene around issues of K-12 education finance. The event was convened by Drs. Kelly Aramaki and Trever Greene, who serve as the superintendents of the Bellevue School District and Yakima School District, respectively. Superintendents were drawn from the University of Washington alumni and professional networks and included representation from diverse school communities across the state.

The goal of this two-day summit was for superintendent participants to learn about school finance policy in Washington state and nationally, envision an ample and equitable school finance system for the state, and construct a five-year plan for needed policy reforms. The summit was held at a unique moment in Washington K-12 school finance history; the state made substantial investments over the past 12 years following a State Supreme Court decision, but federal stimulus funds are expiring, and school districts across the state are reporting budget challenges creating a need in some cases to close schools or lay off staff members. Students were deeply impacted by the pandemic, which disproportionately affected higher-poverty communities and schools serving higher percentages of students of color, exacerbating longstanding, stark differences in educational opportunity across communities in Washington.

Professional organizations in the state, including the Washington State School Directors' Association (WSSDA), the Washington Association for School Administrators (WASA), the Washington Educators Association (WEA), and others have advocated for greater investments and for more equitable funding. The 2025 legislative priorities of WASA include a $1 billion state investment in three programs, special education, transportation, and what the state calls MSOC, or Materials, Supplies, and Operating Costs, which pays for insurances and related costs.

This document describes the learning sessions that took place during the two-day summit, the results of shared discussion, and the superintendent group's shared legislative priorities for how Washington can improve its K-12 public school finance model over the next five years, building on but adding to the WASA legislative priorities. The summit included presentations from national experts in school finance and the Chief Financial Officer of the Washington Office of the Superintendent of Public Instruction, the state's education agency. We conclude with a description of future learning and advocacy plans and recommendations for further reading.

Convening Superintendents to Envision Ample and Equitable School Funding for Every Washington Child

School districts in Washington state and across the country have demonstrated a strong recovery from the COVID-19 pandemic, investing federal stimulus funding into programs that recent research shows positively impacted student achievement (Goldhaber & Falken, 2024; Kane et al., 2024). Yet the recent gains have not been even across student populations and many districts continue to address student mental health and academic needs. Districts are also facing budget deficits resulting from declining enrollment, high inflation, leveling state funding, and expiring federal Elementary and Secondary School Emergency Relief Fund (ESSER) stimulus dollars.

Before the pandemic, legislators in Washington made significant changes to the K-12 finance system in response to a 2012 State Supreme Court decision, including adding substantially more funding in 2018-19. Studies show those investments helped raise teacher salaries, which in turn improved educator retention (Fujioka & Knight, 2024; Sun et al., 2022). However, while schools across Washington State receive more funding now than in the past, the state has reduced funding in real terms in more recent years (OSPI, 2023). District leaders across the state are struggling to close budget gaps for a variety of factors (Retka, 2024; Maltais, 2024; Vela & Jayaram, 2024), and many districts continue to report expenditures that exceed state revenues, particularly in the areas of special education, transportation, and Maintenance, Supplies, and Operating Costs, or MSOCs. Beyond budget woes, student needs have expanded substantially in recent years, and emphasis on funding shortfalls can obscure the primary function of a public education system, to provide all students with equal educational opportunity to reach desired outcome goals (Baker et al., 2024).

Responding to this urgent need, the University of Washington College of Education partnered with superintendents from across the state to build a coalition around a set of school finance “policy possibilities,” building in part from legislative priorities of multiple associations and organizations of Washington’s educators (WASA, 2024; WEA, 2024; WSSDA, 2024a). In this context, policy possibilities refer to recommendations for addressing both acute and longer-term fiscal challenges that we encourage legislators to consider in the 2025 Washington legislative session, and over the next five years. A five-year time horizon includes three long legislative sessions, which take place every other year over 105 days during which the legislature creates a two-year budget, and two short legislative sessions, which take place over 60 days every other year.

The purpose of this report is to share the superintendent group’s policy possibilities, their motivation for convening, the process the team undertook to identify these priorities, and the team’s next steps. Our intended audience includes state legislators, district leaders, educational advocates, and the broader public. We first describe the **policy challenges** facing Washington school districts and potential leverage points for change. Next, we describe the **two-day “coming home” summer summit** including the specific learning and knowledge generation activities and planned future convenings. Finally, we conclude by describing the **policy possibilities** identified by the team.

1. School Finance Policy Challenges

The summit was held at a unique moment in Washington K-12 school finance history. The state made substantial investments over the past five years following a State Supreme Court case decision, but federal stimulus funds are expiring, COVID-19 pandemic learning recovery and mental health challenges continue, and school districts across the state are reporting budget challenges creating a need in some cases to close schools or lay off staff members (see Appendix Figure 1A). The state also faces additional fiscal challenges. These challenges were presented to the Washington House Finance Committee in a presentation provided by Dr. David Knight during January 2024 legislative work session (UW College of Education, 2024), and they are further described in the paragraphs below.

First, like most states, Washington's school districts are characterized by significant racial and socioeconomic segregation, but the state lacks any substantial funding program to provide additional services in schools with larger concentrations of student poverty (WSSDA, 2024b). The Learning Assistance Program is the only funding stream tied to the percent of students classified as low-income, and this program represents less than four percent of state funding (Washington Senate Ways & Means Committee, 2024). As a result, lower-income students in Washington attend school districts that receive less overall state and local revenues per student than other students, on average (Knight et al., 2022, see Appendix Figure 2A). School finance researchers recommend states provide additional resources in districts serving higher-poverty student populations (Baker et al., 2024), and scholars estimate the cost of providing equal educational opportunities to reach common outcome goals, recommending that states provide between 20 to 100 percent additional per-student funding for students experiencing poverty (Duncumbe & Yinger, 2005; Knight et al., 2023). Washington would need to substantially expand funding for high-poverty districts to meet these recommendations.

Second, the state's funding model for special education is not closely aligned with costs. The state uses weights for students identified to receive special education services, such that each student in special education generates an additional 112 percent funding over the regular per-pupil funding allotment (a weight of 2.12). For students in special education who spend less 80% in regular instruction, the funding weight is 2.06, providing slightly less funding for students who spend more of the day in pull-out settings.[1] Districts receive these extra funds for each student identified in special education, but the additional funds are capped once special education enrollment rates exceeds 15.5 percent of students. In 2022-23, almost one-third of districts exceeded this cap, suggesting that many are incurring special education costs that exceed state or federal funding (Office of Washington State Auditor, 2022; 2024), and a recent study showed that school closures may have led to under-identification within special education (Theobald et al., 2024). Moreover, the use of a student weight that varies only by the rate of inclusion, rather than other cost factors such as the specific disability category, may disadvantage districts enrolling higher shares of students in higher cost special education categories. The legislature recently provided

[1] From 2011-12 to 2017-18, the state used a single weight of 0.9309. The weight was increased to 1.9609 and to 1.995 in 2018-19 and 2019-20, respectively. Beginning in 2020-21, the state adopted a second weight based on whether the student spent more than 80% of their day in the general education settings. From 2020-21 to 2022-23, the weights were set to 2.0075 for students in general education settings for 80 percent or more of the school day, and 1.995 of all other students in special education.

funding for studies of special education funding in Washington to be overseen by the Joint Legislative and Research Council and the Office of Washington State Auditor, and the recommendations from those reports will help clarify finance policy challenges pertaining to special education.

Third, the formulas that fund transportation and Materials, Supplies, and Operating Costs, or MSOCs, also create fiscal challenges for school districts. As described in the WASA legislative priorities, the state funding model for transportation is not sufficient to meet costs, and penalizes districts for achieving efficiencies (WASA, 2024). Funding for MSOC is designed to cover liability insurance, utility costs, and other costs, such as food and fuel; however, according to WASA (2024), insurance and other costs have increased by as much as 100 percent over the past five years, a period when inflation also increased.

Fourth, many districts are facing declining enrollment, and the state's funding model is too closely aligned with in-the-moment enrollment levels, while many expenditures such as personnel result in cost throughout the academic school year. Washington allocates state funding based on student monthly membership, adjusting up or downward every month. Districts with declining enrollment can therefore lose funding throughout the school year, as enrollment declines month over month. By contrast, many states provide safety nets for districts with declining enrollment by funding schools based on the greater of the current or prior year enrollment, which provides districts with an extra year of planning if needed to reduce staff or close campuses (Education Commission of the States, 2024; Hinojosa, 2018).

Fifth, the state uses geographic cost of living adjustments, or regionalization factors, which contribute to income-based funding disparities (Knight et al., 2022). Regionalization factors provide additional funds to districts in higher cost of living areas, which help districts in those areas pay salaries commensurate with the local cost of living. This approach disadvantages some rural districts that have lower cost of living, but higher average salaries levels. Many other states instead use a cost of labor index, which is correlated with a cost of living index, but provides more funding in rural areas that need to pay higher salaries to retain certificated educators (Education Commission of the States, 2024). Because the state has especially limited funding tied to student poverty, the regionalization factors, which range from 1.00 up to 1.24, providing up to 24 percent additional state funding for some districts, account for a significant proportion of the differences in state funding across districts and contribute to disparities based on student household income (Knight & Plecki, 2019). The state also provides additional funding to districts with above average teacher experience, which disadvantages districts in higher-poverty settings that often struggle to retain experienced educators (Knight et al., 2022).

Lastly, local levies allow districts to generate additional revenue with taxpayer support, but the system yields significant disparities for lower-income taxpayers and for students from lower-income households. Under recent policy changes, the state caps a district's levy authority at the lesser of either $2.50 per $1,000 of assessed property value or $2,500 per student, adjusted for inflation. Yet, the state only equalizes the tax base for low-property wealth districts up to $1,500. This creates a system where districts with lower property values must tax their constituents at a higher rate and generate lower levels of funding, whereas districts with higher property values can tax their constituents proportionately less and generate more money. Several non-profit groups have highlighted the overall regressive nature of the state's tax code, including which communities pay the most in property tax rates (e.g., BOTC, 2024). Expanding Local Effort Assistance, or LEA, would ameliorate this disparity although larger scale changes to the levy system may be necessary in the longer term.

In sum, recent research findings, along with calls from state professional organizations, have highlighted multiple key policy challenges facing school districts in Washington. These include limited compensatory funding for districts serving higher-poverty student populations; increasing special education costs; increasing MSOC and transportation costs; declining enrollment; use of regionalization and experience factors; and disparate impacts of local levy caps. On top of these challenges, federal ESSER funds are expiring even as students continue through COVID recovery, and districts must look for new ways to support effective programs previously funded through pandemic stimulus. Many districts are facing the possibility of school closures, which may save money, but creates instability for students and families (Deng, 2024). Superintendents feel a sense of urgency as they face budget deficits and must make challenging and unpopular decisions about eliminating programs and positions. With this policy background, leaders of two of the state's largest districts were compelled to convene a group of superintendents and experts to push for needed policy change.

2. UW Coming Home Summit

On July 1 and 2, 2024 the University of Washington College of Education Dean Mia Tuan and Professors Anthony Craig and David Knight hosted a group of 12

Washington superintendents to convene around issues of K-12 education finance. The event was convened by Drs. Kelly Aramaki and Trever Greene, who serve as the superintendents of the Bellevue School District and Yakima School District, respectively. Additional support from Bellevue School District Director of Teaching and Learning William Jackson and UW graduate research assistant Kendall Fujioka helped guide conversations. The group of 12 Washington superintendents included UW alumni and affiliates representing a diverse set of school communities from across the state. Appendix A lists the superintendent participants and school districts.

Goals

The goals of the two-day summit were to promote knowledge of the state's education funding, understand how the current policies operate to yield different impacts for districts, and contextualize Washington state within the broader national landscape. The group also sought to envision an ample and equitable school finance system, and for superintendents to construct a five-year plan for achieving that vision. Finally, the group committed to attending future meetings to further refine the five-year vision and to engaging in advocacy and awareness efforts within their local communities.

Learning Sessions

To support these goals, participants heard from state leaders and national experts in school finance through a series of five learning sessions, shown in Exhibit 1. The first session included a presentation by Chief Financial Officer of the Washington Office of the Superintendent of Public Instruction, T.J. Kelly, who provided an overview of recent school finance policy changes in Washington. Rebecca Sibilia, Executive Director of EdFund discussed different state school finance funding models, recent state policy reforms, as well as her organization's role bridging research and policy nationally. During a third session, David Knight, Associate Professor of Education Finance and Policy at UW described his research team's findings from research on the Washington school finance system, and described what research suggests would be an ample and equitable funding system for the state. Superintendent Kelly Aramaki facilitated the fourth learning session, which provided time for superintendents to break off into groups for a "rapid design challenge" to plan short and long term school finance policy reform goals. During the final session, a state lobbyist who has represented several Washington school districts, Melissa Gombowsky, described best practices for influencing state policy reforms. Between each learning session, superintendents met in pairs and small groups to process, reflect, and share their own experiences.

EXHIBIT 1

List of learning sessions during July 2024 summit

1. The Past and Present of How Districts are Funded in Washington State
Presenter: T.J. Kelly, Chief Financial Officer, OSPI

2. Overview of National Funding Models: The Good, The Bad, and Washington State
Presenter: Rebecca Sibilia, Executive Director of EdFund

3. Creating a Vision of Ample and Equitable Funding in Washington State
Presenter: David Knight, Associate Professor of Education Finance and Policy at UW

4. Rapid Design Challenge: 1 and 5 Year Goals
Presenter: Kelly Aramaki, Superintendent of Bellevue School District

5. Navigating the Politics in Olympia
Presenter: Melissa Gombowsky, Principal Lobbyist of Gombowsky Public Affairs

Outcomes

The summer summit was successful in generating new knowledge and understanding around Washington school finance policy including the key challenges for creating an ample and equitable funding system. Superintendents were provided the opportunity to design their own set of policy recommendations, after participating in learning sessions on how Washington districts are funded, how other states systems work, and what policy challenges face Washington. Through that process, the group established a five-year vision reflecting the overall recommendations that emerged from each group's rapid design challenge.

3. Identifying Policy Possibilities

The group's working five-year vision for school finance reforms in Washington is summarized in Exhibit 2. During the rapid design exercise, subgroups all identified the key three areas as needing additional support, which include special education, transportation, and MSOCs, or Materials, Supplies, and Operating Costs. These three areas align with the legislative priorities of WASA and other professional organizations, who have referred to them as the "big three."

EXHIBIT 2

Superintendent group's five-year vision for school finance reforms is Washington

Year 1	**$1B Investment in The Big 3 toward goal of Ample Funding** • **Special Education multiplier** • **MSOC funding to match inflation/rising costs of insurance, utilities, etc.**
Year 2	Lay groundwork for Equitable Funding • Levy/LEA reform • Lay groundwork for FRL weight (in place of current LAP allocation) • Lay groundwork for Updated Prototypical model (MTSS, enrichment)
Year 3	**Investments & Reform for Equitable Funding** • **Levy/LEA Reform** • **FRL Weighted Student Funding** • **Updated Prototypical Model Based on Student Needs**
Year 4	Finalize Planning for Student Funding Model
Year 5	**Update funding model using student-weighted funding formula**

Note. Long legislative sessions are indicated in bold, while short sessions on not bolded.

However, the group also identified two other areas of the state K-12 finance system that need additional support, the Learning Assistance Program (LAP) and Local Effort Assistance (LEA).[2] The group suggested that during the next long legislative session, advocacy efforts could focus on the big three, which would provide immediate benefits for all districts in the state. Then, during the following short legislative session, Year 2 of the five year plan, legislators would study mechanisms for expanding LEA funding and for replacing LAP with an income-based funding weight. Adopting an income-based funding weight would allow the state to maintain its current funding model, but students who are classified as low-income would be weighted to receive additional funds. For example, the funding model in California provides an additional 20% funding for students who are classified as low-income or in the foster system or who are multilanguage learners. Washington could maintain its resource-based funding system, called the Prototypical School Funding Model, but use an income-based student weight to determine per-student funding allocations. Implementing an income-based student weight within the Prototypical School Funding Model would be a straightforward transition because LAP is already allocated according to the number of students in a district eligible for free and reduced price lunch, and because special education is already allocated based on a student weight (Knight, 2024; WSSDA, 2024b).

Year 3 of the five year plan involves implementing the increase in LEA and adopting student weights within the Prototypical School Funding Model. As explained in

[2] LAP, the Learning Assistance Program, provides funding for academically struggling students, allocated based on students' household income, as measured by eligibility for the free and reduced price meal program. LEA, Local Effort Assistance, equalizes the tax base for school districts, putting lower-wealth districts on more even footing when generating revenues from local enrichment levies (WSSDA, 2024b).

recent University of Washington research studies and briefs (Fujioka & Knight, 2024; Knight et al., 2022; Knight & Plecki, 2022; Sun et al., 2024), the state's two-pronged levy system disadvantages lower-property wealth school districts. The superintendent group recommended expanding LEA such that lower-property wealth school districts do not systematically receive fewer levy enrichment funds at higher local tax rates.

For Years 4 and 5, the group's vision involves transitioning away from a resource-based funding model toward a student-based funding model. Under a resource-based model, the amount of funding a district receives is based on a series of student-to-staff ratios (Knight et al., 2023). For example, a state might provide districts with funding for one teacher for every 20 students enrolled, one counselor for every 250 students, one principal for every 500 students, and so on. Total staff counts for each district are then multiplied by salary levels to determine total district funding allocations for each district. Districts can then use that funding to staff schools according to their own designed staffing ratios.

In contrast, under a student-based funding model, districts receive a base allotment per student, and that base per-student allotment is multiplied by district enrollment to determine total district funding allocations (Knight, 2022). Districts are similarly permitted to determine their own staffing decisions, but they do so without a "prototypical" staffing model as guidance. Students are typically assigned funding weights based on enrollment classifications, so students who are multilanguage leaners or who are classified as low-income, for example, generate additional funds. Superintendent participants envision that state legislators could study the process for transition to a student-based funding model during the short legislative session of Year

4, and adopt the change in Year 5, which is a long session. The group also brainstormed ways to embed funding to provide for Multi-tiered Systems of Support within the Prototypical School Funding Model, or better align the model with different student needs. Embedding an income-based student weight, as discussed earlier, would in some respects help move the model in that direction.

In sum, the group's proposed policy possibilities expressed as a 5-year vision closely align with that of professional organizations such as WASA but builds on them in important ways. In addition to emphasizing the "big three" funding areas (special education, transportation, and MSOCs), the group proposes changes to *allocation* and *revenue*, through reforms to LAP and LEA, which provide funding for lower-income students and lower-wealth districts, respectively. Increasing funding for LAP, or replacing it with a student poverty funding weight, would help provide additional funding to higher-poverty school districts, creating a progressive allocation of state funds. In terms of revenue, lowering local tax capacity, either through decreases in the levy lids or the state property tax, will reduce the tax payments for businesses and corporations, which will reduce overall funding for education. Instead, increasing the state property tax, or local tax capacity, and expanding LEA matching up to the levy cap would achieve the dual goals of providing more equal opportunity across districts, and ensuring households and business pay a fairer share of tax payments. Under this design, rather than focus only on the big three, the superintendent group's five-year vision emphasizes the "big five," adding allocation and revenue as policy areas that can be leveraged to increase the progressivity of the state's funding model.

4. Discussion: Moving from the Big Three to the Big Five

In this closing section, we provide a brief overview of the best practices suggested from recent school finance research and then discuss the competing interests represented across the state and share concluding remarks.

Best Practices

Effective reform in education policy and school finance requires people to center and uplift the voices of students and communities that are directly impacted by the legislation (Liu, 2024). Ensuring communities are empowered to make local resource allocation decisions to best fit local needs is a foundational principle of U.S. education (Hinajosa, 2018). That is, the state can have a more central role in determining the total *amount* of resources allocated to each district, while providing additional flexibility to determine the *use* of resources, or how funds are spent. Moreover, the amount of resources allocated to each district should be based on estimates of the cost of providing equal educational opportunity (Baker et al., 2024). This approach typically requires substantially greater funding in districts that serve communities most impacted by poverty, and some estimates suggest such districts are significantly underfunded in Washington (Knight et al., 2023).

A growing area of research in the school finance literature examines special education finance (e.g., Kolbe, 2021; Kolbe & Dhuey, 2022). Several studies show districts use general education funds to pay for special education services when all special education funds are already expended (Arson et al., 2019). These findings could either suggest that special education is underfunded and is impacting the general education curriculum, or that the underfunding of general education is creating a greater need for special education services. The research further shows that across both states and districts, more ample funding for special education is associated with higher rates of identification. Again, this finding could be interpreted as financial incentives leading to greater identification rates but could alternatively be interpreted as under-identification resulting from limited funding. In both cases, scholars recommend aligning special education more closely with student need, often through use of multiple student funding weights and safety net reimbursement programs for especially high cost services (Hinajosa, 2018; Kolbe, 2021). The state already operates a safety net reimbursement program, but uses only a single weight for special education, that varies according to educational setting, but does not differentiate funding based on disability category, or any measure of need.

Competing Interests

The benefits of different policy reforms may impact participants in starkly different ways. For example, creating an income-based student funding weight, or expanding the Learning Assistant Program (LAP), the state's only general fund program that specifically supports students living in poverty, would benefit high-poverty districts like Kent and Tukwila, but would provide little benefit for districts serving the wealthier families, such as the Anacortes or Bainbridge Island School Districts, which serve approximately one-quarter the percent of low-income students of Kent and Tukwila. Similarly, policy reforms that increase the capacity of districts to raise local revenues through taxpayer levies will benefit districts with higher property values, while disadvantaging districts with lower property values.

By contrast, other policy reforms would function to benefit a wider group of districts and students. For example, focusing on the “big three” by increasing allocations for special education, transportation, MSOCs, would “lift all boats” and increase funding for all districts across the state. Since both rich and poor districts have reported budget challenge due to expenditures that exceed funding, increasing funding for all districts may seem sensible. However, this approach focuses on what districts choose to spend, rather than the cost that districts face to provide equal educational opportunity. While there is not an agreed upon methodology in the literature, cost estimates suggest that Washington needs to invest substantially more resources in districts serving the highest-poverty student populations and in districts serving the highest share of students of color, in order to provide students with equal educational opportunity to reach outcome goals (Baker et al., 2024). As shown in Appendix Table A1, the state has not had a progressive funding system at any point in the past three decades, back to 1994-95, which is as far back as reliable data extend. Reckoning with this history, and acknowledging that there are competing interests, will be important for state legislators to design effective school finance policy.

Conclusion

While Washington’s legislature may be wary of undergoing a major school finance reform after the recent “*McCleary* fix” in 2018-19, the UW’s convening of state superintendents and experts in the field made it clear that there is additional work to be done for the state to meet its constitutional requirement, to make “ample provision for the education of all children … without distinction or preference on account of race, color, caste, or sex” (Wash. Const. art. IX, § 1). The budget crises facing superintendents across the state demonstrate that funding is far from “ample,” and these deficits have direct consequences for Washington’s students who may have to deal with reductions in programs and staff that currently support their learning. Participants in the UW’s convening discussed the urgent need to ensure that Washington’s schools are funded in a manner that allows educators to maximize student learning opportunities for current and future generations of children. With support from the UW leadership, the superintendents look forward to continuing their efforts to advocate for legislative reform that upholds Washington’s paramount duty to amply fund K-12 education.

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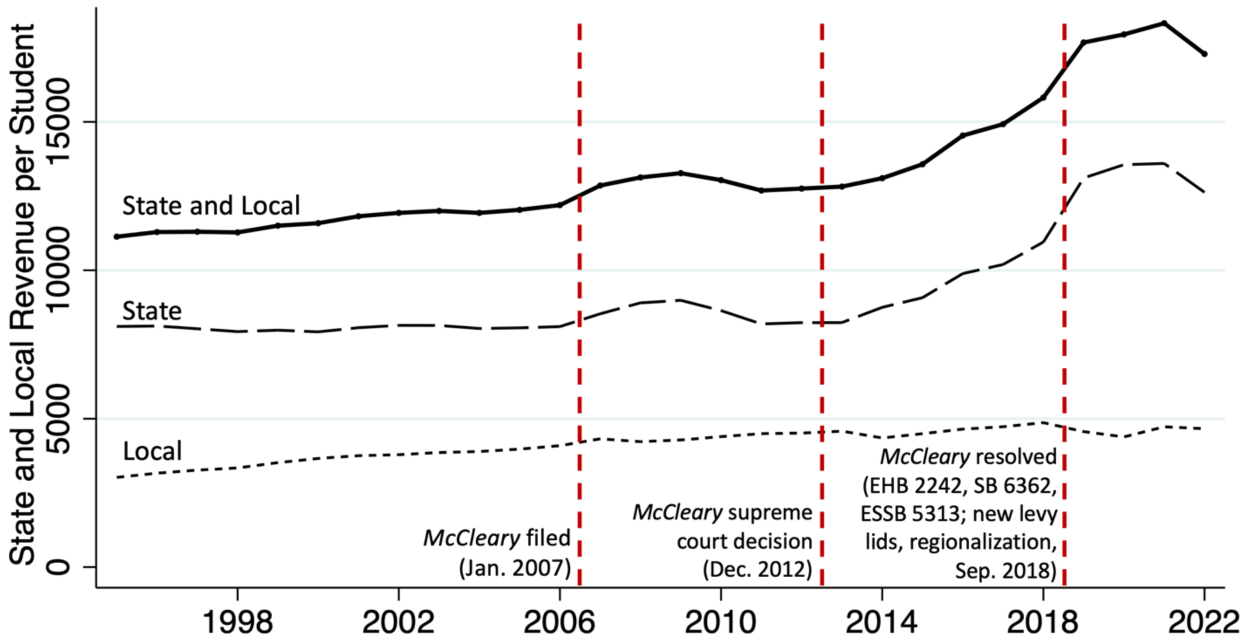
Appendix A: Additional Figures

APPENDIX FIGURE A1

State and local revenues per student among Washington state school districts, 1994-95 to 2021-22

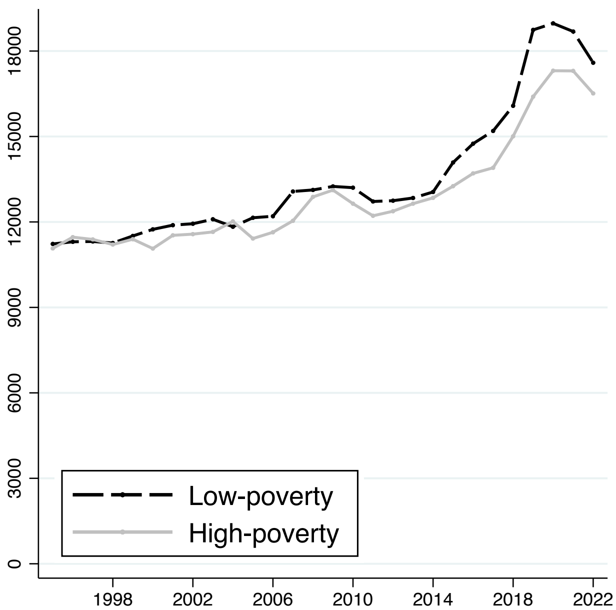


Source: Fujioka, K. & Knight, D. S., (2024). McCleary at twelve: Examining policy designs following court-mandated school finance reform in Washington state. West Education Law Reporter.
Note. Dollars are adjusted for inflation to 2021-22 academic year dollars.

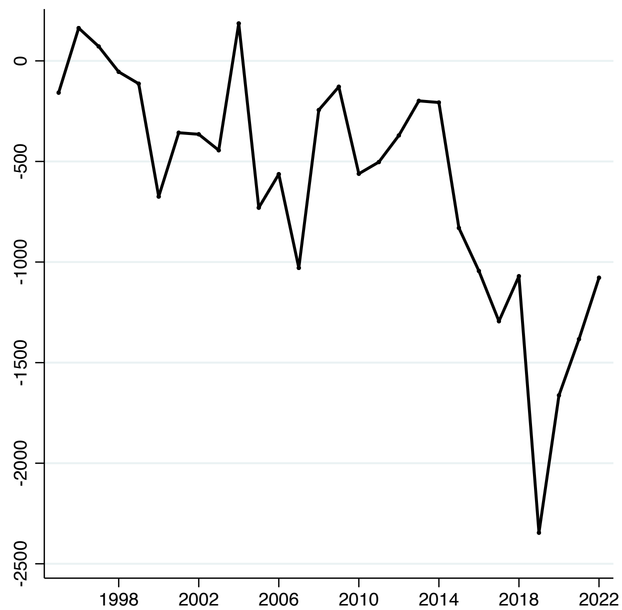
APPENDIX FIGURE A2

State and local revenues per student for school districts by student race/ethnicity and by low- and high-poverty school districts in Washington, 1994-95 to 2021-22

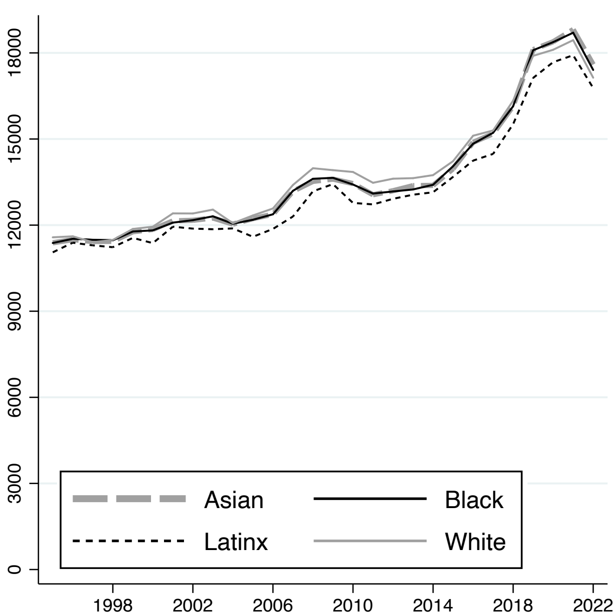
Panel A. State and local rev., by district pov. rate



Panel B. Diff., low- and high-pov. districts



Panel C. State and local revenues, by stu. race/eth.



Panel D. Diff., Stu. of Color & White stu.

Source: Fujioka, K. & Knight, D. S., (2024). McCleary at twelve: Examining policy designs following court-mandated school finance reform in Washington state. West Education Law Reporter.
Note. Graphs shows predicted values from a regression of funding on poverty rate, interacted with year indicators, and the following five covariates: urbanicity, district size, education cost of wage index, the percent of student receiving special education services and the percent of students classified as multilanguage. All regressions are weighted by student enrollment and dollars are adjusted for inflation to 2020-21 dollars.

Appendix B: Superintendent Attendees, July 2024 Summit

Superintendent	District
Kelly Aramaki	Bellevue
James Everett	Meridian
Trevor Greene	Yakima
Brian Hart	Granger
Justin Irish	Anacortes
John Parker	Central Valley
Chris Pearson	Burlington-Edison
Concie Pedroza	Tukwila
Jeff Snell	Vancouver
Amii Thompson	Bainbridge Island
Heather Tow-Yick	Issaquah
Israel Vela	Kent

Note. The Spokane School District and Seattle School District (Superintendents Adam Swinyard and Brent Jones) are affiliated with the UW Superintendent Summit group but was not able to attend the July summit.

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